

Appendix pages 1-343

10/2/14 CCC Meeting Agenda

1. Announcements

- a. Guest Speakers: Michael (Mick) Nyenhuis, Senior Military Science Instructor; Carl Meredith, Instructor of Military Science; and Troy Yard, Assistant Professor of Military Science. **Please see the Appendix found next to the 10/2/14 agenda on the CCC website: <http://www.uww.edu/cls/curriculum-committee> for the following information:**

1. Army Announcement for Professor of Military Science outlining qualifications and process Army uses to select Military Science dept. chairs **(Pages 2-8)**

2. Most recent, 2011-2012 Leadership Minor Program Audit and Review Self Study Report **(Pages 9-61)** and Leadership 350 Training Support Package **(Pages 62-207)**

3. Syllabi for Leadership classes **(Pages 208-310)**

4. Current Curriculum maps from Cadet Command with updated maps for changes in the 100 and 400 courses **(Pages 311-322)**, a copy of the 2013-2014 UWW ROTC Annual Report that describes efforts to connect Military Science work with LEAP outcomes **(Pages 323-333)**, and a copy of the General Learning Outcomes by category, which they are moving towards; it targets Cadets **(Pages 334-343)**

**Milper Message Number
14-111**

**Proponent
AHRC-ORD-D**

**Title
FY2015 US ARMY HUMAN RESOURCES COMMAND PROFESSOR OF
MILITARY SCIENCE (PMS) CENTRALIZED SELECTION BOARD – (LTC /
MAJ)**

...Issued: [22 Apr 14]...

1. THIS MESSAGE EXPIRES ON 30 APRIL 2015.
2. THIS PROGRAM IS OPEN FOR HIGHLY MOTIVATED ACTIVE DUTY AND USAR/AGR ARMY OFFICERS IN THE RANKS OF LTC OR MAJ.
3. THE US ARMY HUMAN RESOURCES COMMAND PROFESSOR OF MILITARY SCIENCE (PMS) CENTRALIZED SELECTION BOARD WILL CONVENE AT US ARMY HUMAN RESOURCES COMMAND, FORT KNOX KENTUCKY ON 26 - 29 AUGUST 2014 TO SELECT THE BEST-QUALIFIED FIELD GRADE OFFICERS AVAILABLE FOR PMS DUTY. IF AN OFFICER APPLIES AND THEN BECOMES PROMOTABLE TO COLONEL AFTER THE CONVENE DATE OF THE BOARD, HE/SHE IS NO LONGER ELIGIBLE TO COMPETE FOR THE LTC/MAJ PMS BOARD OR SERVE AS PMS.
4. OFFICERS MAY SELF NOMINATE THROUGH THEIR INDIVIDUAL ASSIGNMENT OFFICERS. THE FY15 PMS BOARD WILL BE AN "OPT IN" BOARD AND OFFICERS WILL UTILIZE THE "MY BOARD FILE (MBF)". AN "OPT IN" BOARD MEANS, AN OFFICER MUST TAKE ACTION TO BE CONSIDERED.
5. STARTING IMMEDIATELY, VOLUNTEER APPLICATIONS (PMS PREFERENCE SHEET) WILL BE ACCEPTED BY ASSIGNMENT OFFICERS FOR PMS POSITIONS SCHEDULED FOR ACADEMIC YEAR 2015-2016 (AY15/16). ALL KNOWN PMS VACANCIES BEFORE DECEMBER 2014 WILL BE BOARDED AND SLATED FOR SUMMER 2015 REPORT DATES; HOWEVER, SOME VACANCIES MAY REQUIRE AN EARLIER REPORT DATE, WHICH WILL BE COORDINATED WITH THE PMS SELECTEE, CADET COMMAND AND HRC. TO VIEW THE ENTIRE VACANCY LIST AT [HTTP://WWW.CADETCOMMAND.ARMY.MIL/](http://www.cadetcommand.army.mil/), SELECT THE ORGANIZATION TAB, AND THEN SELECT THE INFO-FOR-CADRE/STAFF TAB.
6. OFFICERS INTERESTED IN COMPETING FOR PMS DUTY MUST MEET THE REQUIREMENTS BELOW FOR CONSIDERATION BY THE PMS SELECTION BOARD:
 - A. BE A LTC, MAJ (P) OR MAJ IN YEAR GROUPS 1990-2000.
 - B. COMPLETED INTERMEDIATE LEVEL EDUCATION PRIOR TO THE START OF THE BOARD (NO

EXCEPTIONS).

C. POSSESS AN ADVANCED DEGREE, MASTERS OR HIGHER NLT 31 MAY 2014, (NO EXCEPTIONS).

D. UNDERGRADUATE OR GRADUATE GPA OF 2.5 OR HIGHER REQUIRED. EXCEPTIONS TO THE UNDERGRADUATE GPA REQUIREMENT MAY BE GRANTED FOR OFFICERS WHO HAVE A PHD.

E. RECENTLY SERVED IN A TACTICAL/OPERATIONAL UNIT.

F. POSSESS MORAL ATTRIBUTES AND PERSONAL TRAITS FOR A POSITION OF PRESTIGE IN AN ACADEMIC COMMUNITY.

G. BE PHYSICALLY FIT, ABLE TO LEAD FORMATIONS, AND MEET ALL ARMY STANDARDS OF MILITARY BEARING AND APPEARANCE IAW AR (600-9).

H. AVAILABLE FOR AY15 PERMANENT CHANGE OF STATION MOVE (ABLE TO REPORT FOR DUTY NLT 15 SEPTEMBER 2015).

I. ABLE TO SERVE A THREE-YEAR TOUR, WAIVERABLE BELOW THREE YEARS WITH CG, CADET COMMAND APPROVAL.

J. MANDATORY REMOVAL DATE (MRD) NO EARLIER THAN 1 SEPTEMBER 2018 (NO EXCEPTIONS).

K. NOT PENDING ANY ADVERSE ACTIONS.

7. DUE TO OPERATIONAL CONSIDERATIONS AND THE NEEDS OF THE ARMY, THE FOLLOWING OFFICERS ARE NOT ELIGIBLE TO COMPETE:

A. SCHOOL OF ADVANCED MILITARY STUDIES (SAMS) PLANNERS WHO HAVE NOT COMPLETED THEIR TIER ONE UTILIZATION TOUR.

B. SPECIFIC AMEDD (MC, DC, VC,) OFFICERS.

C. CHAPLAIN OFFICERS.

D. JUDGE ADVOCATE GENERAL OFFICERS.

E. FINANCE OFFICERS.

F. FA24 TELECOM SYSTEMS ENGINEER.

G. FA29 ELECTRONIC WARFARE OFFICERS.

H. FA40 SPACE OPERATIONS OFFICERS.

I. FA47 PERMANENT PROFESSORS.

J. FA48 FOREIGN AREA OFFICERS.

K. FA49 ORSA OFFICERS.

L. FA50 FORCE MANAGEMENT OFFICERS.

M. FA51 ACQUISITION OFFICERS.

N. FA52 NUCLEAR RESEARCH AND OPERATIONS OFFICERS.

O. FA53 INFORMATION SYSTEM OFFICERS.

P. FA59 STRATEGIC PLANS AND POLICY OFFICERS.

8. FOR THOSE OFFICERS SERVING IN A JOINT DUTY ASSIGNMENT, IAW (TITLE X, DOD INSTRUCTIONS 1300.19 PARA E7.2, AND CJCS INSTRUCTION 1330.05 ENCL J, PARA 2,) THE ARMY IS REQUIRED TO MAINTAIN A 36-MONTH JOINT TOUR LENGTH AVERAGE. IN ORDER TO REMAIN IN COMPLIANCE WITH LAW AND POLICY, OFFICERS SERVING IN A JOINT DUTY ASSIGNMENT THAT REQUIRE A SECRETARY OF DEFENSE WAIVER TO DEPART ARE NOT ELIGIBLE TO COMPETE FOR A PMS POSITION.

9. APPLICANTS MUST SUBMIT A PMS PREFERENCE SHEET NLT 1 JULY 2014 (NO EXCEPTIONS) TO THEIR HRC ASSIGNMENT OFFICER. APPLICANTS CAN OBTAIN A PMS PREFERENCE SHEET FROM THEIR ASSIGNMENT OFFICER OR FROM THE CADET COMMAND WEBSITE AT [HTTP://WWW.CADETCOMMAND.ARMY.MIL/](http://www.cadetcommand.army.mil/), SELECT THE ORGANIZATION TAB, AND THEN SELECT THE INFO-FOR-CADRE/STAFF TAB. PMS PREFERENCE SHEETS WILL NOT BE ACCEPTED IF UNSIGNED OR SUBMITTED AFTER 1 JULY 2014. APPLICANTS WHO FAIL TO SUBMIT A PMS PREFERENCE SHEET BY 1 JULY 2014 TO THEIR CAREER MANAGER WILL BE DISQUALIFIED FROM COMPETING IN THIS YEAR'S PMS SELECTION BOARD. THE PREFERENCE SHEET WILL BE USED TO PLACE THE BEST QUALIFIED OFFICERS TO A SPECIFIC PROGRAM. OFFICER PREFERENCE WILL BE TAKEN INTO CONSIDERATION; HOWEVER, THE NEEDS OF THE ARMY WILL REMAIN PARAMOUNT.

10. ONCE THE SIGNED PMS PREFERENCE SHEET HAS BEEN ACCEPTED BY THE ASSIGNMENT OFFICER AND ALL THE QUALIFICATIONS OUTLINED IN PARA 6A-J ARE MET, OFFICERS ARE CONSIDERED ELIGIBLE TO COMPETE IN THE PMS SELECTION BOARD.

11. ASSIGNMENT OFFICERS WILL CONTACT ALL OFFICERS ON THE STATUS OF THEIR PMS APPLICATION BEFORE THE BOARD CONVENES.

12. EACH OFFICER MUST HAVE THEIR ARMY MILITARY HUMAN RESOURCE RECORD (AMHRR) UPDATED TO ENSURE THAT THE MOST CURRENT AND ACCURATE INFORMATION IS AVAILABLE TO THE PMS BOARD. CODE 09 (COMPLETE-THE-RECORD) OFFICER EVALUATION REPORT IS NOT AUTHORIZED FOR THIS BOARD. THE FOLLOWING MATERIALS MUST BE IN THE PMS SELECTION BOARD FILE:

A. UPDATED OFFICER RECORD BRIEF (BOARD VERSION).

B. UPDATED PHOTO (SHOULD REFLECT CURRENT GRADE).

C. OFFICIAL UNDERGRADUATE AND POSTGRADUATE DEGREE TRANSCRIPTS (NO EXCEPTIONS).

13. EVALUATION REPORTS.

A. IN ORDER FOR AN OER AND/OR AER TO BE REVIEWED BY THIS BOARD, ALL MANDATORY OR

OPTIONAL REPORTS MUST BE RECEIVED, ERROR FREE, BY THE HUMAN RESOURCES COMMAND (HRC) EVALUATION BRANCH NLT CLOSE OF BUSINESS ON 15 AUGUST 2014, 1700 EDT. OERS/AERS RECEIVED AFTER CLOSE OF BUSINESS (1700 EDT) ON 15 AUGUST 2014, HAVE THE NEXT BUSINESS DAY AS DATE OF RECEIPT. BECAUSE HRC MUST PHYSICALLY PULL OVER ELECTRONIC SUBMISSION OR RECEIVE MAIL AND OPEN, THE DATE/TIME OF SUBMISSION IS NOT ALWAYS DATE/TIME OF HRC ACCEPTANCE AND RECEIPT. TO ENSURE REPORTS ARE RECEIVED BY HRC BY THIS DATE AND TIME, COMMANDERS AT ALL LEVELS ENSURE EVALUATION REPORTS FOR ELIGIBLE OFFICERS ARE EXPEDITIOUSLY PROCESSED.

B. OERS WITH A THRU DATE OF 31 MARCH 14 OR EARLIER, WILL BE SUBMITTED TO HRC VIA AKO FORMS ON DA FORM 67-9, WHICH REQUIRES DIGITAL SIGNATURES AND THE RECENT VERSION OF THE EVALUATION FORM. HRC RECOMMENDS DEPLOYED UNITS AND DEPLOYED RATING OFFICIALS TO USE AND SUBMIT IN AKO FORMS, HOWEVER, IF UNABLE TO SEND VIA AKO FORMS, UNITS DEPLOYED IN SUPPORT OF CONTINGENCY OPERATIONS MAY DIGITALLY-SIGN OR INK-SIGN, PRINT AND SCAN, AND SUBMIT OERS BY EMAIL TO USARMY.KNOX.HRC.MBX.TAGD-EVAL-FROM-DEPLOYED@MAIL.MIL.

C. OERS WITH A THRU DATE OF 01 APRIL 2014 OR LATER, WILL BE PREPARED ON THE APPROPRIATE DA FORM 67-10-2 SERIES OER FORM WITHIN THE EVALUATION ENTRY SYSTEM (EES) AND SUBMITTED TO HRC VIA THE EVALUATION ENTRY SYSTEM (EES). IF UNABLE TO ACCESS AND SUBMIT EVALUATIONS WITHIN EES, HARD COPY DA FORM 67-10 SERIES OERS CAN BE PREPARED AND MAILED TO: CDR, USA HRC, ATTN: AHRC-PDV-ER, 1600 SPEARHEAD DIV AVE, DEPT #470, FORT KNOX KY 40122-5407. ACCESS TO THE EVALUATION ENTRY SYSTEM IS AVAILABLE AT THE FOLLOWING LINK: [HTTPS://EVALUATIONS.HRC.ARMY.MIL/INDEX.HTML](https://evaluations.hrc.army.mil/index.html). IF UNABLE TO ACCESS THE EVALUATION ENTRY SYSTEM (EES), DA FORM 67-10-2 SERIES OER FORMS CAN BE OBTAINED FROM THE ARMY PUBLISHING DIRECTORATES WEBPAGE AT THE FOLLOWING LINK: [HTTP://WWW.APD.ARMY.MIL/](http://www.apd.army.mil/).

(1) SENDING THE OERS BY EMAIL IS ONLY FOR DEPLOYED UNITS OR DEPLOYED RATING OFFICIALS AND SHOULD ONLY BE USED IF AKO FORMS SUBMISSIONS OR EES SUBMISSION ARE NOT AVAILABLE. AN SOP COVERING STANDARDS FOR SCANNED AND EMAILED OERS FROM DEPLOYED UNITS IS AVAILABLE UPON REQUEST.

(2) ALL NONDEPLOYED UNITS OR RATING OFFICIALS WITH INK-SIGNED OR OLDER VERSION FORMS NOT USEABLE IN AKO FORMS MUST MAIL PRINTED OER TO CDR, USA HRC, ATTN: AHRC-PDV-ER, 1600 SPEARHEAD DIVISION AVE, DEPT# 470, FORT KNOX, KY 40122-5407.

D. REPORTS WHICH ARE RECEIVED BY HRC, EVALUATIONS BRANCH FOR PROCESSING BY CLOSE OF BUSINESS 15 AUGUST 2014 (1700 EDT), WILL BE PLACED IN (OMPF) AND THEN SELECTION BOARD FILES PRIOR TO SELECTION BOARD VOTING ASSUMING THE EVALUATION IS FREE OF ERRORS. THIS SUSPENSE DATE IS FOR RECEIPT OF EVALUATIONS BY HRC, EVALUATIONS BRANCH, NOT FOR (COMPLETION TO AMHRR). IF AN EVALUATION IS SEEN AS WORKING IN THE INTERACTIVE WEB RESPONSE SYSTEM (IWRS) WITH A RECEIVED BY DATE OF 15 AUGUST 2014, OR EARLIER, AND THE EVALUATION IS FREE OF ERRORS, IT WILL BE COMPLETED IN TIME FOR THE SELECTION BOARD. OFFICERS MAY VALIDATE THEIR BOARD FILES EVEN IF AN INBOUND EVALUATION IS DUE TO PROCESS.

E. OFFICERS WITH MISSING OERS FROM THEIR BOARD FILE OR AMHRR SHOULD FIRST CHECK THE ONLINE APPLICATION IWRS: [HTTPS://KNOXHRC16.HRC.ARMY.MIL/IWRS/](https://knoxhrc16.hrc.army.mil/iwrs/). THIS WILL IDENTIFY ANY EVALUATIONS NOT COMPLETED (EITHER ON HOLD OR REJECTED) DUE TO ERRORS. OFFICERS WITH QUESTIONS ABOUT OER POLICY OR PROCEDURAL MATTERS CAN CONTACT AN EVALUATIONS BRANCH POC FOR RESOLUTION AT: USARMY.KNOX.HRC.MBX.TAGD-EVAL-POLICY@MAIL.MIL OR COMMERCIAL (502) 613-9019, DSN 983-9019.

F. DA FORM 1059 ACADEMIC EVALUATION REPORTS (AERS) SHOULD BE DISTRIBUTED

ELECTRONICALLY TO EVALUATIONS BRANCH, HRC USING THE ARMY TRAINING REQUIREMENTS AND RESOURCES SYSTEM (ATRRS). OTHERWISE, HARD COPY AERS WILL BE MAILED TO CDR, USA HRC, ATTN: AHRC-PDV-ER, 1600 SPEARHEAD DIVISION AVE, DEPT #470, FORT KNOX, KY 40122-5407.

G. CAREER MANAGERS, BOARD SUPPORT PERSONNEL, AND IPERMS SUPPORT PERSONNEL ARE NOT AUTHORIZED TO PLACE ANY EVALUATIONS DIRECTLY IN (AMHRR). ALL EVALUATIONS MUST PROCESS THROUGH THE EVALUATIONS BRANCH USING NORMAL PROCESSING CHANNELS INTO THE AMHRR AND THEN INTO THE OFFICER'S BOARD FILE. OERS WHICH ARE NOT LABELED (AND PROFILED) BY THE EVALUATIONS BRANCH WILL NOT BE SEEN BY THIS BOARD.

14. AMHRR DOCUMENTS. THIS BOARD WILL UTILIZE THE MY BOARD FILE APPLICATION. MY BOARD FILE IS A SECURE, WEB-BASED APPLICATION WITH AKO SIGN ON AND AUTHENTICATION TO ALLOW OFFICERS IN THE ZONES OF CONSIDERATION ONE LOCATION TO REVIEW AND CERTIFY THEIR ENTIRE BOARD FILE. MY BOARD FILE IS COMPRISED OF FILES FROM THE PERFORMANCE FOLDER OF THE OFFICIAL ARMY MILITARY HUMAN RESOURCE RECORD (AMHRR), DA PHOTO (DAPMIS), AND OFFICER RECORD BRIEF (TOPMIS). THEREFORE, IF THERE IS AN ERROR OR MISSING DOCUMENT IN MY BOARD FILE, OFFICERS MUST FIRST CORRECT THOSE ITEMS IN THEIR AMHRR, DAPMIS, AND (TOPMIS), AS APPLICABLE, IN ORDER FOR THE MY BOARD FILE TO BE UPDATED.

A. OFFICERS MAY VIEW THEIR AMHRR ONLINE AT: <HTTPS://IPERMS.HRC.ARMY.MIL/RMS/>.

B. S1/MPD/DHR/UA/MIL HR OFFICES AND ASSIGNMENT OFFICERS WILL USE THE WEB UPLOAD FEATURE IN IPERMS TO SUBMIT AUTHORIZED AMHRR DOCUMENT UPDATES, IAW (AR-600-8-104). USE THE BELOW LINK TO ACCESS THE AUTHORIZED DOCUMENTS LIST: HTTP://WWW.HRC.ARMY.MIL/SITE/ASSETS/DOC/DOCUMENT_MATRIX.DOCX. ALL DOCUMENTS MUST INCLUDE OFFICER'S FULL NAME AND COMPLETE 9 DIGIT SSN.

C. ALL AMHRR UPDATE SUBMISSIONS MUST BE RECEIVED NLT 18 AUGUST 2014, TO ALLOW FOR SUFFICIENT PROCESSING TIME. ENSURE S1/MPD/MILITARY HR OFFICE, UA, ASSIGNMENT OFFICERS AND CAREER MANAGERS TYPE THE WORD "BOARD" IN THE COMMENT FIELD OF THE BATCH FOR PRIORITY PROCESSING. WRITE DOWN THE BATCH NUMBER FOR FUTURE REFERENCE. ALL UPDATES TO THE PERFORMANCE FOLDER OF THE AMHRR WILL POPULATE THE MBF APPLICATION, BUT THERE IS TYPICALLY A DELAY INVOLVED. THIS IS NORMAL. PLAN ACCORDINGLY.

D. DO NOT SUBMIT OERS OR AERS (DA 1059) TO IPERMS, THEY MUST GO TO THE EVALUATIONS BRANCH FOR PROCESSING. FOLLOW THE PROCEDURES IN PARAGRAPH 12 OF THIS MESSAGE FOR ALL EVALUATION RELATED DOCUMENTS AND ISSUES.

E. FOR RESOLUTION OF DUPLICATE, INVERTED, MISFILED OR MASKING DOCUMENTS HAVE THE MILITARY PERSONNEL DIVISION (MPD), S1, UNIT ADMINISTRATOR, OR CAREER MANAGER, SUBMIT A REQUEST TO USARMY.KNOX.HRC.MBX.IPERMS-BOARD-SUPPORT@MAIL.MIL. CORRECTLY FILED AUTHORIZED DOCUMENTS WILL NOT BE MASKED OR REMOVED.

F. FOR MASKING DOCUMENTS (MOVING DOCUMENTS FROM PERFORMANCE FOLDER TO RESTRICTED FOLDER), THE RULES ARE AS FOLLOWS:

(1) 2LT/1LT OERS ARE MASKED UPON APPOINTMENT TO CPT; HOWEVER, 1LT(P) OERS ARE NOT MASKED.

(2) ENLISTED DOCUMENTS WHICH DO NOT CROSS OVER FROM ENLISTED TO OFFICER RANKS ARE MASKED. RULE OF THUMB, IF THE DOCUMENT CAN BE EARNED BY BOTH OFFICER AND

ENLISTED RANKS, THE DOCUMENT WILL NOT BE MASKED (I.E., AIRBORNE SCHOOL, COMBAT LIFESAVER COURSE, ETC). AWARDS, DECORATIONS AND CERTIFICATE OF ACHIEVEMENTS WILL NOT BE MASKED AND WILL BE SEEN BY THE BOARD.

G. FOR ADDITIONAL INFORMATION ON UPDATING BOARD DOCUMENTS IN IPERMS REFER TO THE FOLLOWING LINK:

<HTTPS://WWW.HRC.ARMY.MIL/TAGD/UPDATING%20BOARD%20DOCUMENTS>.

H. REQUEST PROVIDE A COPY OF THIS MESSAGE TO ALL ASSIGNED OR ATTACHED PROMOTABLE MAJORS AND LIEUTENANT COLONELS.

15. KEY DATES ARE:

BOARD	BOARD DATES	OER THRU DATES	OER RECEIVED BY	MY BOARD FILE OPEN/CLOSE DATES	
FY15 PMS	26-29 AUG 14	N/A	15 AUG 14	14 APR – 18 AUG 14	

16. IMMEDIATELY AFTER ADJOURNMENT OF THE PMS SELECTION BOARD AND AFTER APPROVAL BY HRC, THE RESULTS WILL BE FORWARDED TO CADET COMMAND FOR SLATING. AFTER APPROVAL OF THE PMS SLATE BY CADET COMMAND COMMANDING GENERAL, THE RESULTS WILL BE POSTED TO THE ETOPMIS WEBSITE AND HRC WEBSITE. THE FINAL STEP IN THE PMS SELECTION PROCESS IS A FORMAL NOMINATION TO THE SPECIFIC UNIVERSITY/COLLEGE ADMINISTRATION. AFTER SCHOOL ADMINISTRATION ACCEPTANCE OF THE PMS NOMINATION, HRC WILL PUBLISH AN RFO FOR PCS.

17. CADET COMMAND WILL MAINTAIN AN ALTERNATE LIST THROUGH END OF APRIL 2015 TO FILL UNPROGRAMMED VACANCIES. IF CIRCUMSTANCES ARISE DUE TO MEDICAL OR HARDSHIP REASONS, AN OFFICER MAY CONTACT HIS/HER ASSIGNMENT OFFICERS AND REQUEST RELEASE FROM THE ALTERNATE LIST. DECISIONS WILL BE MADE ON A CASE-BY-CASE BASIS.

18. SELECTION AND SERVICE AS A PMS DOES NOT PRECLUDE AN OFFICER FROM CONSIDERATION AND SELECTION FOR CSL COMMAND OPPORTUNITIES. HOWEVER, SELECTION TO CSL COMMAND MAY LIMIT THE ABILITY TO SERVE AS A PMS DUE TO THE SHORT TIMEFRAME BETWEEN CSL SELECTION AND ASSUMING COMMAND.

19. AMHRR/IPERMS INQUIRIES: CONTACT THE ARMY SOLDIER RECORDS BRANCH, BOARD SUPPORT TEAM AT DSN 983-8995, COMMERCIAL (502) 613-8995 OR EMAIL ADDRESS IS USARMY.KNOX.HRC.MBX.IPERMS-BOARD-SUPPORT@MAIL.MIL. FOR ADDITIONAL INFORMATION REFER TO THE FOLLOWING WEBSITE <HTTPS://WWW.HRC.ARMY.MIL/TAGD/UPDATING%20BOARD%20DOCUMENTS> DO NOT SEND AMHRR UPDATE DOCUMENTS TO THIS EMAIL.

20. POINT OF CONTACT FOR THIS MILPER MESSAGE IS MR JEROME DRAPER (HRC, FORT KNOX KY) AT JEROME.DRAPER.CIV@MAIL.MIL OR 502-613-6312 (DSN: 983) AND MR. ROBERT JOHNSON (CADET COMMAND, FORT KNOX KY) AT ROBERT.H.JOHNSON11.CIV@MAIL.MIL OR 502-624-5718 (DSN: 464).

extra

UW-Whitewater
Office of Academic Affairs, Assessment

Program Audit and Review
2011-2012

Departmental Self-Study Report

Leadership Minor

Leadership, Military Science, and Aerospace
Studies Department

Lieutenant Colonel Brian P. Wolhaupter
Professor of Military Science
US Army

Chair
Leadership, Military Science, and Aerospace Studies

UNIVERSITY OF WISCONSIN-WHITEWATER
DEPARTMENT OF LEADERSHIP, MILITARY SCIENCE,
AND AEROSPACE STUDIES

PROGRAM AUDIT: SELF-STUDY REPORT

Program Title: Leadership Minor

Review Date: 2011-2012

I. Program Purpose and Overview

A. Centrality

1. Contribution to the UW-Whitewater Mission, Values and Strategic Plan. The Department of Leadership, Military Science, and Aerospace Studies programs align with the UW-Whitewater Values and support the UW-Whitewater Strategic mission by providing an interdisciplinary opportunity not available in any other program. This opportunity aligns closely with the primary degree producing and professional programs in the areas of letters and sciences, the arts, business, and education. The following are examples of direct connections between the program and the values and mission of the larger University.

(1) Values:

- (a) Commitment to the pursuit of Knowledge and Understanding. The Leadership Department's interdisciplinary approach requires students to study and obtain a degree in a core discipline and use that skill and knowledge to enhance and further their understanding of their role as a leader in the military and society. A broad liberal program curriculum builds on the students' General Education and Degree Program knowledge to transform students into intelligent and articulate young leaders. These leaders possess the capacity to act comfortably and capably in environments that can be incredibly demanding.
- (b) Development of the Individual. Students must demonstrate personal growth, the ability to manage personal and professional challenges, and act with mature composure. Self-reflection, empathy, and high expectations of self and others in meeting challenges that are beyond the norm are hallmarks of the student who has internalized and grow through this program's efforts.
- (c) Personal and professional Integrity. The leaders forged by participation in this program are entrusted with the mission, success, and often lives of the people and organizations they lead – in the military or civilian world. An immutable and central theme focusing on the Army Values, the Warrior Ethos, and the place of leaders represents the core of this programs ethic. Instruction and application of leadership in increasingly larger venues from beginning to ending years instill and understanding of both the personal and professional standards of conduct and integrity.
- (d) Commitment to serve. Service to an ideal greater than self is the desire of leaders. The Leadership Program prepares students to serve their nation and communities in ways that few others will ever experience. The commitment entered into by those seeking a military commission embodies the noblest and starkest example of both commitment and service in our nation.
- (e) Commitment to develop a sense of community, respect for diversity and Global Perspectives. The future military officers and community leaders completing this program are well prepared through both their core education and the requirements of this minor to impact their communities and create positive and inclusive climates in any organization they are a part of. They are, often, the first emissaries of our nation and school in environments that are foreign, hostile, and arduous. The global outlook and training in team and community building received here serve them well in these endeavors

- (2) Mission: The efforts above combined with the Leadership, Military Science, and Aerospace Studies Department design and function as both a curricular and co-curricular program emphasizing experiential and broad based education ensure the program's alignment and direct applicability of the UW-Whitewater Mission. We provide specialized training towards a professional military career while working in an inter-disciplinary manner to provide functional and effective leadership training and development to all who seek it. In support of the University diversity plan of seeking racial and ethnic diversification of the student body, the Department always actively recruits minority students who meet the basic requirements.
2. General Education and Proficiency. Students pursuing a leadership minor receive a broad-based liberal education through study in the College of Business and Economics, Arts and Communication, Education, and Letters and Sciences. There are no Leadership or Military Science majors, only students who through General Education and program specific studies develop a broad understanding of the world around them and how they impact that world as leaders. An ongoing, informal relationship is maintained with the Departments of History, Philosophy / Religious Studies, English, Foreign Languages, and Health, Physical Education, and Recreation. These departments teach required courses for the leadership minor or the commissioning program.
 - (1) GENE^D Offerings. The Leadership Department offers several courses that provide GENE^D credit. These courses focus primarily on the physical component of the overall program objectives. These courses include PEGENRL 187 Military Conditioning, and PEGENRL 118 Military Mountaineering and Rappelling. These courses provide access to several military centric skills that are challenging and useful but may not be available if the Leadership department did not provide them. Both are experientially based demanding commitment, effort, and dedication to complete successfully.
 - (2) Core Leadership Curriculum. The core courses provide a foundation in leadership. Though not part of the GENE^D program, these courses are used by some colleges as electives to provide a broad perspective on leadership and its many applications and styles. These courses are directly applicable to leadership in both military and civil environments. The program ensures a broad understanding of leadership and the underlying skills and dispositions are inculcated by combining these core courses with a diverse mix of electives from other areas. Other departments teaching elective courses are Communications, Mathematics and Computer Science, Political Science, Psychology, Sociology, Educational Foundations and Counselor Education, Management, Business Education, and Office Administration.
 - (3) Military Commissioning.
 - (a) Production of commissioned officers for the US Army and US Air Force is the primary reason for the program's existence. Not all commissioning students will obtain a Leadership Minor, and possession of the minor is not a condition for commission.
 - (b) Commissioning requirements include courses in written communications skills, human behavior, military history, computer literacy and math reasoning. These requirements apply whether or not the leadership minor is pursued. The strength of the Department of Leadership, Military Science, and Aerospace Studies comes from the diversity of courses required in both its leadership minor and commissioning programs. More specifically, leadership application and leadership assessment are program strengths of the Department.
3. Recommendations from Previous Audits and Reviews. The last recorded Self Study and Audit and Review for the Leadership, Military Science and Aerospace Studies is from the 2001-2002 academic year. A report was written in 2006-2007 but reason was never submitted. The program size, approach, and resourcing has changed drastically since the last Self Study Report. Due to the length of time between Audit and Reviews, and the changes to the program direct correlations are difficult to assess, but all related issues and actions are discussed below in light of the efforts made to improve the program.

- (1) Recommendations made in the previous Audit and Review Final Report:
 - (a) The assessment plan needs to be articulated or possibly restructured in a way that allows cause and effect relationships to be more clearly seen (2000-2001).
 - (i) Assessment takes place across all the dimensions trained by the program. The assessment plan for students, particularly those seeking a commission is very robust and detailed. The areas assessed include academic performance, physical fitness and leadership ability.
 - (ii) Academic assessments in the core and supporting classes are conducted through a wide variety of standard and enhanced assessment tools including but not limited to exams, quizzes, written works, oral presentations and collaborative assignments.
 - (iii) Students receive formal feedback after each leadership role they hold during the semester. Also, the faculty works with students each semester on their academic standing and provides feedback to their overall standing in the program.
 - (iv) Contracted cadets and students enrolled in the PEGNRL Military Conditioning class are assessed directly on their improvement and performance on a physical fitness test.
 - (v) Major assessments for contracted cadets at their summer training events are detailed and comprehensive.
 - (vi) An aggregate score is compiled for contracted students at the beginning of their senior year and forms the basis that determines many of their future opportunities in the military.
 - (vii) The minor needs some restructuring work to include opportunities similar to the major assessment provided contracted cadets.
 - (b) The number of Civilian Leadership minors (p. 11) dropped by 50% in 2000.
 - (i) The current civilian leadership minor enrollment and completion continues to be low. Fluctuations occur based on overall program enrollment, deployment cycles of Army Reserve and Army National Guard units in which some students participate, and scholarship funding requirements.
 - (ii) The purpose of the program is to train and prepare students to become commissioned officers in the Army or Air Force. Completion of the minor is complementary but not required for this. If the program meets its Department of the Army requirements for contracting cadets and commissioning cadets officers it is meeting its function.
 - (iii) The requirement to obtain a related first Minor by many major producing disciplines creates conflicts for students that would otherwise seek the Leadership minor. This has not negatively impacted the department's enrollment and production of officers, but does detract from the number of students who would otherwise obtain a Leadership minor.
- (2) There is no evidence that any feedback leads to program changes (some changes in courses, i.e., more guest speakers).
 - (a) US Army Cadet Command provides the core curriculum and instructional materials for the program. These materials are uniform across 273 Host programs and 1200 partnership schools like UWW nationally. This ensures that the most current doctrine, lessons learned, and resources are available to every cadet regardless of location.
 - (b) Each summer for the fall, and each fall for the spring, the program of instruction is updated and posted to the Cadet Command BlackBoard site for access by all programs. These updates are driven by feedback from the schools on the effectiveness of the materials used the prior year, and directed training requirements by both Cadet Command the parent US Army.
 - (c) Within each program the Professor of Military Science and his instructional staff retains significant flexibility to augment the base program of instruction. At UWW this has led to numerous changes including changes to physical training methods, the addition of "Super

Labs,” the construction of two orienteering/land navigation courses, and the use of Second Life for leadership training to name only a few.

B. Program Mission, Goals, and Accomplishments

1. Program Mission. The Department of Leadership, Military Science, and Aerospace Studies provides the opportunity for students to train for and obtain a commission as an officer in the US Army or US Air Force, enabling them to serve their nation in a variety of critical military leadership roles. As a part of this mission the Leadership, Military Science and Aerospace Studies conducts both academic and experiential course and opportunities open to students who want to understand the military better or know they want to serve their nation. To this end the department provides quality instruction to undergraduate and graduate students seeking an interdisciplinary minor applicable across a broad spectrum of academic studies and professions.
2. Goals.
 - (1) Army. The UWW Army ROTC program has significantly grown since the last audit. Currently the program operates as a semi-autonomous organization, affiliated with the UW-Madison program for financial and administrative support. The current goals for the program were set in fall of 2009 when the program was assigned its own Professor of Military Science and sufficient staffing to operate in the manner noted above. The period between 2001 and Fall 2009 the goals were set by the UW-Madison ROTC Program and were only specific enough to direct UWW operations in support the overall combined program. The goals for the organization from 2009-2014 are as follows.
 - (a) Increase the number of Officers Commissioned. The purpose of the ROTC program is to recruit, educate and train, and prepare college students to serve as commissioned officers in the US Army. All others efforts, programs and actions function in support of or in complement to this central mission. To meet this mission the program must actively and effectively recruit and retain qualified students who have the disposition and desire to serve as leaders in the Army.
 - (i) 2001- 2009 the program vacillated between 1-5 commissionees a year. This was a direct result to the limited manning and support present on campus. The program, which had been a visible and strong partner in the campus academic, social and student community until the early 1990's largely became invisible and ineffectual. Additional manning dedicated in 2006 began to have a small impact toward the end of this period.
 - (ii) 2009 – 2011. Assignment of staff and separation of operations from the UW-Madison's program allowed UWW to set its own initial goals for growth during this period. A goal of 7-10 commissionees was set. In 2009 and 2010 this was accomplished well, but in 2011, largely due to a major deployment of the WI Army National Guard in which a number of students participated, commissioning dropped to 4.
 - (iii) 2011-2014. The goal for the current year through spring 2014 is to commission 10-12 Lieutenants each year. This marks a 100%-200% increase in production over the best of the previous 5 years. The program is on track to meet these goals easily.
 - (iv) 2014 and beyond. The end-state goal is to consistently commission 12-16 officers a year. This would place the program on par with many wholly autonomous "Host" programs with greater Department of the Army resourcing. Under the current staffing model, and following the current methods and growth trajectory it is highly likely that the program will be successful in meeting these goals.

- (b) Increase Contracted Cadet Enrollment. Cadets cannot be commissioned unless they contract with the US Army not later than their junior year. The number of contracted cadets is the key measurement by which the program plans and determines if it will reach its commissioning goals. Some attrition inevitably occurs so not every contracted cadet will obtain a commission as an officer in the US Army.
 - (i) Trends. The program contracting trend closely mirrors the trend above for commissioning. Major variations include deployments in which cadets remain contracted but do not commission in the originally projected year, and academic migration from one projected graduation year to another. The goal is to contract 120% of the desired max commissioning number to ensure the commission number is met. The current cadet enrollment supports contracting projections that will in turn meet the programs commissioning goals.
 - (ii) Future issues. Two major issues affect future contracting. First, as the US Army begins a new drawdown the number of cadets that can be contracted will shrink. This places a great pressure on the program to retain more cadets. Second, reduction in scholarship funding available over the last two years and into the foreseeable future has radically changed ROTC. The number of scholarships available has shrunk about 75% from 2009. This means that the program must recruit and contract cadets based almost solely on a disposition to serve. Some financial support remains through the Simultaneous Membership Program in the Reserve component. This is a minor impact on UWW where cadets traditionally do not attend on scholarship, but most often are SMP members. At UW-Madison, Marquette and a number of other schools in the area this will create a paradigm shift in the way they operate and the type of student that participates and commissions from their programs.
- (c) Obtain campus-wide acceptance of the Leadership Minor as a First Minor. For reasons not known to the current cadre in ROTC, the Leadership minor is not accepted by the College of Letters and Sciences as a first minor for student in a number of their programs. This reduces the number of students who declare the minor and reflects negatively on the program. This report, and the concerted and focused efforts of the newly expanded cadre are key steps toward remedying this problem.
- (d) Continue to improve the visibility and contribution of the Army ROTC program on campus.
 - (i) This is accomplished through participation in student organization activities and attending university activities such as on-campus and preview days regularly and other recruiting events.
 - (ii) Further, this connection is developed by ROTC cadre participation in the campus community. We want to increase faculty and staff awareness of the Army ROTC program in order to improve the applicability of the Army ROTC courses towards elective credits in other majors. Parallel to this we want the cadre and ROTC program to be a respected and sought after partner in academic and student affairs events.
 - (iii) To this end the PMS has participated in LEAP, Writing Matters and other programs. One of the Instructors serves as one the NCAA Womens' Soccer Team Assistant Coaches, and the Senior Military Instructor is a charter member of the campus Veteran's Committee, and the program as a whole is beginning to play a large supporting role in the Freshman orientation program.
 - (iv) ROTC has conducted several community service events for the university and the local community. Last year, Army ROTC Cadets conducted a Veterans' Day ceremony for faculty, staff, students and veterans of the surrounding communities. The program has provided several color guards for special events (i.e. Home Football Games).

II. Academic Assessment of Student Learning

A. Curriculum.

1. Academic Approach. The Leadership Minor is an interdisciplinary approach that combines experiences from a number of different areas with the core Military Science curriculum. This ensures that students understand the integration and place leadership holds and the personal dispositions required as effective leaders.
 - (1) The Military Science curriculum is outcomes based and designed to focus on Cadet learning, rather than on any specific subject matter. Focusing on the Cadet requires student-centered objectives and conscious attention to how Cadets react to the instruction received. For effective instruction, Cadets receive the opportunity to apply the knowledge received from instruction by experienced cadre. Academic instruction is through reading assignments, lectures, and slide presentations. These provide a conceptual baseline and level of understanding to facilitate detailed active, student-centered learning. Learning occurs during class in the same way it does outside the classroom: through unstructured and structured experiences in which the Cadet interacts with cadre, with the instructional material, and with other Cadets. ROTC's student-centered approach to participatory learning centers around five basic steps:
 - (a) Readiness for and openness to the experience.
 - (b) The experience itself.
 - (c) Reflection upon the experience.
 - (d) Analysis, application of theory, or additional explanation of information to clarify the relationship between theory and actions, with an understanding of lessons learned regarding needed changes
 - (e) The opportunity to re-experience (practice in new situations/practical exercises).
 - (2) The emphasis is first on the Cadet's pre-class preparation. Cadets must come to class with a foundation of knowledge from their pre-class readings. This allows the cadre to apply the Socratic model of reflective learning during the 50 minutes of classroom instruction. During this limited contact hour, the cadre can focus on explaining the concepts or material that needs clarifying.
2. Core Concepts and Learning "Tracks."
 - (1) Being an officer in the US Army means being a leader, a counselor, a strategist, and a motivator. Officers must lead other Soldiers in all situations and adjust to environments that are always changing. To prepare prospective officers to meet this challenge, the Army ROTC program is designed to develop confident, competent, and adaptive leaders with the basic military science and leadership foundation necessary not only to lead small units in the Contemporary Operating Environment (COE) but also to evolve into the Army's future senior leaders.
 - (2) The ROTC program is the first, or pre-commissioning, phase of the Army's Basic Officer Leader Course (BOLC). The goal of BOLC is to develop competent and confident leaders imbued with a warrior ethos, grounded in field-craft, and skilled in leading Soldiers, training subordinates, and employing and maintaining equipment. BOLC is designed to ensure a tough, standardized, small-unit leadership experience that flows progressively from the pre-commissioning phase (BOLC A, one source of which is ROTC) through the initial- entry field leadership and career specialty technical phase (BOLC B). This progressive sequence will produce officers with maturity, confidence, and competence who share a common bond—regardless of whether their branch is movement and maneuver, intelligence, fires, sustainment, command and control, or protection—and who are prepared to lead small units upon arrival at their first unit of assignment.

- (3) The basis of the Army ROTC curriculum is the BOLC common core task list, which represents the foundation of competencies a second lieutenant needs upon arrival at his or her first unit. ROTC Cadets receive education and training BOLC A common core tasks, as do officers produced by other commissioning sources (the United States Military Academy and Officer Candidate School). Then, in BOLC B all second lieutenants, regardless of commissioning source, participate in more advanced, field- and branch-oriented education and training events that are also part of the BOLC common core task list.
- (4) Like the BOLC model, ROTC's Military Science and Leadership (MSL) courses are sequential and progressive; that is, the content and expectations placed on you as the student increase as you progress through the ROTC Program. Courses are organized into five tracks: the Leadership, the Personal Development, the Values and Ethics, the Officership, and the Tactics and Techniques Tracks. Each succeeding year will treat each MSL track in greater depth in order to teach all the knowledge, skills, and attitudes essential for commissioning, success at BOLC II, and the establishment of a sound foundation for a career as a commissioned Army officer.
- (5) In addition to classroom instruction, each year provides multiple opportunities to apply military science and leadership concepts in field environments, including leadership labs, battalion or joint field training exercises (FTX), and any battalion situational training exercises (STX) training that the professor of military science (PMS) may direct. Contracted Cadets must participate in physical training (PT) to build their fitness ethos and maintain Army Physical Fitness Test (APFT) standards. Crucial to the ROTC program is Cadet attendance at the Leader Development and Assessment Course (LDAC), normally between the MSL III and MSL IV years. The primary focus at LDAC is to evaluate each Cadet's officer potential in a collective garrison and field training environment. The secondary purpose of LDAC is to validate specific skills taught on campus and to impart selective individual and collective skills.
- (6) Military Science and Leadership (MSL) Tracks. Each of the five learning tracks in the Army ROTC Military Science and Leadership curriculum has subcategories that are reiterated and developed progressively through the MSL courses. The US Army has long recognized the importance of the effective leader who fully embodies the leadership ethos, who is fully committed to being a lifelong learner of leadership as a process and journey rather than a destination; a person who has the professional acumen to put this leadership into action in an effective, value-added manner regardless of the challenge of the situation faced in the fast-paced, ever-changing contemporary world.
 - (a) Leadership.
 - (i) Leader Attributes from FM 6-22 are used throughout the curriculum as a graphic organizer for developing a basic knowledge of leader dimensions. The implicit focus throughout the curriculum is on the importance of personal discipline in becoming a leader of character, a leader with presence, and a leader with intellectual capacity.
 - (ii) Core Leader Competencies are centered on what an Army leader does. These competencies are defined and illustrated as they apply to direct (tactical), organizational (operational), and strategic levels of leader responsibility. The course of study as a whole is designed to challenge and develop the leader's ability to lead (demonstrate competence, communicate, and motivate), develop self and others (adapt, learn, and mentor), and achieve (prioritize, plan, and execute).
 - (b) Personal Development.

- (i) Character Development is an implicit aspect of the ROTC curriculum. Cadets are challenged throughout the course of study to recognize and model the Army Values of loyalty, duty, respect, selfless service, honor, integrity, and personal courage; to empathize with their peers, subordinates, and others; and to live the Warrior Ethos.
 - (ii) Physical Presence is foundational for Army leader development. Every Cadet who seeks to become an officer must be able to demonstrate an exceptional level of physical fitness, composure, confidence, and resilience.
 - (iii) Intellectual Capacity has always been and continues to be an imperative characteristic for officers serving in the US Army. Those serving in the Contemporary Operating Environments of Iraq and Afghanistan are learning firsthand the value of mental agility and innovation to Army leadership. Vignettes and case studies from these environments are used to challenge Cadets to examine nonlinear situations, to hone their judgment, and to increase their tactical, technical, cultural, and geopolitical knowledge.
- (c) Values and Ethics.
- (i) Army Values. While it is important for Cadets to be able to articulate the seven Army Values, it is even more imperative that they be able to demonstrate these values in their daily interactions with others. Values form the foundation for Army leadership.
 - (ii) Professional Ethics. In addition to the Army Values, military codes and regulations govern ethical behavior and decision-making. Cadets apply the ethical decision making process during case studies and historical vignettes.
 - (iii) Warrior Ethos is embedded in case studies and historical vignettes throughout the curriculum. Cadre members discuss the four basic principles of the Warrior Ethos whenever possible. Cadets apply the Warrior Ethos to increasingly complex situations as they progress through the ROTC program.
- (d) Officership.
- (i) Military Heritage. Cadre members teach and model military heritage through daily performance and contact, lab exercises, ceremonies, and interpersonal interactions throughout the ROTC curriculum.
 - (ii) Military History. Cadets review vignettes and case studies, which provide opportunities for critical reasoning in evaluating tactics, leadership styles, problem solving, and decision-making.
 - (iii) Management and Administration. Cadets learn Army programs, policies, and procedures related to areas such as organization, human resources, management, administration, training, and facilities in order to support Army operations.
- (e) Tactics and Techniques.
- (i) Tactical Operations. Cadets develop a practical understanding of the basics of map reading, land navigation, and tactical maneuvering at the individual, team, and squad levels.
- (f) Track to Course Crosswalk. Attached to this report are the MSL "track" to course
3. Civilian Options. The Leadership Minor is open to completion by students who do not wish to pursue a commission as an officer in the Armed Services. The tracks and tenets above are applicable to leadership challenges found in classrooms, corporate environments, and communities as well as purely military application. Some of the evaluation opportunities are uniquely military, like the LDAC training between the Junior and Senior year. The curriculum accounts for this and ensures that in completing the minor all students, regardless of their

affiliation with the military, complete a broad interdisciplinary program. The checklists for the Military Minor, Civilian Minor, and the unique commissioning requirements are attached.

4. External Opportunities.

- (1) Field Training Exercises (FTX). The program conducts a minimum of one FTX per semester. These events are 48-72 hour fully immersive experiences for students to practice and learn the essential skills noted above. Students travel to Ft. McCoy, WI an Active Army installation and conduct a wide range of events including, but not limited orienteering, tactical military movements, weapons qualifications and firing, cultural interaction role-playing, rappelling, and many others. These events are planned and facilitated by the MSIV (fourth year) cadets with oversight by the cadre as a part of their leadership capstone year. Every FTX provides a physically, emotionally and mentally challenging experience for the students who participate.
- (2) Leadership Development and Assessment Course (LDAC).
 - (a) All contracted cadets must attend LDAC prior to commission as an officer. This 29-day course is an intense evaluative and teaching "internship" that places cadets in stressful and demanding positions of leadership in tactical and non-tactical military environments.
 - (b) Every skill and concept trained through the end of the junior year is tested and rated during this course resulting in an overall assessment of the cadet's demonstrated leadership abilities and potential. This formal report is provided back to the school and used to assist in determining which cadets will be offered the opportunity to serve in the Active Army and what career area of expertise they will serve in.
 - (c) LDAC replicates for its participants the experience and challenges of leading soldiers in combat and administrative situations. Days are long, typically 18 hours or more, with a rotational tasking to serve as leaders or follower through the 28 days.
 - (d) LDAC is conducted at Ft. Lewis, WA each summer and is national training event. Cadets attending are mixed with cadets from across the 1200+ other ROTC programs and must integrate and create teams quickly with others they have never met before to accomplish the training and evaluations laid out for them.
- (3) Leadership Training Course (LTC). LTC is a military introduction course for students who have entered or become interested in ROTC during their sophomore year. Students attending do not have to contract or commit to the program, but are rarely selected for attendance if they are not serious about tracking toward a commission. This 28-day course is an adventure training based course in which students are exposed to the military and the challenges of being a leader. Attendance at LTC provides credit for the first two years of ROTC from a commissioning perspective, but not from an academic credit towards the minor perspective. LTC is often used by Cadet Command to shape the size of the commissioning class two years into the future. As such the candidates selected and the size of the cohort trained vary widely from year to year.
- (4) Cultural Understanding and Learning Program (CULP). CULP is a highly competitive "study abroad internship" type program available to contracted cadets. CULP events provide students with a paid and expense covered 2.5-3 week study abroad experience in which they either work with foreign military units or spend the time conducting cultural immersion activities, or both. This relatively new program is available to all cadets, but selection is competitive based on GPA, physical fitness scores, and recommendation of the PMS and there are less than 700 training spots each year.
- (5) Cadet Troop Leadership Training (CTLT). CTLT is a three week paid, expense covered "internship" for contracted cadets after their successful completion of LDAC. CTLT takes ROTC cadets and places them as a "shadow" officer in an Active Army unit. They are assigned duties and participate and lead training as they would after graduation and

commissioning. Throughout this opportunity cadets are mentored directly by a Lieutenant who is a recent college graduate and commissionee. Placements vary widely from year to year but may be within the continental US or with overseas units. Selection for this is highly competitive and based on the same metrics as CULP.

- (6) Drill Cadet Leadership Training (DCLT). DCLT is a three week paid, expense covered "internship" for contracted cadets after their successful completion of LDAC. DCLT takes ROTC cadets and places them as a cadre officer with a Basic Training Unit somewhere in the US Army. These cadets are tasked with various leadership role, event planning, and troop leadership and development functions. The commissioned officer staff of the Basic Training company and the Drill Sergeants training the new recruits mentor the cadets. Selection for this is highly competitive and based on the same metrics as CULP.
 - (7) US Army Airborne School, US Army Air Assault School, US Army Combat Diver Qualification Course. These courses provide contracted cadets at any point in their participation in the program with the opportunity to attend the actual US Army technical training course named. These courses teach cadets alongside enlisted and commissioned officers in the same course. The Airborne School leads to qualification as an Army paratrooper, Air Assault to qualification as a helicopter-borne rapid entry soldier, and the Diver course to qualification as a US Army scuba specialist. Upon successful completion of these courses cadets are awarded the full skill qualification and may wear the US Army insignia associated with the training for the rest of their careers and enables their assignment to units requiring these specialized skills. Selection is highly competitive. Availability of school slots varies, with Air Assault being the most available to Scuba having only 10-15 slots nationally each year.
 - (8) Northern Warfare, Mountain Warfare Courses. These courses provide contracted cadets at any point in their participation in the program with the opportunity to attend special cadet focused versions of the actual US Army technical training course named. Both of these courses provide great physical and emotional challenges to complete the required tasks. These courses are not offered every year and selection is highly competitive based on the same metrics noted above.
 - (9) Simultaneous Membership Program (SMP).
 - (a) The SMP program is a long-term direct "apprenticeship" style opportunity for contracted cadets. Cadets not receiving national scholarships have the opportunity to attend school, participate in ROTC and serve as junior officers in training in Army National Guard and US Army Reserve units.
 - (b) SMP cadets train and participate in the program on campus like all of their peers of the same level in the program. At their Reserve component unit they are generally assigned as junior officers and tasked with completing planning and overseeing tasks similar to the junior grade commissioned officers in the unit. The unit commander or a Lieutenant in that organization mentors them. This program provides a jumpstart on understanding the dynamics of a military unit for cadets involved.
 - (c) Cadets must be an academic sophomore, meet all physical, medical and moral requirements, hold a GPA of at least 2.5, and enlist in the Army National Guard or the US Army Reserve to be contacted SMP cadets.
 - (d) SMP cadets receive financial assistance similar to, but separate from ROTC scholarship funding.
 - (10) Program Utilization. UWW cadet participation in the listed programs over the last five years is listed below.
5. Supporting Courses. The department instructs a number of supporting or related courses in addition to the core Cadet Command curriculum. This includes two PEGNRL courses (Military Conditioning and Rappelling and Military Mountaineering), and two LDRSHP courses

(History of the US Army and Orienteering and Land Navigation). These courses augment the base instruction and provide opportunities students not enrolled in the core program to get a flavor of the ROTC program. These courses are not required for the minor directly but are often used to meet some of the requirements or electives.

6. Online Courses.

- (1) The program has no core or online courses. Much of the Cadet Command curriculum requires direct participatory interaction. Some online tools are being integrated into the program of instruction to improve content delivery or increase training impact.
- (2) Winterim of 2012 the department will pilot a Second Life based online special study. This course is focused on the place the US Army holds in our society and the practice of the Profession of Arms and leadership by military leaders. Based on feedback and results the department may expand this to a semester offering as a LDRSHP or GENED course.

B. Assessment of Student Learning

- (1) **PURPOSE.** To establish procedural guidance for the execution of the Leadership Development Program within the Department of Leadership, Military Science, and Aerospace Studies.

GENERAL. Our leader development process is grounded in the principle that WE TRAIN TO STANDARDS. Training is a cycle of activity (e.g., train, evaluate, counsel, retrain, reevaluate) that momentarily ends only when we have achieved established standards. Evaluation is a fundamental part of training--it lets both instructors and students know when and to what degree they are successful. It is for this reason that we have adopted the phrase "We train and evaluate to develop leadership." The phrase applies on the UW-Whitewater campus and at Cadet Command's Leaders Training Course (Fort Knox, Kentucky), Leadership Development and Assessment Course (Fort Lewis, Washington). An indispensable feature of evaluation is the process of assessing growth and development. The Department of Leadership, Military Science, and Aerospace Studies' assessment tools are counseling opportunities and the leadership assessment process within the Leadership Development Program. Students are counseled, developed, and their progress assessed throughout their student leader's experiences. The program of instruction is designed to develop the students' leadership skills and continually assess their officership (military) and leadership style (civilian) potential. We provide sequential and progressive experiences (classroom and field-environment), which challenge the student mentally and physically. As the student progresses, expectations of his / her performance increase as the instructors continue to assess and counsel the individual student.

- (2) **UNIQUE NATURE OF LEADERSHIP TRAINING.** Much of the training we engage in may appear similar to that conducted in the United States Army. However, it is not the same. Our training is weighted toward leadership development. The difference is that the operation provides us conditions to develop leaders whereas an Army level operation is focused on unit readiness. For us, strict adherence to Army technical / tactical techniques and procedures and perhaps even tactical mission accomplishment are secondary to our primary objective--leader development.

(3) **LEADERSHIP DEVELOPMENT PROGRAM (LDP).**

- (a) **Purpose.** The LDP is an individual-focused training process designed to develop leadership skills in a variety of training environments. It is administered on-campus by a primary assessor (Military Science instructor) and at other courses (LTC, LDAC, etc.) by TACs (Train, Advise, Counsel), and uses an integrated system of structured leadership opportunities to maximize potential and predict success as a lieutenant.

Periodically, cadet progress is determined and individual potential to lead soldiers gauged. Using the Army's BE-KNOW-DO concept to express what attributes are required of Army leaders, the LDP seeks to develop cadets into agile, multi-skilled officers who will:

BE: A Leader of Character
BE: A Leader of Presence
KNOW: A Leader with Intellectual Capacity
DO: Core Competencies

- (b) **Features of LDP.** The assessment process within the Development Program has been standardized throughout Cadet Command and is based on the following features:
- (c) **Standardized Assessment Technology.** Each on-campus program assesses cadet behavior using a prescribed process and common leadership performance indicators (LPI) that are aligned with the attributes and core leader competencies in FM 6-22, Army Leadership (Appendix A). Each assessor must be trained in the applications of LDP and faithfully model LDP skills/standards whenever possible. Standardized Cadet Command reports are used to document performance and potential.
- (d) **Individual Focus.** The LDP establishes a model that identifies individual training needs, creates a plan of development, trains, and assesses cadet performance, all with the goal of developing cadets to their maximum individual potential. Following each assessment, cadets are provided timely, focused developmental feedback in the form of individual counseling. Cadet performance is thoroughly documented in individual cadet files (e.g., Job Performance Summary Cards and the Cadet Evaluation Report) which reflect information used to quantify performance and potential. The assessment of individual growth considers each cadet's history of performance.
- (e) **Provides Developmental Feedback.** Timely periodic performance feedback provides cadets with tools to begin improvement. Each time cadet performance is assessed, notable strengths and weaknesses are addressed and specific means for improvement are discussed in detail with the cadet. Depending on the nature of the assessment scenario, the assessor provides formal or informal feedback in the form of performance test scores, counseling sessions, coaching, encouraging and individual or team after action reviews (AARs).
- (f) **Structured Leadership Opportunities.** Leadership opportunities are practical exercises in leading and caring for subordinates, and used as a training tool to emphasize key teaching points. Given sufficient time, cadets exhibiting random behavior will eventually demonstrate their abilities and potential; however, due to its unpredictability, random behavior cannot be relied upon as a means of illustrating and emphasize teaching points in a timely manner. The LDP utilizes formally structured leadership opportunities by assigning cadets leadership roles with specific and implied tasks and giving them time to plan, prepare, and execute their duties. The use of structured opportunities enables assessors to direct actions to ensure that experiences are consistent with the cadet's developmental needs.
- (g) **Assessor Qualification.** While unique to Cadet Command, the LDP derives its basic elements from Army leadership principles. Battalion cadre bring to ROTC a familiarity with those principles, along with a variety of technical, tactical, and leadership experiences. However, the greater emphasis placed on leader development in Cadet Command demands degrees of proficiency and standardization among assessors beyond those required in most Army experiences.

Initial leadership assessor training from the School of Cadet Command and subsequent on-the-job training (OJT) directed by battalion commanders complements previous experience. LDAC evaluation staffs provide appropriate orientation and assessment training to cadre assigned as TAC Officers/Non-Commissioned Officers. LDAC training committee evaluators are also trained in the assessment process, emphasizing specific responsibilities for their particular committees, but based on standardized LDP assessment policies and principles.

- (h) **Peer Ratings.** Peer assessments utilize the viewpoint of other cadets to provide additional developmental feedback to cadet leaders. Battalion commanders and LDAC cadre employ peer assessments to assist in validating cadre assessments, identify trends and issues from within the cadet team, and provide valuable perspective on leader performance by those most affected. Because of their closer physical and social proximity, peers are often the first to identify issues affecting leader performance.
- (i) **Link to Evaluation and Accessions.** Cadet performance at the Leader's Training Course (LTC), Leader's Development and Assessment Course (LDAC), and on campus is linked to evaluation and cadet management decisions (e.g., contracting, cadet promotions, overall LDAC performance, commissioning). In addition, the complete record of cadet performance/potential on campus and at LDAC is fully documented on the Cadet Evaluation Reports and entered into the cadet's accessions packet.

2. **Course relationship to student performance objectives.**

LDRSHIP 110/120 Intro to Military Science	Military Science I (FR)
LDRSHIP 210/220 Basic Leadership	Military Science II (SO)
LDRSHIP 310/320 Advanced Leadership	Military Science III (JR)
LDRSHIP 410/420 Applied Leadership	Military Science IV (SR)
LDRSHIP 224 Military Conditioning	All Classes
LDRSHIP 111/121/211/221 311/321/411/421 Leadership Laboratory	All Classes

(1) **Leadership Development Program Requirements.**

- (a) **MS I and II Years.** The PMS ensures all MS I and MS II cadets receive developmental counseling each semester from either an upper class cadet or a member of the battalion cadre. While the PMS may adjust this scheme to fit school circumstances, the quality of all counseling is controlled, both in form and content, by battalion cadre. This counseling is recorded on DA Form 4856, Developmental Counseling Form.
- (b) **Military Science III (Junior) Year (Military Option Only).** From the standpoint of training, assessment, and leadership development, the MS III year is the most intensive of a cadet's ROTC experience. During this year, as the cadet prepares for and attends the Leader Development and Assessment Course (LDAC), performance and potential data becomes a part of the permanent evaluation and cadet accessions record. The PMS maintains a record of cadet performance during the MS III or MS IV year (whichever immediately precedes LDAC attendance) and the data reflected on the Cadet Evaluation Report (CER). Likewise, at LDAC, the Job Performance Summary Card (JPSC, Para. 6) and all scored events data is used to develop the CER for each cadet. In both instances the cadet serves in a series of leadership positions where performance is assessed by cadre, and where cadet self-assessment and trends in behavior are evaluated over time. Following LDAC, battalion cadre use feedback obtained to determine developmental requirements for the MSIV year.

- (c) **The MS IV (Senior) Year.** In preparation for entry into Army service, MS IV cadets, with cadre assistance, prepare Officer Development Support Forms and Junior Officer Development Support Forms, IAW AR 623-3. The PMS counsels cadets based on their overall performance and support forms and completes an Officer Evaluation Report for each MS IV cadet during the last semester of the MS IV year.
- (2) **SECTION II – Assessing Behavior.** Assessment is a periodic process that measures effectiveness of previous training. Using information gathered through assessment, leader progress is gauged, proficiency determined, and developmental plan validated or modified. Periodic assessment is a critical component of a cycle of continuous, progressive training (Figure 2) that identifies developmental needs and provides necessary corrective actions.
- (a) **Recognizing Behavior:** Defined as the response of an individual to its environment, behavior is constantly present to one degree or another. *Leader* behavior is that which impacts current and future leader effectiveness. Assessors must be proficient in distinguishing between behavior that affects leader effectiveness and that which carries little, if any, impact.
- (b) **Recording Behavior:** In the assessment process, critical details of observed behavior are noted for future reference (counseling, developmental training, etc.).
- (c) **Classifying Behavior:** Classifying behavior aids in focusing developmental attention on behavioral causes rather than results. Leader behavior is classified by breaking it down into its most basic elements. In FM 6-22, the critical elements of leader behavior are listed in the Army's Leadership Requirements Model (LRM) (Fig. 3) and categorized in the two major leadership *areas of: Attributes (What an Army Leader Is) and Core Leader Competencies (What an Army Leader Does)*. Each area highlights separate and distinct aspects of behavior that impact leader effectiveness. In the LDP model, any (but not necessarily all) of which may be displayed at any given time. In the assessment process, behavior in each observed area of the LRM is quantified using a proprietary set of standards of performance, or Leadership Performance Indicators, and is discussed further in paragraph 5d, Rating Behavior.
- (i) **Attributes.** Attributes are characteristics that are an inherent part of an individual's total core, physical, and intellectual aspects. Attributes shape how an individual behaves in their environment. Attributes for Army leaders are aligned in the three main areas of Character, Presence, and Intellectual Capacity. Since they often form the basis of first impression, the leader's initial effectiveness is particularly affected by Attributes. The leader is expected to demonstrate appropriate Attributes as the situation dictates and, over time, demonstrate strength in each.
- (ii) **A Leader of Character.** Character, a person's moral and ethical qualities, helps determine what is right and gives a leader motivation to do what is appropriate, regardless of the circumstances or the consequences. An informed ethical conscience consistent with the Army Values strengthens leaders to make the right choices when faced with tough issues. Since Army leaders seek to do what is right and inspire others to do the same, they must embody these values.
- (iii) **Army VALUES**
1. Loyalty
 2. Duty
 3. Respect
 4. Selfless Service
 5. Honor

6. Integrity
7. Personal Courage

(iv) **A Leader with *Presence***

The impression that a leader makes on others contributes to the success in leading them. How others perceive a leader depends on the leader's outward appearance, demeanor, actions, and words. Followers need a way to size up their leaders. Leaders who are willing to go everywhere, including where the conditions are the most severe, illustrate through their presence that they care. There is no greater inspiration than leaders who routinely share in team hardships and dangers. Moving to where duties are performed allows the leader to have firsthand knowledge of the real conditions Soldiers face.

1. Military Bearing
2. Physically fit
3. Confident
4. Resilient

(v) **A Leader with *Intellectual Capacity***

A leader's intelligence draws on the mental tendencies and resources that shape conceptual abilities, which are applied to one's duties and responsibilities. Conceptual abilities enable sound judgment before implementing concepts and plans. They help one think creatively and reason analytically, critically, ethically, and with cultural sensitivity to consider unintended as well as intended consequences.

1. Mental Agility
2. Sound Judgement
3. Innovation
4. Interpersonal Tact
5. Domain Knowledge

(vi) **Core Leader Competencies**

The core leader competencies stem directly from the Army definition of leadership: **Leadership** is influencing people by providing purpose, motivation, and direction while operating to accomplish the mission and improve the organization. The core leader competencies emphasize the roles, functions, and activities of what leaders do. Leaders are expected to demonstrate appropriate attributes as the situation dictates and, over time, demonstrate strength in each.

1. Leads Others
2. Extends Influence Beyond the Chain of Command
3. Leads by Example
4. Communicates
5. Creates Positive Environment
6. Prepares Self
7. Develops Others
8. Gets Results


(3) **SECTION III – Summary Rating Process.**

- (a) At the conclusion of each observation, the assessor considers all observed dimensional behavior and the Initial ratings determined (subparagraph (1) above) for each. By analyzing trends and weighing the criticality of actions, the assessor determines a Summary rating of Excellent, Satisfactory, or Needs Improvement (E/S/N) for each leadership attribute and competency classified (those observed one or more times).

- (b) The determination of Summary ratings is not simply a mathematical rollup of Initial ratings; assessors must recognize the relative impact of individual acts of leader behavior on the leader's overall effectiveness during the rating period, and weight their judgments accordingly. As an example, the leader may demonstrate effective emotional control throughout most of the assessment, but a single, momentary lapse of self-control might negate all positive behavior exhibited throughout the day. The assessor may weight the Summary rating more heavily toward the single loss of self-control, particularly if it is felt that behavior points to a significant leadership issue. Similarly, the leader may show little proficiency at the beginning of the rating period, only to show marked improvement near the end. The assessor may determine the improved performance more accurately reflects the leader's capabilities, and rate accordingly.
- (c) A rating of E/S/N is determined for the overall leadership performance by appropriately weighing the impact of the leader's effectiveness and impact. In determining the overall rating, individual leadership attribute and competency ratings are considered and appropriately weighted based on their impact to the leader's overall effectiveness.
- (d) On-Campus Accessions OML Model.


EVENT(S)	Percentage
Academic Grades	20
Leadership Dimension Summary Ratings	50
University / ROTC Activities / Other Activities	10
APFT	20

- (e) National Accessions OML Model.



Train to Lead – We Commission, We Motivate

FY12 ROTC OML Model



1. Academic Program (40%)
(40.00) Cumulative GPA (includes ROTC GPA) (Spring Semester, most current)

2. Leadership Program (60%)

Leader (45%)

- (6.75) - LDAC Performance (E/S/N)
 - Leadership positions
 - Leadership attributes/skills/actions
- (11.25) - LDAC PLT TAC Evaluation (E/S/N)
- (4.50) - LDAC Land Navigation (1st score)

PMS Experienced Based Observations

- (6.75) - PMS MSIII CER OML
- (4.50) - PMS Accessions OML
- (4.50) - PMS Accessions Potential Comments
- (4.50) - Cadet Training / Extracurricular Activities
- (2.25) - Language / Cultural Awareness

Physical (15%)

APFT (90%)

- (1.69) - Campus (most current fall semester)
- (2.36) - Campus (most current spring semester)
- (9.45) - LDAC (1st score)

Athletics (10%)

- (1.50) - Varsity, Intramural, or Community Team

Warrior Forge, Platoon Top Five = 1 point added to final OMS
 RECONDO = 0.5 point added to final OMS

Science Technology Engineering and Math (STEM) Incentive
 0.5 Incentive to ADM 3 (Math/Science) and 1.0 Incentive to ADM 4 (Engineering)

2

- (f) **Performance.** The LDP is a result based training system. Accessing the performance of the system as used within the Army ROTC at UW-Whitewater is best accomplished by reviewing the LDAC and accessions results for the cadets of the UW-Whitewater Army ROTC.
- (g) **LDAC.** The Leader Development and Assessment Course (LDAC) is located at Joint Base Lewis McChord (JBLM), Washington,. A training cycle is 29 days long and incorporates a wide range of subjects designed to develop and evaluate leadership and officer potential. The challenges are mentally and physically demanding, and test intelligence, common sense, ingenuity, and stamina. These challenges provide a new perspective on an individual's ability to perform exacting tasks and to make difficult decisions in demanding situations. See the tables below for UW-Whitewater cadet performance.
- (h) Performance Data.

	LDAC overall rating						Accessions		
	E		S		N		AD	RC	%Success
2011 (12)	2	16.7%	9	75%	1	8.3%	6	3	89%
2010 (3)	0	0	3	100%	0	0	1	3	100%
2009 (8)	2	25%	5	62.5%	1	12.5%	3	4	86%
2008 (7)	2	28.5%	5	71.5%	0	0	3	3	100%
2007 (5)	1	20%	4	80%	0	0	4	1	100%
5 yr avg		18%		77.8%		4.2%	3.4	2.4	94.40%

	DMG	ED/GRDSO		APFT		Land Navigation	
		# Request	% Success	WW	CC	WW	CC
2011 (12)	16.7%	0	0	260		89	76
2010 (3)	25%	0	0	281	258	96	89
2009 (8)	25%	2	100%	259	258	79	82
2008 (7)	14.3%	0	0		260		87
2007 (5)	0	0	0				
5 yr avg	11.2%						

Notes

Number in parenthesis is the total number of cadets who attended LDAC that year

- Distinguished Military Graduate (DMG) limited to top 20% of all cadets nationally
- Educational Delay/Graduate School Options limited to less than 400 each year
- LDAC Excellence Ratings national average across all programs ~18% annually
- LDAC Needs Improvement national average ~10% annually
- Accessions % Success is based on the percent of accessing cadets who received the service component they requested
- APFT and Land Navigation data for out years are not available
- The Cadet Command data for 2011, APFT and Land Navigation has not been released by cadet command.

III. Student Recruitment, Enrollment, Retention, and Graduation

A. Trend Data: Respond to the following trend data for the program:

1. Number of students enrolled each fall:

Number of Minors					Percentages				
2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
13	24	20	10	21	0.5%	0.9%	0.7%	0.7%	0.7%

The WI Army National Guard mobilization of 2009 resulted in a significant number of veteran students disenrolling from UWW that year. This is reflected in the reduction of the 2009 Leadership Minor enrollment. These students reenrolled in the 2010 school year bringing numbers back in line with the 2007/08 levels.

2. Number of degrees granted each year:

Leadership Minor (Civilian and Military Options)

Number of Degrees				
2006	2007	2008	2009	2010
3	4	4	5	5

3. Not Applicable

4. Recruiting/Retention Strategies.

(1) Recruiting. The Department of Leadership, Military Science and Aerospace Studies relies on several different but complimentary processes to recruit students into our programs. Each process is tailored to specific student needs or demographics. Until 2010 the primary recruiting tool for ROTC was scholarship benefits. Budget constraints and changes to the process have severely reduced the funds available for scholarships.

(a) National High School Scholarship Program.

- (i) Much of the Army ROTC program nationwide (until this year) relied primarily on the national ad campaign conducted each year by the US Army Recruiting Command and US Army Cadet Command to attract qualified freshmen students inclined towards military service. This ad campaign targets students across the nation who excel as Scholars, Athletes and Leaders in high school and in the community regardless of race, religion or gender. This program provides 4 or 3 year full tuition and fees scholarships for qualified applicants.
- (ii) The UW Whitewater program generally does not attract National Scholarship winners. On average 1-2 will choose to use a scholarship to attend UWW. Most students receiving these awards attend high cost private schools or major public universities. UWW's status as a mid-size, rural, regional school negatively impacts its appeal on applicants on the national board. Military Science program and Leadership minor generally reflect the diversity of the UWW campus as a whole. Retention strategies include; regular academic counseling, a minimum of twice per semester, completion of an Academic Planning Worksheet (Form 104R) for all students designed to organize their classes and keep them on track for graduation without migration to a later year group, and peer to peer mentoring.

(b) On-Campus Scholarship Program.

- (i) Students who applied in the national process but were not selected, or did not apply to the national program because they were unaware or late are eligible for on-campus scholarship awards. The awards match those granted by the national program.
- (ii) On-campus wards are limited to those national scholarships allocated to the school but not awarded by the national board. Typically this is limited to 1-2 per year, and for 2012 forward it is unlikely any will be available.

(c) Non-Scholarship Progression Cadets.

- (i) Students who enter the program with no prior military experience, and who have no affiliation with the Army Reserve or Army National Guard are referred to as non-scholarship progression cadets. These cadets receive very limited financial assistance from the Army and enter the program out of a sheer desire to serve as officers in the Army.

- (ii) Non-scholarship progression cadets are rare in ROTC nationwide and in the UWW program.
- (d) Leader's Training Course (LTC).
 - (i) Students entering the program in their sophomore year with no prior military service can attend a short summer training session to "catch up" with their peers, the LTC. They then continue on in the program, occasionally with scholarships.
 - (ii) LTC is a program used by the Army to strategically balance the number of needed cadets late in the program progression. LTC allocations are extremely limited in the last two years and will continue to be as long as the program draws students from the other processes.
- (e) Simultaneous Membership Program (SMP).
 - (i) The SMP program allows cadets to simultaneously serve in an Army Reserve or Army National Guard unit and enroll in ROTC. Some scholarships are available to students who commit early to serving in the Reserve component, though most SMP cadets do not have scholarships. To contract as a SMP cadet the student must be enlisted in a Reserve component unit and hold sophomore academic standing (30 credits) among other qualifications. This is a fraction of the ROTC student population nationwide, but comprises 80%+ of the UWW program.
 - (ii) Wisconsin provides 100% tuition reimbursement or remission to students who are unit members. This makes the SMP program incredibly popular and valuable at schools like UWW where few scholarship winners attend and students often are paying their own way through school.
 - (iii) UWW uses a "progression SMP" technique with many of our cadets. Students interested in ROTC are brought into the program without financial assistance, referred to the USAR or Army National Guard to join units and then enrolled and contracted at some point as SMP cadets.
- (f) Civilian non-commission track students. The program is open to all students. The broad range of classes from Military Conditioning to the core Leadership classes are offered to all students. These courses support outreach to the community and provide the program critical exposure to students that know little about the military. Few students not interested in commissioning as an officer in the military follow the minor through to completion.
- (2) Retention. Retention in the program is accomplished in two ways; financial and commissioning.
 - (a) Financial. Scholarship benefits and stipend payments provide some level of retention. Without adequate progress academically and meeting other requirements students are disenrolled from the commissioning program but may continue in the Minor. Scholarships are only available to those tracking towards commissioning.
 - (b) Commissioning. Students wishing to commission must complete all requirements and remain in the program through graduation.
- 5. Not Applicable
- 6. All students enrolled in the Leadership minor are provided with the details of course electives upon the election of a Leadership minor. All students enrolled in or participating in the ROTC program are given the elective courses and are required to complete a Form 104R in order to schedule the class requirements for their degree program encompassing all semesters to graduation. Students meet with their assigned academic advisor to review the Academic Planning Worksheet and verify that all degree requirements are met. This process allows the student and the Department of Leadership, Military Science and Aerospace Studies to

forecast the graduation date of each student and to find and fix problems that may affect graduation before they become critical.

7. The optimal number of students graduating each year with a Leadership minor is 10-15. The program is currently undersubscribed. The relatively low number of Leadership minor graduates is due partly to the fact that the Leadership minor is not accepted as a first minor by a number of degree programs, particularly by degrees granted by the College of Letters and Sciences. This prevents students who might otherwise be eligible for the Leadership minor from being granted the degree. Current projections based on the enrollment in Leadership courses indicate that a graduation rate of 10-15 Leadership minors per year is sustainable given wider acceptance of the minor as a primary minor.

B. Demand for Graduates

1. Graduates who complete the Leadership minor, contract into the ROTC program and complete the requirements for commissioning as an Army officer are guaranteed placement in the US Army, either on active duty or in one of the reserve components. Service requirements for commissioned officers include at least a baccalaureate degree, with few exceptions. Historically, less than 1.5% of commissioned officers do not have at least a bachelor's degree. Typically these officers are former enlisted personnel who receive a direct commission with no formal officer education. In addition a significant percentage of newly commissioned officers hold an advanced degree. Those with advanced degrees are typically engineers, lawyers, chaplains, and health care professionals. These specialties historically make up 15% of each officer cohort. Not only are college graduates amply represented among newly commissioned officers, but the education levels in the officer corps indicate that the Services promote continuing education. According to the Department of the Army Personnel Division over 40% of the current Army officer population holds a master's degree or higher.
2. Numerous opportunities exist in the United States Army for a student leader who wishes to pursue a graduate degree on active duty or in the reserve components. Officers who apply for any of the programs below must have a strong record of performance and meet all required qualifications.

Programs available to senior Captains through Lieutenant Colonels:

- Fully Funded Graduate School
- United States Military Academy Instructor Program
- Cooperative Degree Program (i.e. Working with a major corporation / GE, General Dynamics, Microsoft)
- Office of the Deputy Chief of Operations Fellowship Program
- Congressional Fellowships
- White House Fellowships
- Olmstead Scholarship

Officers who leave the Army upon completion of their term of service are offered career counseling and placement services through Department of Defense sponsored programs. These programs are available at military bases worldwide.

C. Comparative Advantage(s)

1. Innovations in the Department of Leadership, Military Science, and Aerospace Studies programs have been widely recognized within the ROTC community. UW Whitewater is a pioneer in developing the Leadership minor among UW System schools. This reputation for sound, progressive programs has resulted in the export of program content to UW Stevens Point, UW Oshkosh, UW LaCrosse and UW River Falls. Marquette University and St.

Norbert College have also adopted Leadership minors based on the program developed at UW Whitewater.

2. The Department of Leadership, Military Science, and Aerospace Studies works with the US Army Cadet Command to attract top high school seniors to compete for two, three and four year scholarships. When these students visit campus the faculty is able to highlight the benefits of a UW-Whitewater education. These students are class valedictorians and salutatorians, varsity letter winners, class officers, National Merit Scholars, Eagle Scouts, yearbook editors and other students active in their school and community.
3. The Department of Leadership, Military Science, and Aerospace Studies has three major internship experiences. These are the Leaders Training Course, the Leadership Development and Assessment Course and Cultural Understanding and Language Proficiency program internships.
 - (1) The Leaders Training Course is the Army's 2-year ROTC Program entry point and is an intensive 5 week training experience designed for college students in their sophomore year. Through the Leaders Training Course, students without ROTC Basic Course (Military Science I and II courses) experience can examine the Army without incurring an obligation, and qualify for Advanced Course (Military Science III and IV) entry. Trained Army Officers and Senior Non-Commissioned Officers observe these students and evaluate their officer potential in a challenging leadership oriented training program conducted at Ft. Knox, KY. The course philosophy is based on an experiential leadership training plan. Students are placed in leadership positions in a structured and mentored environment as they progress through the course. Emphasis is hands on, outdoor training with rapid, constructive feedback to the cadet. The program is designed to inspire students to become outstanding leaders with a sound understanding of traditional leadership values.
 - (2) The Leadership Development and Assessment Course is the capstone event for an Army ROTC student leader. The 29-day course, conducted at Joint Base Lewis-McChord, WA, incorporates a wide range of subjects designed to develop and evaluate leadership ability. The challenges are rigorous and demanding, both mentally and physically. Cadets must lead teams composed of students from universities across the US, including some international exchange students, with all of the varying demographic and cultural challenges that entails. Over 5000 students and 1000 cadre participate in this event annually. This course is designed to evaluate a student's mental agility, common sense, ingenuity and stamina. These challenges allow trained Army Officers and Senior Non-Commissioned Officers the opportunity to assess an individual's ability to perform exacting tasks and to make difficult decisions in demanding situations.
 - (3) The Army Cultural Understanding and Language Proficiency program is a multi-disciplined approach to better prepare its future leaders to operate in a global environment. One facet of this program are internships to immerse students in a cultural experience. These 3-6 week internships can take the form of intensive language instruction programs at universities across the US or abroad, military to military foreign exchange programs, and humanitarian assistance internships. Internships that involve foreign travel require students to travel in groups of 10 or more accompanied by trained Army officers who provide feedback to the students' home university professor.

IV. Resource, Availability and Development

A. Faculty (Cadre) and Staff Characteristics

Table 1: Faculty/Instructional Academic Staff Composition

Name	Gender	Ethnicity	Rank	Percentage of time devoted to the program	List of Courses
Brian P. Wolhaupter	M	C	Lieutenant Colonel/Professor of Military Science/Department Chair	100%	LDRSHP 410 LDRSHP 420 LDRSHP 496
Michael D. Nyenhuis	M	C	Lieutenant Colonel/Senior Military Science Instructor	100%	LDRSHP 110 LDRSHP 120 LDRSHP 224
April J. Barron	F	C	Major/Adjunct Faculty	25%	LDRSHP 110 LDRSHP 120
Shawn C. Simmons	M	C	Master Sergeant/Senior Military Instructor	100%	LDRSHP 310 LDRSHP 320 PEGNRL 118
David C. Shono	M	C	Sergeant First Class/Enlisted Instructor	100%	LDRSHP 210 LDRSHP 220 LDRSHP 224
Thomas A. Fischer	M	C	Sergeant First Class/Enlisted Instructor	100%	LDRSHP 350 LDRSHP 330
Charles R. Hensen	M	C	Staff Sergeant/Enlisted Instructor	25%	LDRSHP 330 PEGNRL187
* Joint Cadre Courses					LDRSHP 111 LDRSHP 211 LDRSHP 311 LDRSHP 411
* Externally Taught, Internship Format Courses					LDRSHP 240 LDRSHP 440

1. Staffing changes since last Audit and Review.

(1) Background.

- (a) 1996-2007. In 1996 during a time of national downsizing the UWW ROTC program lost its autonomous Host Program status and became a minimally manned partner program of the larger UW-Madison Host program. Over next 10 years the program was normally staffed with only one cadre member present on campus and the program went into a period of significant decline both in its size and ability to contribute to the university in a meaningful and comprehensive manner. In 2006 the Wisconsin Army National Guard assigned a Non-Commissioned Officer (NCO) as a permanent on-campus recruiter/instructor as part of a statewide program to increase support to ROTC and generate officers for the National Guard. The impact of additional cadre and dedicated resourcing and support made an immediate impact and the program began to grow slowly from 3-5 cadets to about 10.

- (b) 2008- Spring 2009. In response to a growing cadet base at UWW the UW-Madison Host program stationed a second cadre member on campus to support the growing program. This move allowed the UWW program to begin offering new courses and sections and play a larger role in the university community.
 - (c) Fall 2009 – Present. In response to the growth in officer production and the potential for exponentially greater growth the Wisconsin Army National Guard committed to establishing UWW as a Robust Partnership program by augmenting the staffing. This meant that the program would be staffed to operate autonomously with coordination for personnel and financial support only from UW-Madison's. This commitment took the form of a second NCO and a senior officer to serve as the Professor of Military Science at UWW. Following this, another part time NCO was added to support the program. This commitment has yielded program growth of ~200% in two years with the potential for another doubling of the program before resources are exceeded. It also has resulted in the greatest impact, integration and acceptance with the university academic and support community in memory.
- (2) Staffing Model Benefits. The current robust partnership model provides many benefits to UWW and the program that do not exist at other programs.
- (a) Stability. The contractor instructors and WIARNG staff are more stable and serve longer term on campus as faculty than the Active Duty personnel at other institutions including the Host school, UW-Madison.
 - (b) Coverage. Typically replacements are identified prior to openings occurring.
 - (c) Resource Availability. The close connection with the Wisconsin Army National Guard gives the UWW ROTC program access to resources that are not necessarily available to other comparable or much larger schools and programs.
- (3) Staffing Projections. No changes to the current full-time staff are expected until completion of the 2012 academic year. The Professor of Military Science (LTC Brian P. Wolhaupter) will be transferring to another assignment. At this time the name of the replacement is still forthcoming. We do, however, anticipate a change to our part-time staff following the completion of the fall 2011 semester as MAJ April J. Barron will be retiring from military service. We anticipate being able to fill the teaching vacancy with internal staff however we will continue to actively recruit externally for new qualified Adjunct Faculty personnel.
2. Unique Position Requirements.
- (1) Professor of Military Science (PMS). The PMS serves as the senior ranking military member in the program and on campus. The PMS is accorded full faculty status by the University and serves as the Department Chair. The PMS is uniquely and solely responsible for program success in recruitment, retention, training, and logistical sustainment. He is the academic liaison and representative for the program. All curriculum development, updates are planned and resources by the PMS and executed through the rest of the cadre. The PMS instructs cadets during their senior year with a direct emphasis on preparing them for their duties as Second Lieutenants after graduation and commissioning. Criteria for selection as the Professor of Military Science include –
- (a) Possession of an Master's Degree and completion of all professional Military Education through the Command and General Staff College.
 - (b) Must be an Active Guard and Reserve Officer in the Wisconsin Army National Guard. Meet Army physical fitness requirements and height and weight and standards. This is a requirement unique to UWW as most officers serving as a PMS are Active Army Officers.
 - (c) Hold the Rank of Lieutenant Colonel or be promotable to Lieutenant Colonel.

- (d) Have served in positions of significant responsibility and scope. First preference to those who have held a Battalion Command, then to those who have served in senior staff positions at the Brigade or Division level.
 - (e) Have previous experience in academic settings or display a clear propensity for academic and intellectual endeavors.
 - (f) Demonstrated exceptional leadership and the ability to mentor and develop others.
- (2) Senior Military Instructor (SMI). The SMI serves as the training planner and facilitator for the program. He is the primary advisor to the PMS on the military training needs of the cadets within the program. The SMI instructs the junior level cadets during the year prior to attendance at the Leadership Development and Assessment Course (LDAC). The SMI is the expert in military tactical training and small unit leadership skills. Specific requirements for selection as the SMI include –
- (a) Senior Non-Commissioned Officer Rank, typically E8 (Master Sergeant), though senior E7 (Sergeant First Class) rank may be assigned.
 - (b) Must be either an actively serving NCO or a retired NCO serving in the position as a contractor. As a Robust Partnership the UWW SMI is a contractor instructor.
 - (c) Must possess a Bachelor's degree, a graduate degree or some graduate work preferred.
 - (d) Service as a Senior NCO in the Active or Reserve Component of the Army with significant duties and tactical experience to draw on.
 - (e) Demonstrated experience in mentoring and development of junior soldiers and leaders of long periods of time, often in challenging environments.
- (3) Assistant Professor of Military Science (APMS)/Senior Military Science Instructor. The APMS serves as a core course instructor for the program. A program may have some, one, or no APMS officer's assigned depending on the size of the program and availability of Officers. The APMS instructs courses at the direction of the PMS and serves in the functions of critical staff officers for the program – training officer, Executive Officer, Recruiting Operations Officer, etc depending on the needs of the program and the desires of the PMS. When a contractor is serving in an APMS position the title is referred to as a Senior Military Science Instructor but the duties are the same. Specific criteria for selection as an APMS include –
- (a) Possession of a Bachelor's Degree, graduate degree or work preferred.
 - (b) Hold the rank of Captain through Lieutenant Colonel in the Active component or Reserve component of the US Army.
 - (c) Professional Military Education completed through the appropriate level, typically the Captain's Career Course.
 - (d) Experience in challenging leadership positions as a junior officer. Service as a Company Commander at a minimum is required for consideration.
 - (e) A demonstrated ability or clear propensity to teach and mentor in both tactical and academic environments.
 - (f) Some APMS assignments are filled with Adjunct Faculty who teach part time. This support is provided through a special program run by the US Army Reserve.
- (4) Enlisted Instructor (EI). The Enlisted Instructors serve as core course instructors, soldier skill experts, and key mentor developers for cadets in the program. EIs instruct a wide range of courses from core ROTC curriculum classes to specialty courses like Physical Conditioning or Rappelling. Specific criteria for selection as an EI include –
- (a) Active service in the Regular Army or Reserve component or retired status as an NCO and employment as a contractor instructor.
 - (b) Possession of the Rank of E7 (Sergeant First Class), though E6 (Staff Sergeant) instructors may be assigned.
 - (c) Completion of all appropriate Profession NCO Education.

- (d) A Bachelor's degree is preferred but not required.
 - (e) EIs must have a demonstrated history of effective troop leadership, mentoring and instruction and display the propensity to teach in a formal academic environment.
3. Specific Skills, Dispositions and Training Possessed by the UWW ROTC Cadre.
- (1) LTC Brian Wolhaupter, Professor of Military Science.
 - (a) Holds Bachelor of Arts in History and Master's of Business Administration.
 - (b) Served 2.5 years as an instructor at the US Army Field Artillery School teaching post-baccalaureate commissioned college students, mid-career officers, and foreign military officers in the field of technical Field Artillery gunnery skills.
 - (c) Experience as a Corporate Trainer and technical training writer while working at Target, Inc.
 - (d) Five years combined experience as a supervisor and management team member in two Fortune 100 corporations.
 - (e) Certified Six Sigma Black Belt.
 - (f) Former Battalion Commander, responsible for 802 soldiers, \$10 million in equipment. Led this team in combat during Operation Iraqi Freedom 2006-2007.
 - (2) MSG (Retired) Shawn Simmons, Senior Military Instructor (SMI).
 - (a) Second assignment as SMI. Previously assigned as SMI at UW-Madison while still serving on active duty.
 - (b) Department of the Army Certified Rappel Master. One of only two ROTC cadre holding this certification in the 3rd ROTC Brigade (43 host schools, 200 including partner schools across 9 states).
 - (3) SFC Thomas Fischer.
 - (a) Holds Master's of Business Administration.
 - (b) Serves as UWW Assistant Women's Soccer Coach (at no cost to the university).
 - (c) Department of the Army certified to instruct Military History.
 - (4) No changes to the current full-time staff are expected until completion of the 2012 academic year. The Professor of Military Science (LTC Brian P. Wolhaupter) will transfer to another assignment in Spring of 2012, at this time the name of the replacement is not identified. A change to our part-time staff will occur following the completion of the fall 2011 semester as MAJ April J. Barron retires from military service. We anticipate being able to fill the teaching vacancy with internal staff however we will continue to actively recruit externally for new qualified Adjunct Faculty personnel.
4. Staffing Summary. Each cadre member on board brings to the table a wide variety of expertise. All cadre that instruct leadership courses have spent countless hours in leadership roles and all have deployed to a combat theater. All possess the real world experience to support the coursework that they instruct. Finally, though not technically part of the academic faculty, the university secretary (Barbara Kliez) has been with the program for approximately 31 years. Barb provides critical continuity, knowledge and assistance not possible through the military staff. This ensures the program maintains a high level of academic and administrative standards.

B. Teaching and Learning Enhancement

Table 2: Faculty/Instructional Academic Staff Teaching and Learning Enhancement

Name	Activity	Date(s)
Brian P. Wolhaupter	Six Sigma Black Belt Certification	2/11-8/11
Brian P. Wolhaupter	ImagiLearning TLE-1 --(Second Life for Educators)	6/11-8/11
Brian P. Wolhaupter	UWW Navigating Content/Teaching Online -2011	6/11-8/11
Brian P. Wolhaupter	New Course Dev: Profession of Arms (Winterim 11-12)	5/11-10/11
Brian P. Wolhaupter	Second Life based Leadership Laboratory Development	7/11-12/11
Shawn C. Simmons	Development of LDRSHP 118: Rappelling	2010
Thomas A. Fischer	Development of LDRSHP 350-1: History of the US Military	2010
Thomas A. Fischer	Class D Soccer Coaching Certification	12/2011
Charles R. Hensen	Development of LDRSHP 330-1: Land Navigation	2011

1. As the ROTC program grows, there is a continuing need to develop and/ or reinstate curriculum. In addition, course development is centered on the most significant training event the cadets will participate in while in the program. That event is Warrior Forge. Warrior Forge is held every summer out at Joint Base Lewis McChord near Tacoma, WA. Our program continuously analyzes the performance and feedback of those cadets that attend Warrior Forge. With that feedback, we have adjusted efforts, developed and will continue to develop additional curriculum in order to improve our programs success at Warrior Forge.
2. In addition to the development of new courses, the faculty is very involved with the overall leadership program and the success of every student in the program. Extensive time and effort is devoted to the academic success of the students in the program. With physical fitness four times week and leadership lab the other day the faculty has daily interaction with the students of the program. This regular interaction allows the students to grow both academically and in leadership development as well.

C. Research and Other Scholarly/Creative Activities

Table 3: Research/Scholarly/Creative Presentations & Publications

Name	Activity	Peer Reviewed/Adjudicated?	Other Information:
Brian P. Wolhaupter	Completion of MBA in Military Management (2003)	No	
Brian P. Wolhaupter	Leadership and Power Presentation	No	Presented for: UWW Summer 2011 MBA Program Watertown Leadership Academy SECO Tools Fall Meeting 2011
April J. Barron	Completion of MBA in Dietetics (2003)	No	
Thomas A. Fischer	Completion of MBA in Logistics (2007)	No	

1. Expectations for Scholarly Activity.

- (1) The UWW ROTC department is not a traditional academic department, nor are the cadre the average faculty members. The core expectation for the ROTC cadre is to set a clear example of what an effective officer and leader in the military should be through both academic and experiential means. The career experience and previous assignments in the Active and Reserve components of the Army serve as the primary source and well-

spring of this ability. Academic experience and accomplishments support this in a number of ways, but are not the foundation as they are in other academic disciplines.

- (2) As part of a dual soldier/instructor role unique to the ROTC program, each and every faculty (cadre) is expected to maintain a high level of academic and technical skills that can be applied to both the classroom and experiential "field" lab exercises. Each and every faculty is fully expected to personally seek out continuing education both from the university and through the military. The university regularly conducts seminars and computer training that is attended by program cadre. Continuing education in terms of the military include the Army War College, Military History Instructors Course, Rappel Master Certification, Army Ranger school, and US Army Corps of Engineers. Lastly, many of the cadre in the program spend upwards of 50+ days at the ROTC Warrior Forge Leadership and Development Course as cadre. This opportunity uses cadre as trainers and evaluators and returned them to campus as subject matter experts who can effectively train UWW Cadets to perform well in that critical training event.
- (3) Formal Research, Publication, and development outside of the immediate demands presented by growing and running an effective program are not an expectation of the cadre. The Professor of Military Science acts as the academic liaison and will on occasion write, speak publically, or develop/direct development of new academic offerings. These efforts are directly focused on enhancement of the programs effectiveness in transforming students into competent and confident leaders, and in increasing the contribution the program has to the university community across many levels. These efforts are not required as milestones of steps for certification, tenure, or professional development in any way.

D. External Funding

Table 4: External Funding

Name	Submitted to:	Amount	Status
Brian P. Wolhaupter	University of Wisconsin System Learning Technology Development Council and University of Wisconsin-Milwaukee Virtual World, Second Life, Emerging Technology Grant	\$750	Awarded, Awaiting payment
Brian P. Wolhaupter	CoEPS Tech Mini-Grant Request	\$11,000	Requested
UW-Madison Budget Allocation	UW-MADISON ROTC Annual Training Budget Allocation	\$8800	Annual Budget – restricted to military authorized equipment and expenses only

1. General Funding System.

- (1) Faculty salary, benefits, travel and other costs for the Department of Leadership, Military Science, and Aerospace studies are primarily funded by the United States Department of Defense/Department of the Army through various channels. This funding includes salaries and benefits for active-duty and Reserve component faculty members, and for two faculty members through a US Department of Defense contract agreement.
- (2) Travel expenses, vehicle maintenance, training supplies, and some administrative supplies are funded as well. The UWW through the College of Education and Professional Studies provides a university budget for salaries of the administrative assistant, office furnishings, and office automation equipment purchase and maintenance.

2. Recurring University provided support Funding. The Department of Leadership, Military Science, and Aerospace Studies is allocated an annual budget for student work. This budget is used to support administrative assistance to the department and in the future, technological training and support. The Anderson Library also provides an annual allocation toward purchase of library materials to support the study and scholarly efforts of the faculty and students in the program.
3. Expectations for Grant Writing or pursuit of other External Funding. There is no expectation that cadre engage in grant writing or pursuit of other external funding. Federal Code and the Joint Ethics Regulation prohibit cadre members from seeking funding as “members” of the military. The Professor of Military Science can, as the Chair of the Leadership Department and a full faculty member, engage in grant writing and support cadet solicitation of funds, but he may not do so as based solely on his rank or position as the senior military officer of the program.

E. Professional and Public Service

Table 5: Professional & Public Service

Name	Activity	Professional or Public?	Other Information
Brian P. Wolhaupter	Member, CoEPS Admin Council	Prof.	
Brian P. Wolhaupter	Member, Writing Matters Cmte 2011	Prof.	
Brian P. Wolhaupter	Member, CoEPS Curriculum Redesign Cmte 2011	Prof.	
Brian P. Wolhaupter	Military Service	Public	Military Service in the Active Army and Army National Guard for 22.5 years
Brian P. Wolhaupter	Director, Watertown Competitive Swimming Capital Campaign	Public	Director of a local capital campaign to support the City and Watertown School District in renovating the HS swimming pool. Complete, raised \$50k
Thomas A. Fischer	Military Service	Public	Military Service in the Army National Guard for xx years
Michael Nyenhuis	Military Service	Public	Military Service in the US Army Reserve for 27 years
Shawn Simmons	Military Service	Public	Military Service in the US Army (Active) for xx years
David Shono	Military Service	Public	Military Service in the Active Army and the Army National Guard for xx years
Thomas A. Fischer	Assistant Coach for UW-W Women's soccer team, 03/2011-Present	Prof.	Serves in this capacity as a volunteer within the constraints of his Departmental responsibilities

1. Military Service. All cadre must have a current active or retired status within the US Army (US Air Force for the AFROTC).
2. University Service. The PMS may set expectations for service on UWW committees, workgroups, or other initiatives, but this is at the discretion of the individual PMS. Cadre desiring to serve in various capacities may request permission thru the PMS. Currently MSG(R) Simmons serves on the UWW Veterans Committee as a primary member.

F. Resources for Students in the Program.

1. Faculty. As of SY 2011-2012, the program currently has approximately 40 students actively involved in pursuing the leadership minor or pursuing the commissioning program, 70 students enrolled in the academic courses, and an additional 45 enrolled in just the PEGNRL Military Conditioning course. We currently have five full-time instructors and two part-time instructors. This level of faculty staffing supports the current student/course load. The program enrollment can grow to approximately 75 "enrolled" cadets pursuing a commission before exceeding the capacity of the current faculty.

2. Budgets.

(1) CoEPS Supply and Services. The Departments UWW Supply and Service budget is set at \$5828 annually. This funding level has not changed since 1995. This level of funding supports basic operations of the department but has not allowed for proactive upgrades in many areas such as computers and technology. The budget has been augmented by limited Department of the Army/Cadet Command funding beginning in fall of 2009 when the UWW ROTC Program expanded to be a Robust Partnership program. Increase in enrollment, impact of the program will hopefully lead to an increase in this vital funding resource.

(2) Student Work Study. The UWW ROTC department is allocated \$2000 for student work study during the year. This allocation currently meets the needs of the department. The program often has difficulty in locating students to fill the budget allocated as it is not a traditional work study agency. Also we have access to a computer lab which has six computers and one networked printer. The students also have access to a lounge area that includes a television, gaming system, and basic refreshment products. The students actively participate in fund raising activities to help off-set unfunded activities they wish to participate in.

(3) University Services Associate 2 (USA) (ADA). The department is allocated under the agreement with the Department of the Army a single USA/department secretary. This level of staffing is adequate for the program and will continue to remain so until the enrollment levels noted in the Faculty paragraph above are exceeded. The exceptional skill level and experience afforded the Leadership department by Mrs. Kliez and her 32 years of service to the program is an incredible benefit to the students and cadre.

G. Facilities, Equipment, and Library Holdings. (Map of ROTC Goodhue Facilities attached)

1. Facilities. At the present time, all department facilities are located on the third floor of Goodhue hall. The department moved from Salisbury Hall to Goodhue in 2008 when Salisbury was demolished. At the time of the move the facilities in Goodhue were adequate for students and staff. With the rapid and continued growth of the program since 2008 we have out grown the department's home in many ways.

(1) Office Space. Office space available meets the current and projected needs of the department. With the exception of the ADA office all offices are former standard dorm room spaces. The ADA occupies the Resident Assistant space that is double the size of the other offices. The Leadership, Military Science and Aerospace study currently has department members occupying the following office spaces.

- (a) Department ADA.
- (b) Professor of Military Science.
- (c) Senior Military Instructor.
- (d) Assistant Professor of Military Science.
- (e) Enlisted Instructor/WIARNG Recruiter.
- (f) Enlisted Instructor/Supply Sergeant.
- (g) Shared office – Enlisted Instructor and Adjunct Instructors.

(h) Air Force ROTC Staff.

(2) Classroom Space.

- (a) The ROTC classroom is inadequate for the needs of the department. With the significant growth in enrollment in the program the classroom space, which was of marginal design and functionality to begin with, no longer provides an acceptable venue for most classes. Further, there is only one classroom space and in the last two terms additional sections and offerings undertaken by the department have led to overlapping instructional periods.
- (b) The classroom space is three combined standard dorm rooms. Limited width of the space compromises visibility to the screen/whiteboard. This also creates a space in which it is difficult to position tables/desks to create an interactive and effective instructional atmosphere.
- (c) At this time, any sections of 6 students or greater are taught in classrooms reserved from other Colleges or Departments. This is tenable now but places a greater strain on the instructor to travel to and learn new layouts each time they begin a term. It also places increased demands on the students as they conduct a great deal of required non-classroom work in the other spaces in the department.

(3) Storage. Storage space for the program is currently adequate in volume, but fragmented in location.

- (a) The department maintains a secured space for military training equipment and uniforms. This space occupies two standard dorms.
- (b) Recruiting supplies and support equipment are stored in two additional dorm room spaces.
- (c) In addition to the facilities on third floor Goodhue, a storage container is used extensively and is located to the rear of Goodhue Hall. This storage container contains many of the larger pieces of equipment used during the weekly field lab exercises.

(4) Social Space/Cadet Lounge.

- (a) The program maintains a cadet social space for the Army ROTC program in the old dorm study lounge space. This space contains a social area, library and program historical materials and a cadet run snack bar. This space is adequate for the needs of the department.
- (b) The Air Force ROTC program maintains a cadet lounge in a former dorm room space. This provides a convenient space but could be combined with the Army space as a Joint lounge.

(5) Computer Lab. The program maintains a computer lab/library for the use of students. This space is used extensively for meetings, planning, and work by students in all phases of the program but particularly by those in the Junior and Senior years. The space occupies two dorms rooms and is adequate at this time, but with further program growth will need expansion.

(6) Rappelling Tower.

- (a) An incredible enhancement to the program would be made by construction of a rappelling tower on campus. Rappelling is one of the core tasks required of all cadets and the department runs a PEGNRL course focused on this skill.
- (b) The last major rappelling tower in the state, operated by UW-OshKosh, was demolished last year and so a tower here would become a precious resource for programs across Wisconsin, the UP of Michigan and Northern Illinois. Lack of a tower limits practical experience significantly. Currently the department must drive to

- Tomah/Ft. McCoy, WI, Lodi, WI or Devil's Lake State park for the practical exercise portions of the courses and labs involving rappelling.
- (c) At a University level a rappelling tower significantly benefits athletic programs, the HPERC department and others. It also could provide the surrounding community first responders a critical resource for their training, making the UWW campus a center of excellence for activities that currently do not exist with the curriculum base.
2. Equipment. Military equipment for training is adequate. The technology, particularly the computers, tend to be older systems provided by the CoEPS after they have completed their useful lifecycle in another department in the college.
- (1) Classroom automation. The ROTC classroom automation is adequate but aging. The department lacks smart-board technology and the PC driving classroom presentations is well behind the current level of considered acceptable by most departments.
- (2) Computer Lab. The department maintains six computers for use in the the programs computer lab. The current set of computers is comprised of displaced older systems from HPERC. These were obtained when the Williams Center upgrade was provided in Fall of 2011. To support the initiatives of the department in using interactive virtual training with cadets upgrade of these systems to state of the art computers is the highest equipment priority in the program.
3. Library Holdings. Library holdings for the department are wholly adequate. Most texts used are provided by US Army Cadet Command or are available online through US Army sources. The department tries to use its Library allocation each year to increase the discipline specific materials held at the Andersen Library
- H. Additional facilities. The department has constructed and provided to the University the following.
1. Land Navigation Orienteering Course. Two permanent courses. One in the Campus natural area and one in the Kettle-Moraine South State Park five minutes from campus.
2. A fitness trail to be completed fall 2011 in the University natural area that provides a physically challenging aerobic and strength challenge suitable for both the program's use and the use of athletic teams and HPERC courses.

V. Conclusions and Recommendations.

A. Strengths of the Program.

1. Interdisciplinary Approach. Our nation's military must be led by ambitious, intelligent officers who bring a broad understanding of the world, people, and culture. The ROTC program provides and augments the education provided by the University to transform students into leaders capable of doing these things. Supporting a major field of study, and the GENED requirements as a base, the Leadership Minor requires students demonstrate this through broad and varied coursework and direct demonstration of skills and character.
2. Uniqueness. Military service is not for everyone, but it affects every citizen of this nation. The ROTC program stands apart from all others in the demands it places on those who take up its calling. This limits the students entering the field, but enables them to stand apart and experience challenges, opportunities and accomplish things that few others ever will. This uniqueness extends to the cadre who are accomplished leaders drawn from actively serving and retired military roles to instruct and mentor the cadets. They combine the best of an academic approach and discipline with the impact of a role model who has been through and will return to the environment that the program trains students for.
3. Brotherhood and Common Experience. No student in any other program will experience the things ROTC cadets do. This binds them together in many ways that traditional academic experiences and fields cannot match.

B. Areas Needing Improvement.

1. Increased Integration with the University academic community. This had improved vastly since fall of 2009, but can expand further. ROTC needs to fully assume the role of an Academic Department and a University Program. This involves active participation in the scholarly life and program development initiatives on campus. Cadre members must challenge themselves to participate in working groups, develop curriculum, and contribute on an even higher level than they have to this point.
2. Broaden Recruiting Efforts. UWW represents an exceptional educational opportunity but is rarely chosen by ROTC scholarship winners. Program recruiting efforts must enhance the ability to identify and attract these exceptional students to both the program and UWW.
3. Online/Distance Education. No template or mandate to provide distance education options from Cadet Command exists. The opportunity to develop online and hybrid courses to increase the penetration of the program and the scope of material offered is significant and will be explored in the upcoming years.

C. Recommendations.

1. Acceptance of the Leadership Minor. Non-acceptance of the Leadership Minor by a number of programs in the College of Letters and Sciences creates a negative impact on students and detracts from accurate assessment of the number of students who participate in ROTC and complete the program. Since commissioning and the minor requirements are not inclusive of each other many more students commission that complete the minor. The reasons for non-acceptance is unknown to the current cadre but assumed to be based on questions of academic rigor and process. It is the hope of the department that this report will be a great stride in the right direction to accurately describe the academic rigor, process and impact of the Leadership Minor, and a step towards reversing this long-standing position.
2. Facilities. Relocation of the department from Goodhue to an academic building is the best interest of the college and the program. The co-use nature of the building and the configuration of the space support the program but is nowhere near optimal. The space the program currently occupies is designed to generate residence income. This space acts as an expense to the University because facilities are provided to the program at no cost as a part of the Department of the Army agreement with the University.

APENDICES

Appendix A: Audit and Review Evaluation Report from the last review

Appendix B: Accreditation reports (N/A)

Appendix C: Undergraduate/Graduate dual-listed course Syllabi (N/A)

Appendix D: Learning Objectives/Course Maps showing Curriculum Track to Content Linkage

Appendix E: LEAP Alignment Table

Table 1:	Characteristics of Faculty and Staff (in body of Report)
Table 2:	Teaching Enhancements and Learning (in body of Report)
Table 3:	Research and Scholarly/Creative Accomplishments (in body of Report)
Table 4:	Grants, Contracts, and Gifts (in body of the Report)
Table 5:	Professional and Public Service (in body of the Report)

APPENDIX D: Learning Objective to Course Map

AUDIT AND REVIEW EVALUATION FORM

Program: Leadership

Minor: X

Introductory Comments

The Audit and Review Committee focused its evaluation on the leadership minor, including both the “civilian option” and the “military option.” The committee attempted to separate the minor from the commissioning program, although in many instances the elements were difficult to separate.

Program Strengths:

Strategic Plan/Mission

1. This interdisciplinary program reflects the University's mission statement by providing a specialized degree for a unique area of study.
2. The program lends strong support to the University diversity 2008 plan of seeking racial and ethnic diversification of the student body.
3. The department retains close ties with five departments which teach required courses for the leadership minor or the commissioning program.
4. The department offers three interdisciplinary programs for students in all four colleges.
5. The program provides interdisciplinary opportunities for students.

Accreditation/Honors

1. Many of the UWW AFROTC programs have been benchmarks for other programs across the nation.

Assessment

1. A well-developed assessment program with numerous checkpoints is in place.
2. For example, the Leadership Development Program uses standardized Cadet Command Regulations, individual focus, developmental feedback, structured leadership opportunities, peer ratings, and links to evaluation and accession.
3. Course After-Action Reviews (AAR) and end of course critiques are used to poll students on course topical coverage and instructor knowledge. These have used to drive changes such as an increase in multimedia presentations, curricular revision, guest speakers, and interaction with ROTC students in Madison.
4. Course assessment information is shared with students/cadets at counseling sessions, new cadre orientation, on-campus days, and with advisory boards.
5. The program has clearly articulated goals for both the Army and Air Force tracks.

Curriculum

1. The program(s) are designed with an excellent means of cadet integration through developmental counseling whereby senior cadets counsel junior cadets via an active mentoring hierarchical system.
2. Turnover of program faculty after 2-4 years of service assures technical proficiency in the latest generation of military systems and competency in the application of the civilian/military leadership model.

Enrollment

1. The number of minors has remained stable during the review period.
2. The number of graduates has remained steady during the review period.

Faculty

1. The faculty in the Army and the Air Force work well together in these programs.

APPENDIX D: Learning Objective to Course Map

2. Students overwhelmingly viewed the faculty as knowledgeable in course subject matter.
3. The Army faculty makeup is diverse in both gender and ethnicity.
4. Innovations in the department have been widely recognized within the ROTC community.
5. All faculty use the latest instructional technology and methods such as PowerPoint, role playing exercises, and group discussions.
6. A good array of guest faculty from Madison and other locations are regular programmatic features.
7. Most Air Force instructors have operational command experience.
8. Faculty have appropriate military credentials to teach in these programs.

Opportunities for Students

1. The department contacts top local-area high school seniors to come to campus to compete for four-year full tuition scholarships.
2. The department has two major and extensive internship experiences, the Leaders Training Course and the National Advanced Leadership Camp.
3. Scholarship opportunities exist through the ROTC program.

Location

1. A close relationship exists with other ROTC programs found in Wisconsin, Iowa, Minnesota, and Northern Illinois.
2. The department conducts an annual compliance visit to the Junior ROTC programs at Beloit Memorial High School.
3. Location is an advantage for student field studies.

Community

1. The program contributes to the community in several ways including a joint Veteran's Day ceremony, color guards for special events, addresses to service organizations, assistance to local Army Reserve and National Guard units, and presentations at high school job fairs and financial aids seminars.

Placement

1. Numerous opportunities exist in the Army for student leaders desiring to pursue graduate studies while on active duty.
2. The current demand for ARMY ROTC graduates is high.
3. Previous graduates have gone on to pilot training, space/missile officer jobs, scientific analyst positions, and aircraft/missile maintenance officer positions.
4. Career opportunities in the military are excellent.

Resources/Administration

1. The recent purchase of new computers will greatly improve the multimedia capabilities for the students and cadre members.
2. Rifle ranges located at the National Guard Armories will greatly enhance the Departmental support of marksmanship instruction.
3. Library resources have been sufficient.
4. Financial resources appear adequate to support the program.

Program Weaknesses:

Assessment

1. The assessment program seems to be focused on individual courses, with little emphasis on program assessment.

APPENDIX D: Learning Objective to Course Map

- a. The assessment plan needs to be articulated or possibly restructured in a way that allows cause and effect relationships to be more clearly seen.
- b. There is no evidence that any feedback leads to program changes (some changes in four courses, i.e., more guest speakers).
- c. Assessment consists of fragmented measurement techniques. There is no overall cohesive assessment plan in place.
- d. Program objectives are not related to the learning objectives in any clear way. Some objectives listed are not assessment of program but the department.

Enrollment

1. The ethnic diversity of the UW-Whitewater ROTC program closely reflects that of the university at large. ROTC figures for SY 2000-2001 indicate that 94.1 % of the ROTC cadets were Caucasian while at the same time 90.6 % of all UW-Whitewater students were Caucasian. Asian-American representation in ROTC was slightly higher than the university at large during the same period, with 2.2 % Asian-American versus 1.9 % for the university at large.
2. The number of Civilian Leadership minors (p. 11) dropped by 50% in 2000.
3. The number of degrees granted (p. 11) for military options minors dropped drastically for 98-99.

Placement

1. No specific numerical information has been provided.

Resources/Administration

1. The ARMY ROTC department does not require a rappelling tower at this time. The rappelling towers on Fort McCoy, WI meet the ARMY ROTC program's needs at the present time.

Recommended Actions:

1. Pursue plans to work with the LEARN Center on a program assessment plan for the Leadership minor. This program assessment plan should include the following:
 - the development of program objectives for the different tracks;
 - the development of techniques for the assessment of the program objectives;
 - description of procedures by which linkages are established between assessment data and program changes;
 - methods by which feedback may be provided to interested constituencies; and
 - methods for follow-up of graduates.
2. Consider reviewing the minor.

Recommended Result:

- Continuation without qualification.
- Continuation subject to minor concerns. (By May of 2003, submit a progress report to the office of the Vice Chancellor for Academic Affairs, with a copy to the Dean of the College of Education.)
- Continuation subject to annual reports from dean on progress remedying deficiencies until noted deficiencies are corrected.
- Withhold recommendation for continuation, place on probation, and require another complete audit and review within 1 - 3 years at committee's discretion.
- Withhold recommendation for continuation, place on probation, recommend placing in receivership within college, and require another complete audit and review within 1 - 3 years at committee's discretion.
- Non-continuation.

Leadership, Military Science, and Aerospace Studies

Audit and Review Self Study

ANNEX D:

Learning Outcomes to Course Map

BOLC A: ROTC Curriculum Tracks

Values & Ethics	Personal Development	Leadership	Tactics & Techniques	Officership
Law of War Rules of Engagement Code of Conduct UCMJ Military, Joint & Professional Ethics Decision Making	Effective Writing Resilience Training	Army Leadership Framework Leadership Development Program (LDP) Applied Leadership Theories Motivation Team Building Cadet Battalion Leadership Roles	Map Reading & Land Navigation Troop Leading Procedures Problem Solving Military Decision Making Process Squad & Platoon Tactics Contemporary Operating Environment First Aid	NCO & Officer Counseling Army Training Management Personnel and Career Management Cultural Awareness Military History Customs and Courtesies

End State: As 2LTs, ROTC Graduates Will...

Values & Ethics

- Internalize and Model the Seven Army Values
- Embody the Warrior Ethos
- Exhibit Military Professional Ethics
- Incorporate the Law of Land Warfare and Derived Rules of Engagement into All Tactical Operations and Training
- Describe, Honor, and Enforce Army Command Policies for Interpersonal Relationships

Personal Development

- Establish Goals and Priorities for Action
- Organize Time Resources Appropriately
- Communicate Effectively with Commanders, Subordinates, and Civilians
- Develop and Manage Physical Health and Well-Being of Self, Subordinates, and Families
- Recognize and Manage Stress at Individual and Unit Levels

End State: As 2LTs, ROTC Graduates Will...

Leadership

- Embody All Dimensions of the Army Leadership Requirements Model
- Make Sound and Timely Decisions
- Develop and Motivate Subordinates, Teams, and Units
- Derive Lessons Learned from Military History and Apply Insights to the OE
- Analyze, Manage, and Adapt to Change in Complex Environments

Tactics & Techniques

- Plan and Execute Platoon Tactical Operations in the OE
- Successfully Accomplish Missions through Application of the Troop Leading Procedures
- Apply Land Navigation and Terrain Analysis Techniques to Move Tactically in Small Unit Operations
- Demonstrate Proficiency in Individual and Collective Tasks and Battle Drills
- Maintain Operational Security, Force Protection, and Terrorism Awareness While Conducting Full-Spectrum Operations

End State: As 2LTs, ROTC Graduates Will...

Officership

Embody the Traditions, Customs, and Courtesies of the Army

Apply the Principles of War to the operational concept of Full Spectrum Operations (FSO); Offensive, Defensive, Stability, or Civil Support Operations

Analyze the Impact of Cultural Factors on Army Operations

Plan, Execute, and Assess Training to Maintain Unit Readiness

Understand the Force Structure of the Modern Army

Identify Army Resources Available for Officer, Soldier, and Family Support

APPENDIX D: Learning Objective to Course Map



LDRSHIP 110/111: SY 2011-12 Leadership and Personal Development

Course Overview

MSL 101 introduces Cadets to the personal challenges and competencies that are critical for effective leadership. Cadets learn how the personal development of life skills such as critical thinking, goal setting, time management, physical/mental fitness (resiliency training) relate to leadership, officership, and the Army profession.

The focus is on developing basic knowledge and comprehension of Army leadership dimensions while gaining a big picture of understanding the ROTC program, its purpose in the Army, and its advantages for the student.

Course Objectives

Leadership

- Describe the relationship between leader character and competence
- Identify the leader attributes and core leader competencies of the Army Leadership Requirements Model

Values and Ethics

- Explain the Warrior Ethos
- List and define the seven Army values

Personal Development

- Define standards for the Army Physical Fitness Test (APFT)
- Write short-term and long-term goals to prepare for APFT
- Define the basic elements of time and stress management
- Identify benefits of resiliency awareness in an overall personal fitness program

Officership


- Explain the importance of being a model citizen as an Army officer
- React to passing colors, National music, and approaching officers
- Describe basic heritage elements (salute, flags, rank structure, and uniforms)
- Understand the impact of CULP on leader development

Tactics and Techniques

- Work effectively in teams with fellow Cadets

Lesson 1 ROTC & Course Overview	Lesson 2 Intro to Warrior Ethos	Lesson 3 ROTC Rank Structure	Lesson 4 Time Management	Lesson 5 Intro to Cultural Understanding and Language Proficiency (CULP)	Lesson 6 Midterm Exam	Lesson 7 US Military Customs & Courtesies	Lesson 8 Officership & the Army Profession	Lesson 9 Health & Fitness	Lesson 10 Intro to Stress Management	Lesson 11 Intro to Army Leadership	Lesson 12 Final Exam
Lab 1 Drill & Ceremony	Lab 2 Combat Water Survival	Lab 3 Land Navigation I	Lab 4 Land Navigation II	Lab 5 Individual & Squad Movement Techniques	Lab 6 Employ Hand Grenades & Claymore Mines	Lab 7 Battle Drills	Lab 8 Squad Tactics I	Lab 9 Squad Tactics II	Lab 10 Squad Tactics III	Lab 11 Fieldcraft & Pre-Combat Checks & Inspections	Lab 12 Cmndr's Time

APPENDIX D: Learning Objective to Course Map

 <p>LDRSHP 120/121: SY 2011-12 Introduction to Tactical Leadership</p> <p>Course Overview</p> <p>MSL 102 overviews leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback, and using effective writing skills. Cadets explore dimensions of leadership attributes and core leader competencies in the context of practical, hands-on, and interactive exercises.</p> <p>Continued emphasis is placed on recruitment and retention of Cadets. Cadre role models and the building of stronger relationships among the Cadets through common experience and practical interaction are critical aspects of the MSL 102 experience.</p>	<p>Course Objectives</p> <p>Leadership</p> <ul style="list-style-type: none"> • Distinguish between leadership attributes and core leader competencies • Illustrate how a leader leads, develops, and achieves <p>Values and Ethics</p> <ul style="list-style-type: none"> • Explain how values impact leadership • Describe the importance of Warrior Ethos for effective leadership <p>Personal Development</p> <ul style="list-style-type: none"> • Develop personal mission statement and goals • Explain the basic elements of Army communication <p>Officership</p> <ul style="list-style-type: none"> • Explain the importance of personal development for officership <p>Tactics and Techniques</p> <ul style="list-style-type: none"> • Describe the components of a fire team and squad • Describe the three individual movement techniques • Identify symbols and colors on a military map 																																																
<table border="1"> <tr> <td>Lesson 1</td> <td>Lesson 2</td> <td>Lesson 3</td> <td>Lesson 4</td> <td>Lesson 5</td> <td>Lesson 6</td> <td>Lesson 7</td> <td>Lesson 8</td> <td>Lesson 9</td> <td>Lesson 10</td> <td>Lesson 11</td> <td>Lesson 12</td> </tr> <tr> <td>ROTC & Course Overview</td> <td>Goal Setting - Personal Mission Statement</td> <td>Intro to Effective Army Communication</td> <td>Intro to Tactics I</td> <td>Intro to Tactics II</td> <td>Midterm Exam</td> <td>Intro to Map Reading</td> <td>Intro to Land Navigation</td> <td>Army Leadership - Character and Presence</td> <td>Army Leadership - Leader Intelligence</td> <td>Army Leadership - Core Leader Competencies</td> <td>Final Exam</td> </tr> <tr> <td>Lab 13</td> <td>Lab 14</td> <td>Lab 15</td> <td>Lab 16</td> <td>Lab 17</td> <td>Lab 18</td> <td>Lab 19</td> <td>Lab 20</td> <td>Lab 21</td> <td>Lab 22</td> <td>Lab 23</td> <td>Lab 24</td> </tr> <tr> <td>First Aid</td> <td>Leader Reaction Course</td> <td>Squad Tactics IV</td> <td>Squad Tactics V</td> <td>Platoon Movement</td> <td>Platoon Tactics - Patrolling I</td> <td>Platoon Tactics - Patrolling II</td> <td>Land Navigation III</td> <td>Land Navigation IV</td> <td>Weapons - Pre-Marksmanship Instruction</td> <td>Tactical Communication, Reporting, & Call for Fire</td> <td>CASEVAC</td> </tr> </table>	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11	Lesson 12	ROTC & Course Overview	Goal Setting - Personal Mission Statement	Intro to Effective Army Communication	Intro to Tactics I	Intro to Tactics II	Midterm Exam	Intro to Map Reading	Intro to Land Navigation	Army Leadership - Character and Presence	Army Leadership - Leader Intelligence	Army Leadership - Core Leader Competencies	Final Exam	Lab 13	Lab 14	Lab 15	Lab 16	Lab 17	Lab 18	Lab 19	Lab 20	Lab 21	Lab 22	Lab 23	Lab 24	First Aid	Leader Reaction Course	Squad Tactics IV	Squad Tactics V	Platoon Movement	Platoon Tactics - Patrolling I	Platoon Tactics - Patrolling II	Land Navigation III	Land Navigation IV	Weapons - Pre-Marksmanship Instruction	Tactical Communication, Reporting, & Call for Fire	CASEVAC	<p>31 Jul 10 - ESTR</p> <p>TRACK LEGEND: Leadership Personal Development Officership Tactics & Techniques Values & Ethics Overview & Assessment</p>
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11	Lesson 12																																						
ROTC & Course Overview	Goal Setting - Personal Mission Statement	Intro to Effective Army Communication	Intro to Tactics I	Intro to Tactics II	Midterm Exam	Intro to Map Reading	Intro to Land Navigation	Army Leadership - Character and Presence	Army Leadership - Leader Intelligence	Army Leadership - Core Leader Competencies	Final Exam																																						
Lab 13	Lab 14	Lab 15	Lab 16	Lab 17	Lab 18	Lab 19	Lab 20	Lab 21	Lab 22	Lab 23	Lab 24																																						
First Aid	Leader Reaction Course	Squad Tactics IV	Squad Tactics V	Platoon Movement	Platoon Tactics - Patrolling I	Platoon Tactics - Patrolling II	Land Navigation III	Land Navigation IV	Weapons - Pre-Marksmanship Instruction	Tactical Communication, Reporting, & Call for Fire	CASEVAC																																						

APPENDIX D: Learning Objective to Course Map



LDRSHP 210/211: SY 2011-12 Foundations of Tactical Leadership

Course Overview

MSL 201 explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army leadership framework (trait and behavior theories). Cadets practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises and participating in leadership labs.

Focus is on continued development of the knowledge of leadership attributes and core leader competencies through an understanding of Army rank, structure, duties and basic aspects of land navigation and squad tactics. Case studies provide tangible context for learning the Soldier's Creed and Warrior Ethos.

Course Objectives

- Leadership**
- Describe the three stages of team development
 - Illustrate significant traits and behaviors of historical military leaders
- Values and Ethics**
- Explain the historical basis of Army values
 - Illustrate the four tenets of the Warrior Ethos
- Personal Development**
- Deliver a formal information briefing
 - List the types and elements of interpersonal communication
- Officership**
- Describe rank, structure, duties, and traditions
 - Explain the Principles of War
- Tactics and Techniques**
- Practice land navigation techniques
 - List the seven problem solving steps
 - List the eight troop leading procedures

Lesson 1a ROTC & Course Overview	Lesson 2a Army Values	Lesson 3a Map Reading	Lesson 4a Intro to Problem Solving	Lesson 5a Squad Movement	Lesson 6a Warrior Ethos Case Study	Lesson 7a Offensive Operations	Lesson 8a Effective Army Briefing	Lesson 9a Team Building	Lesson 10a Leadership Traits & Behaviors	Lesson 11a Intro to Pre- Combat Checks & Inspections	Lesson 12a Culture Briefs
Lesson 1b Army Rank Structure, Duties, & Traditions	Lesson 2b Intro to Principles of War and Operations	Lesson 3b Land Navigation	Lesson 4b Intro to Troop Leading Procedures	Lesson 5b Intro to Battle Drills	Lesson 6b Midterm Exam	Lesson 7b Defense I	Lesson 8b Interpersonal Communication	Lesson 9b Army Physical Readiness Training Program	Lesson 10b Leadership Theory Discussion	Lesson 11b Culture	Lesson 12b Final Exam
Lab 1 Drill & Ceremony	Lab 2 Combat Water Survival	Lab 3 Land Navigation I	Lab 4 Land Navigation II	Lab 5 Individual & Squad Movement Techniques	Lab 6 Employ Hand Grenades & Claymore Mines	Lab 7 Battle Drills	Lab 8 Squad Tactics I	Lab 9 Squad Tactics II	Lab 10 Squad Tactics III	Lab 11 Fieldcraft & Pre-Combat Checks & Inspections	Lab 12 Commander's Time

APPENDIX D: Learning Objective to Course Map



LDRSHP220/221: SY 2011-12 Foundations of Tactical Leadership

Course Overview

MSL 202 examines the challenges of leading tactical teams in the operational environment. The course highlights dimensions of terrain analysis, patrolling, and operation orders. Further study of the theoretical basis of the Army Leadership Requirements Model explores the dynamics of adaptive leadership in the context of military operations.

MSL 202 prepares Cadets for MSL 301. Cadets develop greater self awareness as they assess their own leadership styles and practice communication and team building skills. Case studies give insight into the importance and practice of teamwork and tactics in real-world scenarios

Course Objectives

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

Values and Ethics

- Explain the Army Values and the Army's Consideration of Others (CO2) program
- Identify the goals of the Army CO2 program
- Analyze the relationship between Army values, leadership, and CO2

Personal Development

- Practice effective writing techniques in accordance with the Army standard for effective writing
- Explain how to set goals and manage time at the team level
- Develop team mission statement and goals
- Explain ways to establish priorities and avoid distracters

Officership

- Describe the history of terrorism and the basic US antiterrorism policy
- Explain the relationship between leadership, values, and officership

Tactics and Techniques

- Distinguish between the different types of Army plans and orders
- Demonstrate terrain analysis and route planning skills
- Explain the five-paragraph format for an operations order
- Describe the characteristics and techniques of defensive operations
- Explain how squads and platoons plan for and conduct patrols
- List and describe the five aspects of military terrain using (OAKOC)
- Interpret an operation order

Lesson 01a ROTC & Course Overview	Lesson 02a Team Goals & Time Management	Lesson 03a Intro to Terrain Analysis	Lesson 04a Intro to Patrolling	Lesson 05a Patrol Base Operations	Lesson 06a Midterm Exam	Lesson 07a Intro to Plans and Orders	Lesson 08a Navigational Methods & Route Planning	Lesson 09a Transformational Leadership	Lesson 10a Adaptive Leadership	Lesson 11a Leadership Capstone Presentations	Lesson 12a Terrorism Awareness
Lesson 01b Army Values & Consideration of Others	Lesson 02b Advanced Time Management	Lesson 03b Terrain Analysis Practical Exercise	Lesson 04b Patrolling Organization	Lesson 05b Defense II	Lesson 06b Effective Writing	Lesson 07b Operations Orders	Lesson 08b Route Planning (Practical Exercise)	Lesson 09b Situational Leadership	Lesson 10b Leadership Analysis	Lesson 11b Assessing Your Own Leadership	Lesson 12b Final Exam
Lab 13 Annual Training Requirements	Lab 14 Leader Reaction Course	Lab 15 Leader Reaction Course	Lab 16 Tactics PE	Lab 17 Platoon Movement	Lab 18 Platoon Tactics – Patrolling I	Lab 19 Platoon Tactics – Patrolling II	Lab 20 Land Navigation III	Lab 21 Land Navigation IV	Lab 22 Weapons - Pre-Marksmanship Instruction	Lab 23 Tactical Communication, Reporting, & Call for Fire	Lab 24 First Aid

31 Jul 10 - ESTR

Leadership	Personal Development	Officership	Tactics & Techniques	Values & Ethics	Overview & Assessment
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APPENDIX D: Learning Objective to Course Map



Course Map LDRSHP 310/311(SY 2011/12) Adaptive Team Leadership

Overview

MSL 301 challenges cadets to study, practice, and evaluate adaptive leadership skills as they are presented with challenging scenarios related to squad tactical operations. Cadets receive systematic and specific feedback on their leadership attributes and actions. Based on such feedback, as well as their own self-evaluations, cadets continue to develop their leadership and critical thinking abilities.

The focus is developing cadets' tactical leadership abilities to enable them to succeed at ROTC's summer Leadership Development and Assessment Course (LDAC).

Course Objectives

- Leadership**
- Explain the Leadership Development Program (LDP) evaluation cycle
 - Write a self evaluation of leader actions taken during Leadership Labs
- Values and Ethics**
- Observe the Warrior Ethos in fellow cadets/cadres
 - Embody the Warrior Ethos in Leadership Labs and cadet interactions
- Personal Development**
- Define standards for the Army Physical Fitness Test (APFT)
 - Write short-term and long-term goals to prepare for APFT
 - Describe the factors of Suicide Prevention
- Officership**
- Deliver one or more of the four types of Military Briefings
 - Apply the composite risk management process in the orders process
 - Apply the fundamentals of Drill and Ceremony to squad formation
- Tactics and Techniques**
- Apply troop leading procedures to accomplish squad operations
 - Apply map reading, land navigation and terrain analysis to squad operations
 - Apply fundamentals of Army Operations
 - Pass CWST

Lesson 1a	Lesson 2a	Lesson 3a	Lesson 4a	Lesson 5a	Lesson 6a	Lesson 7a	Lesson 8a	Lesson 9a	Lesson 10a	Lesson 11a	Lesson 12a
ROTC & Course Overview/ Accessions	Army Briefing Techniques	Map Reading I	Troop Leading Procedures Overview	Squad Tactical Movement	Battle Drills	Midterm Exam	Squad Tactics - Ambush	Squad Tactics - Attack (Practical Exercise I)	Squad Tactics - Capstone (Practical Exercise I)	Leadership Behavior & Peer Evaluations	Officership Forum / Lecture Series
Lesson 1b Warrior Ethos Overview	Lesson 2b Intro to Team Dynamics	Lesson 3b Map Reading II	Lesson 4b Combat Orders	Lesson 5b Squad Tactics - Patrolling (Patrol Base)	Lesson 6b Squad Tactics - Offensive Operations	Lesson 7b Squad Tactics - Reconnaissance	Lesson 8b Squad Tactics - Ambush (Practical Exercise)	Lesson 9b Squad Tactics - Defense	Lesson 10b Squad Tactics - Capstone (Practical Exercise II)	Lesson 11b Leadership & Culture	Lesson 12b Course Review
Lesson 1c Leadership Development Program	Lesson 2c Suicide Prevention	Lesson 3c Terrain Analysis	Lesson 4c Application of Troop Leading Procedures	Lesson 5c Squad Tactics - Patrolling (Practical Exercise)	Lesson 6c Squad Tactics - Offensive Operations (Practical Exercise)	Lesson 7c Squad Tactics - Recon (Practical Exercise)	Lesson 8c Squad Tactics - Attack	Lesson 9c Squad Tactics - Defense (Practical Exercise)	Lesson 10c The Army Leader	Lesson 11c Leadership (Practical Exercise)	Lesson 12c Final Exam
Lab 1 Drill & Ceremony	Lab 2 Combat Water Survival	Lab 3 Land Navigation I	Lab 4 Land Navigation II	Lab 5 Individual & Squad Movement Techniques	Lab 6 Employ Hand Grenades & Claymore mines	Lab 7 Battle Drills	Lab 8 Squad Tactics I	Lab 9 Squad Tactics II	Lab 10 Squad Tactics III	Lab 11 Fieldcraft & Pre-Combat Checks & Inspections	Lab 12 Commander's Time

Revised: 31 Jul 2011

APPENDIX D: Learning Objective to Course Map



Course Map LDRSHP 320/321: 2011-2012 Applied Team Leadership

Overview

MSL 302 uses increasingly intense situational applying team leadership challenges to build cadet awareness an skills in leading tactical operations at the small unit level. Cadets review aspects of full spectrum operations. They also conduct military briefings and develop proficiency in the operation orders process.

The focus is on exploring, evaluating, and developing skills in decision-making, persuading, and motivating team members in the contemporary operating environment (COE). MSL 302 cadets are evaluated on what they know and do as leaders as they prepare to attend the ROTC summer Leader Development Assessment Course (LDAC).

<u>Course Objectives</u>	
Leadership	<ul style="list-style-type: none"> Apply situational leadership actions in leading a small unit Analyze the factors that motivate Soldiers
Values and Ethics	<ul style="list-style-type: none"> Explain rules of engagement and the Law of Land Warfare Apply the Warrior Ethos
Personal Development	<ul style="list-style-type: none"> Apply principles of time management, effective writing, and communication Present effective briefings
Officership	<ul style="list-style-type: none"> Describe the Brigade Combat Team (BCT) Explain Army Full Spectrum Operations
Tactics and Techniques	<ul style="list-style-type: none"> Apply the Operations Orders Process Demonstrate knowledge of platoon tactical operations Explain FOB Operations

Lesson 1a Course Overview & Warrior Forge Brief	Lesson 2a Warrior Ethos in Action	Lesson 3a Law of Land Warfare & Rules of Engagement	Lesson 4a Platoon Area Recon	Lesson 5a Platoon Ambush (Practical Exercise)	Lesson 6a Platoon Raid (Practical Exercise)	Lesson 7a Platoon Defense	Lesson 8a Map Reading Assessment	Lesson 9a Call for Fire	Lesson 10a Operations Orders Process	Lesson 11a Motivating Soldiers	Lesson 12a Accessions
Lesson 1b FOB Operations	Lesson 2b Intro to Army Full Spectrum Operations	Lesson 3b Terrorism Awareness	Lesson 4b Platoon Area Recon (Practical Exercise)	Lesson 5b Platoon Cordon & Search	Lesson 6b Platoon Attack	Lesson 7b Platoon Defense (Practical Exercise)	Lesson 8b Land Navigation Assessment	Lessons 9b & 9c	Lesson 10b Introduction to the Brigade Combat Team	Lesson 11b Team Dynamics	Lesson 12b Course Review
Lesson 1c Principles of War – Case Study	Lesson 2c Problem Solving	Lesson 3c Patrol Base Operations	Lesson 4c Platoon Ambush	Lesson 5c Platoon Raid	Lesson 6c Platoon Attack (Practical Exercise)	Lesson 7c Midterm Exam	Lesson 8c Advanced Land Navigation (Practical Exercise)	Branch Decision Briefings	Lesson 10c Applied Situational Leadership	Lesson 11c Peer Leadership	Lesson 12c Final Exam
Lab 13 First Aid	Lab 14 Leader Reaction course	Lab 15 Squad Tactics IV	Lab 16 Squad Tactics V	Lab 17 Platoon Movement	Lab 18 Platoon Tactics – Patrolling I	Lab 19 Platoon Tactics – Patrolling II	Lab 20 Land Navigation III	Lab 21 Land Navigation IV	Lab 22 Weapons - Pre-Marksmanship Instruction	Lab 23 Tactical Communication, Reporting, & Call for Fire	Lab 24 First Aid

Leadership	Personal Development	Officership	Tactics & Techniques	Values & Ethics	Overview & Assessment
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Updated: 31 Dec 08 ag

APPENDIX D: Learning Objective to Course Map



LDRSHP 410/411: SY 2011-12 Adaptive Leadership

Course Overview

The MSL 401 course transitions the focus of student learning from being trained, mentored and evaluated as an MSL III Cadet, to learning how to train, mentor and evaluate underclass Cadets. MSL IV Cadets will learn the duties and responsibilities of an Army staff officer and apply the Military Decision Making Process (MDMP), the Army Writing Style and the Army's Training Management and METL Development processes during weekly Training Meetings to plan, execute and assess battalion training events. Cadets will learn how to safely conduct this training by understanding and employing the Composite Risk Management Process. MSL IV Cadets will learn how to use the Comprehensive Soldier Fitness (CSF) program to reduce and manage stress.

Cadets will learn about the special trust proposed by the US Constitution to Army Officers-a trust above and beyond other professions. Cadets will learn Army Values and Ethics and how to apply them to everyday life as well as in Operating Environments. The MSL IV Cadet will learn about the officer's role in the Uniform Code of Military Justice, with Counseling Subordinates, Administrative Discipline and Separations, and methods for Officer Career Management.

Course Objectives

Leadership

- Apply Army leader attributes and core competencies as Cadet battalion leaders
- Evaluate underclass Cadets using the leadership development program (LDP) Values and Ethics
- Apply Army leader ethics in decision making
- Relate the law of warfare and rules of engagement to Army operations
- Explain your obligations as a US service member under the code of conduct
- Understand your role in the UCMJ process and explain the types of administrative discipline and separations

Personal Development

- Identify the Comprehensive Soldier Fitness program and identify leader responsibilities
- Identify methods to reduce and manage stress as a leader
- Write a memorandum that effectively communicates using Army Writing Standards

Officership

- Explain the profession of arms and officership as it relates to civilian professions
- Perform the duties of a Cadet battalion staff position
- Understand the duties of staff organization roles and responsibilities
- Counsel underclass Cadets to improve performance
- Write an officer evaluation report support form
- Explain the importance of actively managing your career as an Army officer
- Conduct training meetings to plan, execute and assess training

Tactics and Techniques

- Mentor and evaluate underclass Cadets during tactical operations
- Understand/apply the training management process through OPORDs, rehearsals and rock drills
- Apply the Military Decision Making Process at battalion training meetings

Lesson 1a Course Overview/ LDCAAR Review	Lesson 2a Leadership Development Program II	Lesson 3a Effective Writing for Officers	Lesson 4a Train for Full Spectrum Ops II (METL Development)	Lesson 5a Company and Battalion OPORD	Lesson 6a Composite Risk Management Process	Lesson 7a Counseling II	Lesson 8a Officer Career Management	Lesson 9a Combat Stress Management	Lesson 10a Army Leader Ethics - Case Studies I	Lesson 11a Code of Conduct	Lesson 12a Administrative Discipline and Separation
Lesson 1b Staff Organization Roles and Responsibilities	Lesson 2b Counseling I	Lesson 3b Train for Full Spectrum Ops I (Training Management)	Lesson 4b Military Decision Making Process (MDMP)	Lesson 5b Mission Rehearsals and Rock Drills	Lesson 6b Midterm Exam	Lesson 7b Officer Evaluation Report (OER) Process & Support Forms	Lesson 8b NCO Evaluation Report (NCOER) & Counseling Process	Lesson 9b Army Leader Ethics	Lesson 10b Law of Land Warfare and Rules of Engagement (ROE)	Lesson 11b The Uniform Code of Military Justice (UCMJ)	Lesson 12b Army Leader Ethics - Case Studies II
Lesson 1c Conduct of a Training Meeting	Lesson 2c Applied Leadership - Training Meeting	Lesson 3c Applied Leadership - Training Meeting	Lesson 4c Applied Leadership - Training Meeting	Lesson 5c Applied Leadership - Training Meeting	Lesson 6c Officership Forum I (Lecture Series)	Lesson 7c Applied Leadership - Training Meeting	Lesson 8c Applied Leadership - Training Meeting	Lesson 9c Officership Forum II (Lecture Series)	Lesson 10c Applied Leadership - Training Meeting	Lesson 11c Applied Leadership - Training Meeting	Lesson 12c Final Exam
Lab 1 Drill & Ceremony	Lab 2 Combat Water Survival	Lab 3 Land Navigation I	Lab 4 Land Navigation II	Lab 5 Individual & Squad Movement Techniques	Lab 6 Employ Hand Grenades & Claymore Mines	Lab 7 Battle Drills	Lab 8 Squad Tactics I	Lab 9 Squad Tactics II	Lab 10 Squad Tactics III	Lab 11 Field Craft & Pre-Combat Checks & Inspections	Lab 12 Commander's Time

31 July 2011	Leadership	Personal Development	Officership	Tactics & Techniques	Values & Ethics	Overview & Assessment
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APPENDIX D: Learning Objective to Course Map



LDRSHP 420/421: SY 2011-12 Leadership In A Complex World

Course Overview

MSL 402 explores the dynamics of leading Soldier's in Full Spectrum Operations in the Contemporary Operating Environment (COE). Cadets examine differences in Customs and Courtesies, Principles of War, and Rules of Engagement in the face of Terrorism. They also explore aspects of interacting with Non-Government Organizations, Civilians on the Battlefield, and Host Nation Support and explore Countersurgency Operations. Cadets will learn what Support Services are available to assist Soldiers and their families in times of need such as: Red Cross, CFC, AER, etc. MSL IVs will develop and present a Battle Analysis and participate in a Staff Ride at an historic military site.

The course places significant emphasis on preparing Cadets for their first unit of assignment. It uses case studies, scenarios, and "What Now, Lieutenant?" exercises to prepare Cadets to face the complex ethical and practical demands of leading as commissioned officers in the United States Army.

- Leadership**
- Apply Army leader attributes and core competencies as Cadet battalion leaders
 - Mentor the personal development of underclass Cadets
- Values and Ethics**
- Demonstrate a working knowledge of the Army's programs on equal opportunity (EO), prevention of sexual harassment (POSH), and sexual assault prevention and response (SAPR) program
 - Demonstrate proper leader ethics and analyze Army leader ethics case studies
- Personal Development**
- Prepare a personal developmental plan using the junior officer developmental support form and officer evaluation report model
- Officership**
- Develop and present a battle analysis case study brief of a historic military battle
 - Explain how cultural awareness can impact a unit and mission
 - Identify and explain the culture of terrorism
 - Understand the different non-gov. orgs, civilians on the battlefield, and host nation support that can impact unit operations
 - Explain the different installation support services available
 - Demonstrate good management of personal finances
 - Explain the correct procedures in the supply and maintenance process
 - Demonstrate an understanding of the platoon command team
- Tactics and Techniques**
- Apply the principles of force protection and operational security in full spectrum ops
 - Explain countersurgency operations in different operational environments
 - Become familiar with unit level medical operations during full spectrum operations

Course Objectives

Lesson 1a Course Overview	Lesson 2a Army Customs & Courtesies	Lesson 3a Introduction to Battle Analysis	Lesson 4a Cultural Awareness	Lesson 5a Counter-Insurgency	Lesson 6a Non-Govt Organizations Civilians on the Battlefield, & Host Nation Support	Lesson 7a Supply Operations	Lesson 8a Battle Analysis Case Studies - Briefs	Lesson 9a Officer Forum	Lesson 10a Platoon Command Team	Lesson 11a Equal Opportunity (EO)	Lesson 12a Financial Management
Lesson 1b The Army Officer	Lesson 2b Unit Level Medical Operations	Lesson 3b Army Leader Ethics - Case Studies III	Lesson 4b Culture of Terrorism	Lesson 5b Force Protection in Full Spectrum Ops and Operational Security	Lesson 6b Midterm Exam	Lesson 7b Maintenance Operations	Lesson 8b Staff Ride	Lesson 9b Senior NCO Forum	Lesson 10b BOLC Overview	Lesson 11b Prevention of Sexual Harassment (POSH)	Lesson 12b Installation Support Services for Soldiers and Dependents
Lesson 1c Applied Leadership - Training Meeting	Lesson 2c Applied Leadership - Training Meeting	Lesson 3c Applied Leadership - Training Meeting	Lesson 4c Applied Leadership - Training Meeting	Lesson 5c Applied Leadership - Training Meeting	Lesson 6c Applied Leadership - Training Meeting	Lesson 7c Applied Leadership - Training Meeting	Lesson 8c Applied Leadership - Training Meeting	Lesson 9c Applied Leadership - Training Meeting	Lesson 10c Applied Leadership - Training Meeting	Lesson 11c Sexual Assault Prevention and Response (SAPR)	Lesson 12c Final Exam
Lab 13 First Aid	Lab 14 Leader Reaction Course	Lab 15 Squad Tactics IV	Lab 16 Squad Tactics V	Lab 17 Platoon Movement	Lab 18 Platoon Tactics - Patrolling I	Lab 19 Platoon Tactics - Patrolling II	Lab 20 Land Navigation III	Lab 21 Land Navigation IV	Lab 22 Weapons - Pre-Marksmanship Instruction	Lab 23 Tactical Communication, Reporting, & Call for Fire	Lab 24 First Aid (CASEVAC)

30 Nov 10 - ESTR

TRACK LEGEND: Leadership Personal Development Officership Tactics & Techniques Values & Ethics Overview & Assessment

APPENDIX E: LEAP ELO to Course Objective Map

ANNEX E: LEAP Integration

AAC&U LEAP Essential Learning Outcomes (ELOs)	Aligned with which Dept. Student Learning Outcomes	Assessed through which Dept. Assessment Measures (Optional)
	<ul style="list-style-type: none"> ❖ Blocks indicate Program ELOs ❖ Stars indicate program requirements or experiences not part of the MSL curriculum that support the LEAP ELO 	
<p>Knowledge of Human Cultures and the Physical and Natural World <i>Focused by engagement with big questions, both contemporary and enduring</i></p>		
<p>Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts</p>	<p>Derive Lessons Learned from Military History and Apply Insights to the OE Apply Land Navigation and Terrain Analysis Techniques to Move Tactically in Small Unit Operations</p> <ul style="list-style-type: none"> ❖ Interdisciplinary study - based in a Major unrelated to Military Science, supported by the requirement for writing, foreign language, history, math and science 	
<p>Intellectual and Practical Skills <i>Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance</i></p>		
<p>Inquiry & analysis</p>	<p>Analyze, Manage, and Adapt to Change in Complex Environments</p>	
<p>Critical thinking</p>	<p>Analyze, Manage, and Adapt to Change in Complex Environments Participation in Leadership Labs, LDAC where focus is on problem solving, planning and team leadership</p>	
<p>Problem solving</p>	<p>Plan and Execute Platoon Tactical Operations in the OE Apply Land Navigation and Terrain Analysis Techniques to Move Tactically in Small Unit Operations</p> <ul style="list-style-type: none"> ❖ Participation in Leadership Labs, LDAC where focus is on problem solving, planning and team leadership 	
<p>Written communication</p>	<p>Communicate Effectively with Commanders, Subordinates, and Civilians</p> <ul style="list-style-type: none"> ❖ Requirement to write weekly and special event mission plans, and major written works 	
<p>Oral communication</p>	<p>Communicate Effectively with Commanders, Subordinates, and Civilians</p> <ul style="list-style-type: none"> ❖ Requirement as a part of Labs, Physical Training sessions, 	

APPENDIX E: LEAP ELO to Course Objective Map

		weekly Staff meetings to brief and present plans and information	
Quantitative literacy		Plan, Execute, and Assess Training to Maintain Unit Readiness ❖ Cadet based lab training tailored by the Sr. cadets to address score deficiencies in the last iteration of LDAC	
Information literacy		Plan, Execute, and Assess Training to Maintain Unit Readiness	
Teamwork		Recognize and Manage Stress at Individual and Unit Levels Develop and Motivate Subordinates, Teams, and Units Successfully Accomplish Missions through Application of the Troop Leading Procedures ❖ Participation in Leadership Labs, LDAC where focus is on problem solving, planning and team leadership	
Personal and Social Responsibility			
<i>Anchored through active involvement with diverse communities and real-world challenges</i>			
Civic knowledge (local & global)		Develop and Manage Physical Health and Well-Being of Self, Subordinates, and Families Understand the Force Structure of the Modern Army Identify Army Resources Available for Officer, Soldier, and Family Support Embody the Traditions, Customs, and Courtesies of the Army ❖ Participation in CULP internships	
Civic engagement (local & global)		Analyze the Impact of Cultural Factors on Army Operations Identify Army Resources Available for Officer, Soldier, and Family Support ❖ Community service events, service locally and deployed as SMP cadets ❖ Participation in CULP internships	
Intercultural knowledge & competence		Analyze the Impact of Cultural Factors on Army Operations ❖ Participation in CULP internships	
Ethical reasoning & action		Internalize and Model the Seven Army Values Exhibit Military Professional Ethics Incorporate the Law of Land	

APPENDIX E: LEAP ELO to Course Objective Map

		Warfare and Derived Rules of Engagement into All Tactical Operations and Training Describe, Honor, and Enforce Army Command Policies for Interpersonal Relationships		
Foundations & skills for lifelong learning		Maintain Operational Security, Force Protection, and Terrorism Awareness While Conducting Full-Spectrum Operations Establish Goals and Priorities for Action Organize Time Resources Appropriately Demonstrate Proficiency in Individual and Collective Tasks and Battle Drills ❖ Participation in Army technical schools such as Airborne or Air Assault		
Integrative Learning <i>Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems</i>				
Synthesis and advanced accomplishment across general and specialized studies		Maintain Operational Security, Force Protection, and Terrorism Awareness While Conducting Full-Spectrum Operations Understand the Force Structure of the Modern Army ❖ Participation in and completion of LDAC and Sr. year cadet battalion leadership roles ❖ Participation as SMP cadets in Reserve Component units		

TRAINING SUPPORT PACKAGE (TSP)

TSP Number /Title	155-H-0020 Integrate the Basic Knowledge of Military History into Your Education as a Future Officer.
Task Number(s)/ Title(s)	155-197-0020 Integrate the Basic Knowledge of Military History into Your Education as a Future Officer.
Effective Date	TBD
Supersedes TSP(s)	This TSP supersedes MQS 1 S1-9017.01-0018 TSP U.S. Military History
TSP User	Use this TSP as part of precommissioning training for the Reserve Officer Training Corps (ROTC), the Officer Candidate School (OCS), and the Warrant Officer Candidate School (WOCS).
Proponent	The proponent for this document is U. S. Army Training and Doctrine Command, Military History Office, Ft Eustis, VA Mr. Stephen McGeorge: DSN 501-6654, e-mail: Stephen.c.mcgeorge.civ@mail.mil Mr. Benjamin King: DSN: 501-6652, e-mail: Benjamin.d.king8.civ@mail.mil
Comments/ Recommendations	Send comments and recommendations directly to: Commander, TRADOC ATTN: ATBOMH Fort Eustis, VA 23604-
Foreign Restrictions	The materials contained in this course have been reviewed by the product Disclosure developers in coordination with the Fort Eustis foreign disclosure authority. This product is releasable to military students from all requesting foreign countries without restriction.

PREFACE

Purpose This training support package provides the instructor with a standardized lesson plan for presenting resident instruction for task 155-197-0020.

Task	155-197-0020
Task title:	Integrate the Basic Knowledge of Military History into Your Education as a Future Officer.
Conditions:	Given an assignment to integrate military history into the education of officers in a tactical environment and copies of Richard W. Stewart, gen. ed., <i>American Military History: The United States Army and the Forging of a Nation, 1775-1917</i> , Volume I, Second Edition, Army Historical Series (Washington, D.C.: United States Army Center of Military History, 2009); Richard W. Stewart, gen. ed., <i>American Military History: The United States Army in a Global Era, 1917-2008</i> , Volume II, Second Edition, Army Historical Series (Washington, D.C.: United States Army Center of Military History, 2010); William G. Robertson, gen. ed., <i>In Contact!: Case Studies from the Long War</i> , Volume I (Ft. Leavenworth, Kansas: Combat Studies Institute Press, 2006); Jon T. Hoffman, gen. ed., <i>Tip of the Spear: U.S. Army Small-Unit Action in Iraq, 2004-2007</i> , Global War on Terrorism Series (Washington, D.C.: United States Army Center of Military History, 2009); Matthew Moten, gen. ed., <i>War Termination: The Proceedings of the War Termination Conference, U.S. Military Academy, West Point</i> (Ft. Leavenworth, Kansas: U.S. Army Combined Arms Center, Combat Studies Institute Press, 2010); Todd S. Brown, <i>Battleground Iraq: Journal of a Company Commander</i> (Washington, D.C.: Department of the Army, 2007); Staff of the U.S. Army Combat Studies Institute, <i>Wanat: Combat Action in Afghanistan, 2008</i> (Ft. Leavenworth, Kansas: U.S. Army Combined Arms Center, Combat Studies Institute Press, 2010); Walter E. Kretchik, Robert F. Baumann, and John T. Fishel, <i>Invasion, Intervention, "Intervasion": A Concise History of the U.S. Army in Operation Uphold Democracy</i> (Ft. Leavenworth, Kansas: U.S. Army Command and General Staff College Press, 1998); FM 1 <i>The Army</i> ; FM 3-0 <i>Operations</i> ; FM 6-22 <i>Army Leadership</i> , and CMH Pub 70-51 <i>The Guide to U.S. Army Museums</i> .
Standard:	Employ American military history tool for studying military professionalism and for applying critical-thinking skills and decision-making skills to military problems while pursuing your education as an officer.

This TSP contains

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	ELO SS: Develop a critical analysis of CSI's <i>Invasion, Intervention, "Intervasion": A Concise History of the U.S. Army in Operation Uphold Democracy</i> as an example of the profession of arms and the military art, using the Book Review and Analysis Study Guide.	
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Integrate the Basic Knowledge of Military History into Your Education as a Future Officer

SECTION I. ADMINISTRATIVE DATA

All Courses Including This Lesson	COURSE NUMBER	COURSE TITLE
		ROTC
		OCS
		WOCS

Task(s) Taught or Supported	TASK NUMBER	TASK TITLE
	155-197-0020	Integrate the Basic Knowledge of Military History into Your Education as a Future Officer.

Reinforced Task(s)	TASK NUMBER	TASK TITLE
		none

Academic Hours	The academic hours required to teach this course are as follows:		
		PEACETIME	MOBILIZATION
		<u>HOURS/ METHODS</u>	<u>HOURS/METHODS</u>
		43:00 / CO	43:00 / CO
	Test	2:00 /T	2:00/T
*Test Review	/	/	

Total Hours	45:00	45:00
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T

Test Lesson Number Testing: HOURS LESSON NUMBER
Review of N/A
test results

Prerequisite Lesson(s) LESSON NUMBER LESSON TITLE
None.

Clearance and Access None.

References

NUMBER	TITLE	DATE
TR 350-13	Instruction in Military History	5 Mar 10
TR 350-13 Chg 1	Instruction in Military History	16 Nov 10

Note: Make assignments so as to allow sufficient time for the students to complete the assignments by the desired due date. Explain assignments and provide due date and arrangements for collecting and providing feedback on the assignments. This is especially true with ELOs I, J, V, W, and CC below. In each case, the work for these ELOs should be completed outside of class. As a result, class time becomes a review of the corresponding product, experience, and insights gained from the respective exercise.

Student Study Assignments Students should read the handout sheets for the appropriate lessons before attending class.

Instructor Requirements One instructor familiar with the instructional materials and student handouts.

Additional None.

Personnel Requirements

Equipment Required

Powerpoint projector and screen.

Materials Required

Instructor Materials: Power Point slides and this TSP.
Student Materials: Student handout sheets.

Classroom, Training Area, and Range Requirements

Classroom to accommodate 30 students.

Ammunition Requirements

None.

Note: Before presenting this lesson, thoroughly prepare by studying this lesson and identified reference material.

Instructional Guidance

None.

Proponent Lesson Plan Approvals

NAME	Rank	Position	Date
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

SECTION II. INTRODUCTION

Method of instruction: CO
Instructor to student ratio is: 1: 25
Time of instruction: 00:10
Media used: Powerpoint Slides 1-5

- Note:** Show Viewgraph 1: Task Title.
- Note:** Show Powerpoint Slides 2-5: Terminal Learning Objective.
- Note:** Inform the students of the following terminal learning objective requirements.

Terminal At the completion of this lesson you [the student] will:

Learning Objective

Action:	Apply knowledge of U.S. military history to the education of officers.
Conditions:	Given an assignment to integrate military history into the education of officers in a tactical environment and copies of Richard W. Stewart, gen. ed., <i>American Military History: The United States Army and the Forging of a Nation, 1775-1917</i> , Volume I, Second Edition, Army Historical Series (Washington, D.C.: United States Army Center of Military History, 2009); Richard W. Stewart, gen. ed., <i>American Military History: The United States Army in a Global Era, 1917-2008</i> , Volume II, Second Edition, Army Historical Series (Washington, D.C.: United States Army Center of Military History, 2010); William G. Robertson, gen. ed., <i>In Contact!: Case Studies from the Long War</i> , Volume I (Ft. Leavenworth, Kansas: Combat Studies Institute Press, 2006); Jon T. Hoffman, gen. ed., <i>Tip of the Spear: U.S. Army Small-Unit Action in Iraq, 2004-2007</i> , Global War on Terrorism Series (Washington, D.C.: United States Army Center of Military History, 2009); Matthew Moten, gen. ed., <i>War Termination: The Proceedings of the War Termination Conference, U.S. Military Academy, West Point</i> (Ft. Leavenworth, Kansas: U.S. Army Combined Arms Center, Combat Studies Institute Press, 2010); Todd S. Brown, <i>Battleground Iraq: Journal of a Company Commander</i> (Washington, D.C.: Department of the Army, 2007); Staff of the U.S. Army Combat Studies Institute, <i>Wanat: Combat Action in Afghanistan, 2008</i> (Ft. Leavenworth, Kansas: U.S. Army Combined Arms Center, Combat Studies Institute Press, 2010); Walter E. Kretchik, Robert F. Baumann, and John T. Fishel, <i>Invasion, Intervention, "Intervasion": A Concise History of the U.S. Army in Operation Uphold Democracy</i> (Ft. Leavenworth, Kansas: U.S. Army Command and General Staff College Press, 1998); FM 1 <i>The Army</i> ; FM 3-0 <i>Operations</i> ; FM 6-22 <i>Army Leadership</i> , and CMH Pub 70-51 <i>The Guide to U.S. Army Museums</i> .
Standard:	Employ American military history as a tool for studying military professionalism and for applying critical-thinking skills and decision-making skills to military problems while pursuing your education as an officer.

Safety Requirements

None.

Risk Assessment Level

None.

Environmental Considerations

None.

Evaluation Your instructors will determine when and where you will be evaluated. The Performance Tests in Section V detail how you will be evaluated and the length of those evaluations.

Instructional Lead-in You learned the basics of the nine principles of war through historical example, and now you will add considerably to that knowledge by studying all of U.S. military history in its Western context.

SECTION III. PRESENTATION

Note: Active student involvement is the key to meaningful learning. To that end, this TSP has been prepared to help instructors/facilitators generate maximum response among their students. Included are question and answer periods for the class at large. The instructor or facilitator notes included in this TSP provide assistance for the instructor/facilitator on subject matter and the use of Powerpoint Slides.

Note: In ELO A, the word slides should be presented in the order they appear. The graphics slides, however, may be rearranged to suit the instructor/facilitator, which would of course alter how the narrative material presented in the ELO relates to the all the slides.

Note: Show Power Point Slide 1- Introduction

A. ENABLING LEARNING OBJECTIVE A

Note: Inform the students of the enabling learning objective requirements.

Action:	Analyze the definition of Military History, the theory and practice of war, and the American Military System as an intellectual framework for applying critical-thinking skills and problem-solving skills to the study of historical military problems.
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies what Military History is and the levels of military operations are. *Identifies what the Theory and Practice of War are. *Identifies what the American Military System is.

1. **Learning Step/Activity 1** - Communicate what Military History is and the levels of military operations are.

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Power Point Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show PP S 2 - What is Military History?, Theory and Practice of War, The American Military System

2. **Learning Step/Activity 2** - Communicate what the Theory and Practice of War are
Communicate the principles of war.

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: PPS

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show PP S 2 - What is Military History?, Theory and Practice of War, The American Military System

3. **Learning Step/Activity 3** - Communicate what the American Military System is.

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: PPS

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show PP S 2 - What is Military History?, Theory and Practice of War, The American Military System

Conduct a check on learning

Note: Show PPS 3 – Check on learning Introduction

What are the theory and practice of War?

B. ENABLING LEARNING OBJECTIVE B

Note: Inform the students of the enabling learning objective requirements.

Note: Show Powerpoint Slide 4 ELO B: Chapter 2 [v.1], The Beginnings

B. Enabling Learning Objective B

Action:	Analyze the beginnings of the American military experience from the European heritage through the Colonial heritage, 1607-1763.
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies what the European Heritage was. *Identifies what the Military Revolution was. *Identifies what 18 th Century Warfare was. *Identifies what the Colonial Scene was. *Identifies what the Colonial Militia was. *Identifies what the role of the colonies in World Conflict was. *Identifies what the significance of the American Rifle was. *Identifies what the Colonial heritage was.

1. **Learning Step/Activity 1** – Communicate what the European Heritage was.

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 5: The European Heritage - The Military Revolution, Eighteenth Century European Warfare, The Colonial Scene

2. **Learning Step/Activity 2** – Communicate what the Military Revolution was.

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 5: The European Heritage - The Military Revolution, Eighteenth Century European Warfare, The Colonial Scene

3. **Learning Step/Activity 3** – Communicate what 18th Century Warfare was

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 5: The European Heritage - The Military Revolution, Eighteenth Century European Warfare, The Colonial Scene

4. **Learning Step/Activity 4** – Communicate what the Colonial Scene was te

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 5: The European Heritage - The Military Revolution, Eighteenth Century European Warfare, The Colonial Scene

5. **Learning Step/Activity 5** – Communicate what the Colonial Militia was.

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 6: Colonial Militia, The Colonies in the World Conflict, 1689-1783, The American Rifle, The Colonial Heritage

6. **Learning Step/Activity 6** – Communicate what the role of the colonies in World Conflict was

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 6: Colonial Militia, The Colonies in the World Conflict, 1689-1783, The American Rifle, The Colonial Heritage

7. **Learning Step/Activity 7** – Communicate Identifies what the significance of the American Rifle was

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 6: Colonial Militia, The Colonies in the World Conflict, 1689-1783, The American Rifle, The Colonial Heritage

8. **Learning Step/Activity 8** – Communicate what the Colonial heritage was
Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 6: Colonial Militia, The Colonies in the World Conflict, 1689-1783, The American Rifle, The Colonial Heritage

Conduct a Check on Learning

Note: Show Powerpoint Slide 7 Check on learning: The Beginnings

Note: Solicit and answer the students' questions. This is not a graded activity.

How did our early colonial experience modify our European Military Heritage?

C. ENABLING LEARNING OBJECTIVE C

Note: Inform the students of the enabling learning objective requirements.

Note: Show PPS 8: ELO C: Chapter 3 [v.1], The American Revolution, First Phase

C. Enabling Learning Objective C

Action:	Analyze the first phase of the American Revolution from its outbreak through the Battles of Trenton and Princeton, 1775-1777.
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies why did the war breakout. *Identifies how the Continental Army was formed. *Identifies the significance of the invasion of Canada and the fall of Boston *Identifies the significance of the new nation. *Identifies how the Continental Army Evolved *Identifies what the British problem was. *Identifies the significance of strategy.

	<p>*Identifies the significance of the British Offensive of 1776.</p> <p>*Identifies the significance of the battles of Trenton and Princeton.</p>
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1. **Learning Step/Activity 1** – Communicate why did the war breakout.

Method of instruction: CO
 Instructor to student ratio is: 1:25
 Time of instruction 1:00
 Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 9: The Outbreak, Formation of the Continental Army, The Invasion of Canada and the Fall of Boston, The New Nation, Evolution of the Continental Army

2. **Learning Step/Activity 2** – Communicate how the Continental Army was formed

Method of instruction: CO
 Instructor to student ratio is: 1:25
 Time of instruction 1:00
 Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 9: The Outbreak, Formation of the Continental Army, The Invasion of Canada and the Fall of Boston, The New Nation, Evolution of the Continental Army

3. **Learning Step/Activity 3** – Communicate the invasion of Canada and the fall of Boston

Method of instruction: CO
 Instructor to student ratio is: 1:25
 Time of instruction 1:00
 Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 9: The Outbreak, Formation of the Continental Army, The Invasion of Canada and the Fall of Boston, The New Nation, Evolution of the Continental Army

4. **Learning Step/Activity 4** – Communicate About the new nation.

Method of instruction: CO

Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 9: The Outbreak, Formation of the Continental Army, The Invasion of Canada and the Fall of Boston, The New Nation, Evolution of the Continental Army

5. **Learning Step/Activity 5** – Communicate how the Continental Army Evolved

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 9: The Outbreak, Formation of the Continental Army, The Invasion of Canada and the Fall of Boston, The New Nation, Evolution of the Continental Army

6. **Learning Step/Activity 6** – Communicate what the British problem was

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 10: The British Problem, Of Strategy, The British Offensive in 1776, Trenton and Princeton

7. **Learning Step/Activity 7** – Communicate About strategy

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 10: The British Problem, Of Strategy, The British Offensive in 1776, Trenton and Princeton

-
8. **Learning Step/Activity 8** – Communicate About the British Offensive of 1776
 Method of instruction: CO
 Instructor to student ratio is: 1:25
 Time of instruction 1:00
 Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 10: The British Problem, Of Strategy, The British Offensive in 1776, Trenton and Princeton

9. **Learning Step/Activity 9** – Communicate About the battles of Trenton and Princeton
 Method of instruction: CO
 Instructor to student ratio is: 1:25
 Time of instruction 1:00
 Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 10: The British Problem, Of Strategy, The British Offensive in 1776, Trenton and Princeton

Conduct a Check on Learning

Note: Show Powerpoint Slide 11: Check on Learning, The American Revolution, First Phase

Note: Solicit and answer the students' questions. This is not a graded activity.

What role did Congress play in setting military policy and determining military operations in the opening days of the Revolution? Why is this important?

D. ENABLING LEARNING OBJECTIVE D

Note: Show Powerpoint Slide 12: ELO D: Chapter 4 [v.1], The Winning of Independence, 1777-1783

Note: Inform the students of the enabling learning objective requirements.

D. Enabling Learning Objective D

Action:	Analyze the winning of American independence from Valley Forge through the Treaty of Paris, 1777-1783.
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson

Standards:	<ul style="list-style-type: none"> *Identifies what the significance of the campaign of 1777 was. *Identifies what the significance of Valley Forge was. *Identifies what the first fruits of the French alliance were. *Identifies what the new conditions of the war were. *Identifies what the British Successes in the South were. *Identifies what nadir of the American Cause was. *Identifies The significance of Greene's southern campaign *Identifies what the Siege of Yorktown entailed. *Identifies The significance of Cornwallis' surrender. *Identifies what the reasons, lessons and meaning were.
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1. **Learning Step/Activity 1** – Communicate what the significance of the campaign of 1777 was

Method of instruction: CO
 Instructor to student ratio is: 1:25
 Time of instruction 1:00
 Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 13: The Campaign of 1777, Valley Forge, First Fruits of the French Alliance, The New Conditions of the War, British Successes in the South

2. **Learning Step/Activity 2** – Communicate the significance of Valley Forge

Method of instruction: CO
 Instructor to student ratio is: 1:25
 Time of instruction 1:00
 Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 13: The Campaign of 1777, Valley Forge, First Fruits of the French Alliance, The New Conditions of the War, British Successes in the South
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3. **Learning Step/Activity 3** – Communicate the first fruits of the French alliance

Method of instruction: CO
 Instructor to student ratio is: 1:25
 Time of instruction 1:00
 Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 13: The Campaign of 1777, Valley Forge, First Fruits of the French Alliance, The New Conditions of the War, British Successes in the South

4. **Learning Step/Activity 4** – Communicate what the new conditions of the war were

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 13: The Campaign of 1777, Valley Forge, First Fruits of the French Alliance, The New Conditions of the War, British Successes in the South

5. **Learning Step/Activity 5** – Communicate what the British Successes in the South were

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 13: The Campaign of 1777, Valley Forge, First Fruits of the French Alliance, The New Conditions of the War, British Successes in the South

6. **Learning Step/Activity 6** – Communicate what the nadir of the American Cause was

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 14: Nadir of the American Cause, Greene's Southern, Campaign, Yorktown: The Final Act, Surrender of Cornwallis, The Summing Up: Reasons, Lessons, and Meaning

7. **Learning Step/Activity 7** – Communicate The significance of Greene's southern campaign

Method of instruction: CO

Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 14: Nadir of the American Cause, Greene's Southern, Campaign, Yorktown: The Final Act, Surrender of Cornwallis, The Summing Up: Reasons, Lessons, and Meaning

8. **Learning Step/Activity 8** – Communicate what the Siege of Yorktown entailed

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 14: Nadir of the American Cause, Greene's Southern, Campaign, Yorktown: The Final Act, Surrender of Cornwallis, The Summing Up: Reasons, Lessons, and Meaning

9. **Learning Step/Activity 9** – Communicate The significance of Cornwallis' surrender

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 14: Nadir of the American Cause, Greene's Southern, Campaign, Yorktown: The Final Act, Surrender of Cornwallis, The Summing Up: Reasons, Lessons, and Meaning

10. **Learning Step/Activity 10** – Communicate what the reasons, lessons and meaning were

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 14: Nadir of the American Cause, Greene's Southern, Campaign, Yorktown: The Final Act, Surrender of Cornwallis, The Summing Up: Reasons, Lessons, and Meaning

Conduct a Check on Learning

Note: Show Powerpoint Slide 15: Check on Learning, The Winning of Independence, 1777-1783

Note: Solicit and answer the students' questions. This is not a graded activity.

What were the critical elements of the American victory at Yorktown?

E. ENABLING LEARNING OBJECTIVE E

Note: Show Powerpoint Slide 16: ELO E: Chapter 5 [v.1], The Formative Years, 1783-1812

Note: Inform the students of the enabling learning objective requirements.

E. Enabling Learning Objective E

Action:	Analyze the formative years of the American military experience from the question of a peacetime Army through American reaction to the Napoleonic Wars, 1783-1812.
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies what was the question of a peacetime army. *Identifies what the defects in the Articles of Confederation were. *Identifies why the efforts to improve the militia failed. *Identifies what the military realities of the Federalist period were. *Identifies what the Indian expeditions of the period were. *Identifies the significance of the Battle of Fallen Timbers. *Identifies what the perils of neutrality were. *Identifies what the Quasi-War with France entailed. *Identifies what defense under Jefferson entailed. *Identifies what the Army's role in westward expansion was. *Identifies what the American reaction to the Napoleonic Wars was.

1. **Learning Step/Activity 1** – Communicate what the question of a peacetime army was.

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 17: The Question of a Peacetime Army, Toward a More Perfect Union, The Militia, Military Realities in the Federalist Period, The Indian Experience, Battle of Fallen Timbers

2. **Learning Step/Activity 2** – Communicate what the defects in the Articles of Confederation were

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 17: The Question of a Peacetime Army, Toward a More Perfect Union, The Militia, Military Realities in the Federalist Period, The Indian Experience, Battle of Fallen Timbers

3. **Learning Step/Activity 3** – Communicate why the efforts to improve the militia failed

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 17: The Question of a Peacetime Army, Toward a More Perfect Union, The Militia, Military Realities in the Federalist Period, The Indian Experience, Battle of Fallen Timbers

4. **Learning Step/Activity 4** – Communicate what the military realities of the Federalist period were

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 17: The Question of a Peacetime Army, Toward a More Perfect Union, The Militia, Military Realities in the Federalist Period, The Indian Experience, Battle of Fallen Timbers

5. **Learning Step/Activity 5** – Communicate what the Indian expeditions of the period were

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 17: The Question of a Peacetime Army, Toward a More Perfect Union, The Militia, Military Realities in the Federalist Period, The Indian Experience, Battle of Fallen Timbers

6. **Learning Step/Activity 6** – Communicate the significance of the Battle of Fallen Timbers.

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 17: The Question of a Peacetime Army, Toward a More Perfect Union, The Militia, Military Realities in the Federalist Period, The Indian Experience, Battle of Fallen Timbers

7. **Learning Step/Activity 7** – Communicate what the perils of neutrality were

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 18: The Perils of Neutrality, The Quasi War with France, Defense under Jefferson, The Army and Westward Expansion, American Reaction to the Napoleonic Wars

8. **Learning Step/Activity 8** – Communicate what the Quasi-War with France entailed

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 18: The Perils of Neutrality, The Quasi War with France, Defense under Jefferson, The Army and Westward Expansion, American Reaction to the Napoleonic Wars

9. **Learning Step/Activity 9** – Communicate what defense under Jefferson entailed

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 18: The Perils of Neutrality, The Quasi War with France, Defense under Jefferson, The Army and Westward Expansion, American Reaction to the Napoleonic Wars

10. **Learning Step/Activity 10** – Communicate what the Army's role in westward expansion was

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 18: The Perils of Neutrality, The Quasi War with France, Defense under Jefferson, The Army and Westward Expansion, American Reaction to the Napoleonic Wars

11. **Learning Step/Activity 11** – Communicate what the American reaction to the Napoleonic Wars was.

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 18: The Perils of Neutrality, The Quasi War with France, Defense under Jefferson, The Army and Westward Expansion, American Reaction to the Napoleonic Wars

Note: Conduct a check on learning and summarize the learning activity.

Note: Solicit and answer the students' questions. This is not a graded activity.

Note: Show Powerpoint Slide 19: Check on Learning: The Formative Years, 1783-1812

How has the concept of militia changed since the early days of the republic?

F. ENABLING LEARNING OBJECTIVE F

Note: Show Powerpoint Slide 20: ELO F: Chapter 6 [v.1], The War of 1812

Note: Inform the students of the enabling learning objective requirements.

F. Enabling Learning Objective F

Action:	Analyze the War of 1812 from its origins through the final land battle at New Orleans in 1815.
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	<ul style="list-style-type: none"> *Identifies what the origins of the war were. *Identifies what the opposing forces were. *Identifies what the strategic patterns were. *Identifies what the first campaigns were. *Identifies what the significant events of the second year of the war, 1813, were. *Identifies what the significant events of the last year of the war, 1814, were. *Identifies the significance of the Battle of New Orleans.

1. **Learning Step/Activity 1** – Communicate what the origins of the war were

Method of instruction: CO
 Instructor to student ratio is: 1:25
 Time of instruction 1:00
 Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 21: Origins of the War, The Opening Forces, The Strategic Pattern, The First Campaigns, The Second Year, 1813, The Last Year of the War, 1814, New Orleans: The Final Battle

2. **Learning Step/Activity 2** – Communicate what the opposing forces were.

Method of instruction: CO
 Instructor to student ratio is: 1:25
 Time of instruction 1:00
 Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 21: Origins of the War, The Opening Forces, The Strategic Pattern, The First Campaigns, The Second Year, 1813, The Last Year of the War, 1814, New Orleans: The Final Battle

3. **Learning Step/Activity 3** – Communicate what the strategic patterns were

Method of instruction: CO

Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 21: Origins of the War, The Opening Forces, The Strategic Pattern, The First Campaigns, The Second Year, 1813, The Last Year of the War, 1814, New Orleans: The Final Battle

4. **Learning Step/Activity 4** – Communicate what the first campaigns were

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 21: Origins of the War, The Opening Forces, The Strategic Pattern, The First Campaigns, The Second Year, 1813, The Last Year of the War, 1814, New Orleans: The Final Battle

5. **Learning Step/Activity 5** – Communicate what the significant events of the second year of the war, 1813, were

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 21: Origins of the War, The Opening Forces, The Strategic Pattern, The First Campaigns, The Second Year, 1813, The Last Year of the War, 1814, New Orleans: The Final Battle

6. **Learning Step/Activity 6** – Communicate what the significant events of the last year of the war, 1814, were

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 21: Origins of the War, The Opening Forces, The Strategic Pattern, The First Campaigns, The Second Year, 1813, The Last Year of the War, 1814, New Orleans: The Final Battle

7. **Learning Step/Activity 7** – Communicate the significance of the Battle of New Orleans

Method of instruction: CO
 Instructor to student ratio is: 1:25
 Time of instruction 1:00
 Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 21: Origins of the War, The Opening Forces, The Strategic Pattern, The First Campaigns, The Second Year, 1813, The Last Year of the War, 1814, New Orleans: The Final Battle

Note: Conduct a check on learning and summarize the learning activity.

Note: Solicit and answer the students' questions. This is not a graded activity.

Note: Show Powerpoint Slide 22: Check on Learning: The War of 1812

How did the effectiveness of the militiamen and regulars compare in this war?

G. ENABLING LEARNING OBJECTIVE G

Note: Show Powerpoint Slide 23: ELO G: Chapter 7 [v.1], Toward a Professional Army

Note: Inform the students of the enabling learning objective requirements.

G. Enabling Learning Objective G

Action:	Analyze the evolution of an organized American Army through the rise of the professional officer, 1815-1845.
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	<ul style="list-style-type: none"> *Identifies how the Army was organized and trained. *Identifies what the First Seminole War entailed. *Identifies how John C. Calhoun organized the War Department. *Identifies how pioneering in the west affected the Army. *Identifies what the Second Seminole War entailed. *Identifies what the significance of westward expansion and the Texas Issue was. *Identifies how the professional officer evolved as a result of the conflicts prior to the Mexican

1. **Learning Step/Activity 1** – Communicate how the Army was organized and trained.

Method of instruction: CO

Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 24: Organizing and Army, The War Hatchet Raised in Florida, John C. Calhoun and the War Department, Pioneering in the West

2. **Learning Step/Activity 2** – Communicate what the First Seminole War entailed
Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 24: Organizing and Army, The War Hatchet Raised in Florida, John C. Calhoun and the War Department, Pioneering in the West

3. **Learning Step/Activity 3** – Communicate how John C. Calhoun organized the War Department

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 24: Organizing and Army, The War Hatchet Raised in Florida, John C. Calhoun and the War Department, Pioneering in the West

4. **Learning Step/Activity 4** – Communicate how pioneering in the west affected the Army

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 24: Organizing and Army, The War Hatchet Raised in Florida, John C. Calhoun and the War Department, Pioneering in the West

5. **Learning Step/Activity 5** – Communicate what the Second Seminole War entailed

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 25: The Second Seminole War, 1835-1842, Westward Expansion and the Texas Issue, The Professional Officer,

6. **Learning Step/Activity 6** – Communicate what the significance of westward expansion and the Texas Issue was

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 25: The Second Seminole War, 1835-1842, Westward Expansion and the Texas Issue, The Professional Officer,

7. **Learning Step/Activity 7** – Communicate how the professional officer evolved as a result of the conflicts prior to the Mexican War.

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 25: The Second Seminole War, 1835-1842, Westward Expansion and the Texas Issue, The Professional Officer,

Note: Conduct a check on learning and summarize the learning activity.

Note: Solicit and answer the students' questions. This is not a graded activity.

Note: Show Powerpoint Slide 26: Check on Learning: Toward a Professional Army

Compare and contrast the Army on the eve of the War of 1812 to the Army on the eve of the war with Mexico. What were the similarities and differences? What factors accounted for the changes?

H. ENABLING LEARNING OBJECTIVE H

Note: Show Powerpoint Slide 27: ELO H: Chapter 8 [v.1], The Mexican War and After

Note: Inform the students of the enabling learning objective requirements.

H. Enabling Learning Objective H

Action:	Analyze the Mexican War and afterwards from the period of watchful waiting on the border through the state of weapons and tactics on the eve of the American Civil War, 1845-1861.
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies the significance of the period of watchful waiting. *Identifies the significance of the Battles of Palo Alto and Resaca de la Palma *Identifies the significance of the declaration of war. *Identifies the significance of the Monterrey Campaign. *Identifies the significance of the Battle of Buena Vista *Identifies the significance of the landing at Vera Cruz. *Identifies the significance of the battle of Cerro Gordo *Identifies the significance of the battles of Contreras, Churubusco, Chapultepec. *Identifies the significance of the occupation and negotiation in Mexico City *Identifies the significance of the challenges of the Army on the new frontier. *Identifies the significance of the need to increase the peacetime Army. *Identifies the significance of weapons and tactics on the eve of the Civil War.

1. **Learning Step/Activity 1** – Communicate the significance of the period of watchful waiting
Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 28: The Period of Watchful Waiting, The Battles of Palo Alto and Resaca de la Palma, War is Declared, The Monterrey Campaign, The Battle of Buena Vista, The Landing at Vera Cruz

2. **Learning Step/Activity 2** – Communicate the significance of the Battles of Palo Alto and Resaca de la Palma
Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 28: The Period of Watchful Waiting, The Battles of Palo Alto and Reseca de la Palma, War is Declared, The Monterey Campaign, The Battle of Buena Vista, The Landing at Vera Cruz

3. **Learning Step/Activity 3** – Communicate the significance of the declaration of war

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 28: The Period of Watchful Waiting, The Battles of Palo Alto and Reseca de la Palma, War is Declared, The Monterey Campaign, The Battle of Buena Vista, The Landing at Vera Cruz

4. **Learning Step/Activity 4** – Communicate the significance of the Monterrey Campaign

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 28: The Period of Watchful Waiting, The Battles of Palo Alto and Reseca de la Palma, War is Declared, The Monterey Campaign, The Battle of Buena Vista, The Landing at Vera Cruz

5. **Learning Step/Activity 5** – Communicate the significance of the Battle of Buena Vista

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 28: The Period of Watchful Waiting, The Battles of Palo Alto and Reseca de la Palma, War is Declared, The Monterey Campaign, The Battle of Buena Vista, The Landing at Vera Cruz

6. **Learning Step/Activity 6** – Communicate the significance of the landing at Vera Cruz

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 28: The Period of Watchful Waiting, The Battles of Palo Alto and Reseca de la Palma, War is Declared, The Monterey Campaign, The Battle of Buena Vista, The Landing at Vera Cruz

7. **Learning Step/Activity 7** – Communicate the significance of the battle of Cerro Gordo

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 29: The Battle of Cerro Gordo, Contreras, Churubusco, Chapultepec, Occupation and Negotiation in Mexico City, The Army on the New Frontier, Increasing the Peacetime Army, Weapons and Tactics on the Eve of the Civil War

9. **Learning Step/Activity 8** – Communicate the significance of the battles of Contreras, Churubusco, Chapultepec

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 29: The Battle of Cerro Gordo, Contreras, Churubusco, Chapultepec, Occupation and Negotiation in Mexico City, The Army on the New Frontier, Increasing the Peacetime Army, Weapons and Tactics on the Eve of the Civil War

9. **Learning Step/Activity 9** – Communicate the significance of the occupation and negotiation in Mexico City

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00

Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 29: The Battle of Cerro Gordo, Contreras, Churubusco, Chapultepec, Occupation and Negotiation in Mexico City, The Army on the New Frontier, Increasing the Peacetime Army, Weapons and Tactics on the Eve of the Civil War

10. **Learning Step/Activity 10** – Communicate the significance of the challenges of the Army on the new frontier

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 29: The Battle of Cerro Gordo, Contreras, Churubusco, Chapultepec, Occupation and Negotiation in Mexico City, The Army on the New Frontier, Increasing the Peacetime Army, Weapons and Tactics on the Eve of the Civil War

11. **Learning Step/Activity 11** – Communicate the significance of the need to increase the peacetime Army

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 29: The Battle of Cerro Gordo, Contreras, Churubusco, Chapultepec, Occupation and Negotiation in Mexico City, The Army on the New Frontier, Increasing the Peacetime Army, Weapons and Tactics on the Eve of the Civil War

12. **Learning Step/Activity 12** – Communicate the significance of weapons and tactics on the eve of the Civil War

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 29: The Battle of Cerro Gordo, Contreras, Churubusco, Chapultepec, Occupation and Negotiation in Mexico City, The Army on the New Frontier, Increasing the Peacetime Army, Weapons and Tactics on the Eve of the Civil War

Note: Conduct a check on learning and summarize the learning activity.

Note: Solicit and answer the students' questions. This is not a graded activity.

Note: Show Powerpoint Slide30: Check on Learning: The Mexican War and After

How risky was the strategy of a three-pringed attack on Mexico? What could have gone wrong?

I. ENABLING LEARNING OBJECTIVE I

Note: Show Powerpoint Slide 31: ELO I: Chapter 9 [v.1], The Civil War, 1861

Note: Inform the students of the enabling learning objective requirements.

I. Enabling Learning Objective I

Action:	Analyze the Civil War in 1861 from secession through the bombardment of Ft. Sumter, the Battle of First Bull Run, and the preparations by North and South for hard war.
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies the significance of Secession, Sumter, and Standing to Arms *Identifies the capabilities of the opponents. *Identifies the significance of First Bull Run (First Manassas) *Identifies the significance of the Second Uprising 1861.

1. **Learning Step/Activity 1** – Communicate the significance of Secession, Sumter, and Standing to Arms

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 32: Secession, Sumter, and Standing to Arms, The Opponents, First Bull Run (Manassas), The Second Uprising in 1861

2. **Learning Step/Activity 2** – Communicate the capabilities of the opponents

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 32: Secession, Sumter, and Standing to Arms, The Opponents, First Bull Run (Manassas), The Second Uprising in 1861

3. **Learning Step/Activity 3** – Communicate the significance of First Bull Run (First Manassas)
Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 32: Secession, Sumter, and Standing to Arms, The Opponents, First Bull Run (Manassas), The Second Uprising in 1861

4. **Learning Step/Activity 4** – Communicate the significance of the Second Uprising 1861

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 32: Secession, Sumter, and Standing to Arms, The Opponents, First Bull Run (Manassas), The Second Uprising in 1861

Note: Conduct a check on learning and summarize the learning activity.

Note: Solicit and answer the students' questions. This is not a graded activity.

Note: Show Powerpoint Slide 33: Check on Learning: The Civil War, 1861

What advantages and disadvantages did each side have at the beginning of the war? Discuss their relative importance to the ultimate outcome.

J. ENABLING LEARNING OBJECTIVE J

Note: Show Powerpoint Slide 34: ELO J: Chapter 10 [v.1]' The Civil War, 1862

Note: Inform the students of the enabling learning objective requirements.

J. Enabling Learning Objective J

Action:	Analyze the Civil War in 1862 from the war in the East through the war west of the Mississippi River.
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies the significance of the War in the East: The Army of the Potomac Moves South *Identifies the significance of Jackson's Valley Campaign *Identifies the significance of the Peninsula Campaign. *Identifies the significance of the Seven Days' Battles *Identifies the significance of Second Bull Run *Identifies the significance of Lee's invasion of Maryland. *Identifies the significance of Lincoln's Emancipation Proclamation. *Identifies the significance of the Battle of Fredericksburg. *Identifies the significance of the war in the west. *Identifies the significance of the Capture of Forts Henry and Donaldson. *Identifies the significance of the Confederate counterattack at Shiloh. *Identifies the significance of the war in the west from Perryville to Stones River. *Identifies the significance of the war west of the Mississippi

1. **Learning Step/Activity 1** – Communicate the significance of the War in the East: The Army of the Potomac Moves South

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 35: The War in the East: The Army of the Potomac Moves South, Jackson's Valley Campaign, The Peninsula Campaign, The Seven Days' Battles, Second Bull Run

2. **Learning Step/Activity 2** – Communicate the significance of Jackson's Valley Campaign

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 35: The War in the East: The Army of the Potomac Moves South, Jackson's Valley Campaign, The Peninsula Campaign, The Seven Days' Battles, Second Bull Run

3. **Learning Step/Activity 3** – Communicate the significance of the Peninsula Campaign

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 35: The War in the East: The Army of the Potomac Moves South, Jackson's Valley Campaign, The Peninsula Campaign, The Seven Days' Battles, Second Bull Run

4. **Learning Step/Activity 4** – Communicate the significance of the Seven Days' Battles

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 35: The War in the East: The Army of the Potomac Moves South, Jackson's Valley Campaign, The Peninsula Campaign, The Seven Days' Battles, Second Bull Run

5. **Learning Step/Activity 5** – Communicate the significance of Second Bull Run

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 35: The War in the East: The Army of the Potomac Moves South, Jackson's Valley Campaign, The Peninsula Campaign, The Seven Days' Battles, Second Bull Run

6. **Learning Step/Activity 6** – Communicate the significance of Lee's invasion of Maryland

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 36: Lee Invades Maryland, Lincoln's Emancipation Proclamation, Fiasco at Fredericksburg, The War in the West: The Twin Rivers Campaign

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7. **Learning Step/Activity 7** – Communicate the significance of Lincoln’s Emancipation Proclamation
Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 36: Lee Invades Maryland, Lincoln’s Emancipation Proclamation, Fiasco at Fredericksburg, The War in the West: The Twin Rivers Campaign

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8. **Learning Step/Activity 8** – Communicate the significance of the Battle of Fredericksburg

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 36: Lee Invades Maryland, Lincoln’s Emancipation Proclamation, Fiasco at Fredericksburg, The War in the West: The Twin Rivers Campaign

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9. **Learning Step/Activity 9** – Communicate the significance of the war in the west: the Twin Rivers Campaign

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 36: Lee Invades Maryland, Lincoln’s Emancipation Proclamation, Fiasco at Fredericksburg, The War in the West: The Twin Rivers Campaign

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10. **Learning Step/Activity 10** – Communicate the significance of the Capture of Forts Henry and Donelson

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00

Media: [Powerpoint Slides](#)

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 37: Capture of Forts Henry and Donelson, Confederate Counterattack at Shiloh, Perryville to Stones River, The War West of the Mississippi

11. **Learning Step/Activity 11** – Communicate the significance of the Confederate counterattack at Shiloh

Method of instruction: [CO](#)

Instructor to student ratio is: [1:25](#)

Time of instruction [1:00](#)

Media: [Powerpoint Slides](#)

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 37: Capture of Forts Henry and Donelson, Confederate Counterattack at Shiloh, Perryville to Stones River, The War West of the Mississippi

12. **Learning Step/Activity 12** – Communicate the significance of the war in the west from Perryville to Stones River.

Method of instruction: [CO](#)

Instructor to student ratio is: [1:25](#)

Time of instruction [1:00](#)

Media: [Powerpoint Slides](#)

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 37: Capture of Forts Henry and Donelson, Confederate Counterattack at Shiloh, Perryville to Stones River, The War West of the Mississippi

13. **Learning Step/Activity 13** – Communicate the significance of the war west of the Mississippi

Method of instruction: [CO](#)

Instructor to student ratio is: [1:25](#)

Time of instruction [1:00](#)

Media: [Powerpoint Slides](#)

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 37: Capture of Forts Henry and Donelson, Confederate Counterattack at Shiloh, Perryville to Stones River, The War West of the Mississippi

Note: Conduct a check on learning and summarize the learning activity.

Note: Solicit and answer the students' questions. This is not a graded activity.

Note: Show Powerpoint Slide 38: Check on Learning: The Civil War, 1862

Which theater of war was most decisive and why?

K. ENABLING LEARNING OBJECTIVE K

Note: Show Powerpoint Slide 39: ELO K: Chapter 11 [v.1], The Civil War, 1863

Note: Inform the students of the enabling learning objective requirements.

K. Enabling Learning Objective K

Action:	Analyze the Civil War in 1863 from the Battle of Chancellorsville through the Battle of Chattanooga.
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies the significance of the war in the east and Hooker's crossing of the Rappahannock *Identifies the significance of Lee's risk at the Battle of Chancellorsville. *Identifies the significance of the search for tactical and strategic alternatives. *Identifies the significance of the Battle of Gettysburg. *Identifies the significance of the war in the west and confusion in clearing the Mississippi River *Identifies the significance of Grant's campaign against Vicksburg. *Identifies the significance of the Chickamauga Campaign. *Identifies the significance of Grant at Chattanooga.

1. **Learning Step/Activity 1** – Communicate the significance of the war in the east and Hooker's crossing of the Rappahannock River

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 40: The East: Hooker Crosses the Rappahannock, Chancellorsville: Lee's Boldest Risk, Lee's Second Invasion of the North, Gettysburg

2. **Learning Step/Activity 2** – Communicate the significance of Lee's risk at the Battle of Chancellorsville

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 40: The East: Hooker Crosses the Rappahannock, Chancellorsville: Lee's Boldest Risk, Lee's Second Invasion of the North, Gettysburg

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3. **Learning Step/Activity 3** – Communicate the significance of the search for tactical and strategic alternatives

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 40: The East: Hooker Crosses the Rappahannock, Chancellorsville: Lee's Boldest Risk, Lee's Second Invasion of the North, Gettysburg

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4. **Learning Step/Activity 4** – Communicate the significance of the Battle of Gettysburg

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 40: The East: Hooker Crosses the Rappahannock, Chancellorsville: Lee's Boldest Risk, Lee's Second Invasion of the North, Gettysburg

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5. **Learning Step/Activity 5** – Communicate the significance of the war in the west and confusion in clearing the Mississippi River.

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 41: The West: Confusion over Clearing the Mississippi, Grant's Campaign against Vicksburg, The Chickamauga Campaign, Grant at Chattanooga

6. **Learning Step/Activity 6** – Communicate the significance of Grant's campaign against Vicksburg

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 41: The West: Confusion over Clearing the Mississippi, Grant's Campaign against Vicksburg, The Chickamauga Campaign, Grant at Chattanooga

7. **Learning Step/Activity 7** – Communicate the significance of the Chickamauga Campaign

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 41: The West: Confusion over Clearing the Mississippi, Grant's Campaign against Vicksburg, The Chickamauga Campaign, Grant at Chattanooga

8. **Learning Step/Activity 8** – Communicate the significance of Grant at Chattanooga

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 41: The West: Confusion over Clearing the Mississippi, Grant's Campaign against Vicksburg, The Chickamauga Campaign, Grant at Chattanooga

Note: Conduct a check on learning and summarize the learning activity.

Note: Solicit and answer the students' questions. This is not a graded activity.

Note: Show Powerpoint Slide 42: Check on Learning: The Civil War, 1863

Compare Lee's second invasion of the North with his first. What are the similarities and differences in rationale, plans, and outcomes?

L. ENABLING LEARNING OBJECTIVE L

Note: Show Powerpoint Slide 43: ELO L: Chapter 12 [v.1], The Civil War, 1864-1865

Note: Inform the students of the enabling learning objective requirements.

L. Enabling Learning Objective L

Action:	Analyze the Civil War in 1864-1865 from the establishment of Federal unity of command through war's end.
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies how the Union achieved unity of Command *Identifies the significance of Lee Cornered at Richmond. *Identifies the significance of Sherman's great wheel to the east. *Identifies the significance of the Battle of Nashville. *Identifies the significance of Lee's last 100 days. *Identifies the significance of the dimensions of the war.

1. **Learning Step/Activity 1** – Communicate how the Union achieved unity of Command

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 44: Unity of Command, Lee Cornered at Richmond, Sherman's Great Wheel to the East, Thomas Protects the Nashville Base, Lee's Last 100 Days, Dimensions of the War

2. **Learning Step/Activity 2** – Communicate the significance of Lee Cornered at Richmond

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 44: Unity of Command, Lee Cornered at Richmond, Sherman's Great Wheel to the East, Thomas Protects the Nashville Base, Lee's Last 100 Days, Dimensions of the War

3. **Learning Step/Activity 3** – Communicate the significance of Sherman's great wheel to the east

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 44: Unity of Command, Lee Cornered at Richmond, Sherman's Great Wheel to the East, Thomas Protects the Nashville Base, Lee's Last 100 Days, Dimensions of the War

4. **Learning Step/Activity 4** – Communicate the significance of the Battle of Nashville

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 44: Unity of Command, Lee Cornered at Richmond, Sherman's Great Wheel to the East, Thomas Protects the Nashville Base, Lee's Last 100 Days, Dimensions of the War

5. **Learning Step/Activity 5** – Communicate the significance of Lee's last 100 days

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 44: Unity of Command, Lee Cornered at Richmond, Sherman's Great Wheel to the East, Thomas Protects the Nashville Base, Lee's Last 100 Days, Dimensions of the War

6. **Learning Step/Activity 6** – Communicate the significance of the dimensions of the war

Method of instruction: CO
Instructor to student ratio is: 1:25

Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 44: Unity of Command, Lee Cornered at Richmond, Sherman's Great Wheel to the East, Thomas Protects the Nashville Base, Lee's Last 100 Days, Dimensions of the War

Note: Conduct a check on learning and summarize the learning activity.

Note: Solicit and answer the students' questions. This is not a graded activity.

Note: Show Powerpoint Slide 45: Check on Learning: The Civil War, 1864-1865

Thesis: The American Civil War was the first modern war. Why is this true? Why is this false?

M. ENABLING LEARNING OBJECTIVE M

Note: Show Powerpoint Slide 46: ELO M: Chapter 13 [v.1], Darkness and Light: The Interwar Years, 1865-1898

Note: Inform the students of the enabling learning objective requirements.

M. Enabling Learning Objective M

Action:	Analyze the interwar years from demobilization through professional and technical developments and civil accomplishments, 1865-1898.
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies the significance of demobilization, reorganization and the French threat to Mexico. * Identifies the significance of reconstruction *Identifies the significance of domestic disturbance. *Identifies the significance of the National Guard movement. *Identifies the significance of isolation and professional development. *Identifies the significance of line and staff in the Army. *Identifies the significance of technical development *Identifies the significance of civil accomplishment.

1. **Learning Step/Activity 1** – Communicate the significance of demobilization, reorganization and the French threat to Mexico.

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 47: Demobilization, Reorganization, and the French Threat in Mexico, Reconstruction, Domestic Disturbances, The National Guard Movement

2. **Learning Step/Activity 2** – Communicate the significance of Reconstruction.

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 47: Demobilization, Reorganization, and the French Threat in Mexico, Reconstruction, Domestic Disturbances, The National Guard Movement

3. **Learning Step/Activity 3** – Communicate the significance of domestic disturbance

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 47: Demobilization, Reorganization, and the French Threat in Mexico, Reconstruction, Domestic Disturbances, The National Guard Movement

4. **Learning Step/Activity 4** – Communicate the significance of the National Guard movement

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 47: Demobilization, Reorganization, and the French Threat in Mexico, Reconstruction, Domestic Disturbances, The National Guard Movement

5. **Learning Step/Activity 5** – Communicate the significance of isolation and professional development

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 48: Isolation and Professional Development, Line and Staff, Technical Development, Civil Accomplishment

6. **Learning Step/Activity 6** – Communicate the significance of line and staff in the Army

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 48: Isolation and Professional Development, Line and Staff, Technical Development, Civil Accomplishment

7. **Learning Step/Activity 7** – Communicate the significance of technical development

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 48: Isolation and Professional Development, Line and Staff, Technical Development, Civil Accomplishment

8. **Learning Step/Activity 8** – Communicate the significance of civil accomplishment

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 48: Isolation and Professional Development, Line and Staff, Technical Development, Civil Accomplishment

Note: Conduct a check on learning and summarize the learning activity.

Note: Solicit and answer the students' questions. This is not a graded activity.

Note: Show Powerpoint Slide 49: Check on Learning: Darkness and Light: The Interwar Years, 1865-1898

What was the role of the U.S. Army in the occupation of the Southern states after the Civil War? Why was this such an unpopular mission?

N. ENABLING LEARNING OBJECTIVE N

Note: Show Powerpoint Slide 50: ELO N: Chapter 14 [v.1], Winning the West: The Army and the Indian Wars, 1865-1890

Note: Inform the students of the enabling learning objective requirements.

N. Enabling Learning Objective N

Action:	Analyze the Army's winning of the West in the Indian Wars from the challenge of life on the frontier through the end of Indian armed resistance, 1865-1890.
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies what the setting and the challenges were. *Identifies the challenges of life in the frontier army *Identifies the significance of the Bozeman Trail *Identifies the significance of the southern plains *Identifies the significance of the northwest. *Identifies the significance of the southwest. *Identifies the significance of the northern plains.

1. Learning Step/Activity 1 – Communicate what the setting and the challenges were.

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 51: The Setting and the Challenge, Life in the Frontier Army, The Bozeman Trail, The Southern Plains, The Northwest, The Southwest, The Northern Plains

2. Learning Step/Activity 2 – Communicate the challenges of life in the frontier army

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 51: The Setting and the Challenge, Life in the Frontier Army, The Bozeman Trail, The Southern Plains, The Northwest, The Southwest, The Northern Plains

3. **Learning Step/Activity 3** – Communicate significance of the Bozeman Trail

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 51: The Setting and the Challenge, Life in the Frontier Army, The Bozeman Trail, The Southern Plains, The Northwest, The Southwest, The Northern Plains

4. **Learning Step/Activity 4** – Communicate the significance of the southern plains

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 51: The Setting and the Challenge, Life in the Frontier Army, The Bozeman Trail, The Southern Plains, The Northwest, The Southwest, The Northern Plains

5. **Learning Step/Activity 5** – Communicate the significance of the northwest

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 51: The Setting and the Challenge, Life in the Frontier Army, The Bozeman Trail, The Southern Plains, The Northwest, The Southwest, The Northern Plains

6. **Learning Step/Activity 6** – Communicate significance of the southwest

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 51: The Setting and the Challenge, Life in the Frontier Army, The Bozeman Trail, The Southern Plains, The Northwest, The Southwest, The Northern Plains

7. **Learning Step/Activity 7** – Communicate the significance of the northern plains

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 51: The Setting and the Challenge, Life in the Frontier Army, The Bozeman Trail, The Southern Plains, The Northwest, The Southwest, The Northern Plains

Note: Conduct a check on learning and summarize the learning activity.

Note: Solicit and answer the students' questions. This is not a graded activity.

Note: Show Powerpoint Slide 52: Check on Learning: Winning the West: The Army in the Indian Wars, 1865-1890

What was Fetterman's big mistake? Custer's?

O. ENABLING LEARNING OBJECTIVE O

Note: Show Powerpoint Slide 53: ELO O: Chapter 15 [v.1], Emergence to World Power, 1898-1902

Note: Inform the students of the enabling learning objective requirements.

O. Enabling Learning Objective O

Action:	Analyze the Army's role in the rise of the U.S. as a world power from the Spanish-American War through the Boxer Uprising, 1898-1902.
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies the significance of the new Manifest Destiny *Identifies the significance of the trouble in Cuba

	<ul style="list-style-type: none"> *Identifies the significance of mobilizing for war. *Identifies the significance of naval operations in the Caribbean and the Pacific. *Identifies the significance of army operations in the Caribbean. *Identifies the significance of the Battle of Santiago. *Identifies the significance of the fall of Manila *Identifies the significance of the Philippine-American War 1898-1902. *Identifies the significance of the Boxer uprising.
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1. **Learning Step/Activity 1** – Communicate the significance of the new Manifest Destiny
Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 54: A New Manifest Destiny, Trouble in Cuba, Mobilizing for War, Victory at Sea: Naval Operations in the Caribbean and the Pacific, Operations in the Caribbean

2. **Learning Step/Activity 2** – Communicate the significance of the trouble in Cuba
Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 54: A New Manifest Destiny, Trouble in Cuba, Mobilizing for War, Victory at Sea: Naval Operations in the Caribbean and the Pacific, Operations in the Caribbean

3. **Learning Step/Activity 3** – Communicate the significance of mobilizing for war
Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 54: A New Manifest Destiny, Trouble in Cuba, Mobilizing for War, Victory at Sea: Naval Operations in the Caribbean and the Pacific, Operations in the Caribbean

4. **Learning Step/Activity 4** – Communicate the significance of naval operations in the Caribbean and the Pacific

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 54: A New Manifest Destiny, Trouble in Cuba, Mobilizing for War, Victory at Sea: Naval Operations in the Caribbean and the Pacific, Operations in the Caribbean

5. **Learning Step/Activity 5** – Communicate the significance of army operations in the Caribbean

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 54: A New Manifest Destiny, Trouble in Cuba, Mobilizing for War, Victory at Sea: Naval Operations in the Caribbean and the Pacific, Operations in the Caribbean

6. **Learning Step/Activity 6** – Communicate the significance of the Battle of Santiago

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 55: The Battle of Santiago, The Fall of Manila, The Philippine-American War, 1899-1902, The Boxer Uprising

7. **Learning Step/Activity 7** – Communicate the significance of the fall of Manila

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 55: The Battle of Santiago, The Fall of Manila, The Philippine-American War, 1899-1902, The Boxer Uprising

8. **Learning Step/Activity 8** – Communicate the significance of the Philippine-American War 1898-1902

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 55: The Battle of Santiago, The Fall of Manila, The Philippine-American War, 1899-1902, The Boxer Uprising

9. **Learning Step/Activity 9** – Communicate the significance of the Boxer uprising

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 55: The Battle of Santiago, The Fall of Manila, The Philippine-American War, 1899-1902, The Boxer Uprising

Note: Conduct a check on learning and summarize the learning activity.

Note: Solicit and answer the students' questions. This is not a graded activity.

Note: Show Powerpoint Slide 56: Check on Learning: Emergence to World Power, 1898-1902

How did the U.S. Army overcome guerilla warfare in the Philippines?

P. ENABLING LEARNING OBJECTIVE P

Note: Show Powerpoint Slide 57: ELO P: Chapter 16 [v.1], Transition, Change, and the Road to War, 1902-1917

Note: Inform the students of the enabling learning objective requirements.

P. Enabling Learning Objective P

Action:	Analyze the Army's transition, change, and road to war from modernization and reorganization through the end of neutrality, 1902-1917.
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Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	<ul style="list-style-type: none"> *Identifies the significance of modernizing the armed forces *Identifies the significance of reorganization of the Army: establishment of the general staff. *Identifies the significance of reorganization of the Army: the regular army and the militia. *Identifies the significance of the creation of larger units. *Identifies the significance of Caribbean problems and projects. *Identifies the significance of the Army on the Mexican border. *Identifies the significance of the National Defense Act of 1916 *Identifies how U.S. neutrality ended. *Identifies the significance of the Army transformed.

1. **Learning Step/Activity 1** – Communicate the significance of modernizing the armed forces
Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 58: Modernizing the Armed Forces, Reorganization of the Army: Establishment of the General Staff, Reorganization of the Army: The Regular Army and the Militia, The Creation of Larger Units, Caribbean Problems and Projects

2. **Learning Step/Activity 2** – Communicate Communicate the significance of reorganization of the Army: establishment of the general staff.

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 58: Modernizing the Armed Forces, Reorganization of the Army: Establishment of the General Staff, Reorganization of the Army: The Regular Army and the Militia, The Creation of Larger Units, Caribbean Problems and Projects

3. **Learning Step/Activity 3** – Communicate the significance of reorganization of the Army: the regular army and the militia

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 58: Modernizing the Armed Forces, Reorganization of the Army: Establishment of the General Staff, Reorganization of the Army: The Regular Army and the Militia, The Creation of Larger Units, Caribbean Problems and Projects

4. **Learning Step/Activity 4** – Communicate the significance of the creation of larger units

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 58: Modernizing the Armed Forces, Reorganization of the Army: Establishment of the General Staff, Reorganization of the Army: The Regular Army and the Militia, The Creation of Larger Units, Caribbean Problems and Projects

5. **Learning Step/Activity 5** – Communicate the significance of Caribbean problems and projects

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 58: Modernizing the Armed Forces, Reorganization of the Army: Establishment of the General Staff, Reorganization of the Army: The Regular Army and the Militia, The Creation of Larger Units, Caribbean Problems and Projects

6. **Learning Step/Activity 6** – Communicate the significance of the Army on the Mexican border

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 59: The Army and the Mexican Border, The National Defense Act of 1916, An End to Neutrality, The Army Transformed

7. **Learning Step/Activity 7** – Communicate the significance of the National Defense Act of 1916
Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 59: The Army and the Mexican Border, The National Defense Act of 1916, An End to Neutrality, The Army Transformed

8. **Learning Step/Activity 8** – Communicate how U.S. neutrality ended

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 59: The Army and the Mexican Border, The National Defense Act of 1916, An End to Neutrality, The Army Transformed

9. **Learning Step/Activity 9** – Communicate the significance of the Army transformed

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 59: The Army and the Mexican Border, The National Defense Act of 1916, An End to Neutrality, The Army Transformed

Note: Conduct a check on learning and summarize the learning activity.

Note: Solicit and answer the students' questions. This is not a graded activity.

Note: Show Powerpoint Slide 60: Check on Learning: Transition, Change, and the Road to War, 1902-1917

Why was the Army so slow to adopt new technology even in the face of dramatic changes in the scope and scale of European warfare?

Q. ENABLING LEARNING OBJECTIVE Q

Note: Show Powerpoint Slide 61: ELO Q: Chapter 1 [v.2], The U.S. Army in World War I, 1917-1918

Note: Inform the students of the enabling learning objective requirements.

Q. Enabling Learning Objective Q

Action:	Analyze the Army in World War I from its arrival in Europe through war's end, 1917-1918.
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies the significance of the U.S. Army arrival in Europe *Identifies how the American Expeditionary Force was organized. *Identifies the significance of the war effort in the United States *Identifies how the AEF settled in. *Identifies the significance of the German offensives and the AEF's first battles. *Identifies how the Americans helped stem the tide, May-July 1918 *Identifies how the AEF grew. *Identifies the significance of the AEF in the Aisne-Marne Campaign, July-August 1918. *Identifies the significance of the American Army and St. Mihiel, September 1918 *Identifies the significance of the Meuse-Argonne Campaign, September-November 1918 *Identifies the significance of the American Army and the Great War.

1. **Learning Step/Activity 1** – Communicate the significance of the U.S. Army arrival in Europe
Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 62: The U.S. Army Arrives in Europe, Organizing the American Expeditionary Forces, The War Effort in the United States, The AEF Settles In

2. **Learning Step/Activity 2** – Communicate how the American Expeditionary Force was organized

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 62: The U.S. Army Arrives in Europe, Organizing the American Expeditionary Forces, The War Effort in the United States, The AEF Settles In

3. **Learning Step/Activity 3** – Communicate the significance of the war effort in the United States

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 62: The U.S. Army Arrives in Europe, Organizing the American Expeditionary Forces, The War Effort in the United States, The AEF Settles In

4. **Learning Step/Activity 4** – Communicate how the AEF settled in

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 62: The U.S. Army Arrives in Europe, Organizing the American Expeditionary Forces, The War Effort in the United States, The AEF Settles In

5. **Learning Step/Activity 5** – Communicate the significance of the German offensives and the AEF's first battles

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 63: German Offensives and the AEF's First Battles, Americans Help Stem the Tide, May-July 1918, The Growing AEF, The AEF in the Aisne-Marne Campaign, July-August 1918

6. **Learning Step/Activity 6** – Communicate how the Americans helped stem the tide, May-July 1918

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual

Note: Show Powerpoint Slide 63: German Offensives and the AEF's First Battles, Americans Help Stem the Tide, May-July 1918, The Growing AEF, The AEF in the Aisne-Marne Campaign, July-August 1918

7. **Learning Step/Activity 7** – Communicate how the AEF grew
Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual

Note: Show Powerpoint Slide 63: German Offensives and the AEF's First Battles, Americans Help Stem the Tide, May-July 1918, The Growing AEF, The AEF in the Aisne-Marne Campaign, July-August 1918

8. **Learning Step/Activity 8** – Communicate the significance of the AEF in the Aisne-Marne Campaign, July-August 1918.

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 63: German Offensives and the AEF's First Battles, Americans Help Stem the Tide, May-July 1918, The Growing AEF, The AEF in the Aisne-Marne Campaign, July-August 1918

9. **Learning Step/Activity 9** – Communicate the significance of the American Army and St. Mihiel, September 1918

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 64: An American Army and St. Mihiel, September 1918, The Meuse-Argonne Campaign, September-November 1918, The American Army and the Great War

10. **Learning Step/Activity 10** – Communicate the significance of the Meuse-Argonne Campaign September –November 1918

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 64: An American Army and St. Mihiel, September 1918, The Meuse-Argonne Campaign, September-November 1918, The American Army and the Great War

11. **Learning Step/Activity 11** – Communicate the significance of the American Army and the Great War

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 64: An American Army and St. Mihiel, September 1918, The Meuse-Argonne Campaign, September-November 1918, The American Army and the Great War

Note: Conduct a check on learning and summarize the learning activity.

Note: Solicit and answer the students' questions. This is not a graded activity.

Note: Show Powerpoint Slide 65: Check on Learning: The U.S. Army in World War I, 1917-1918

How did World War I change the Army?

R. ENABLING LEARNING OBJECTIVE R

Note: Show Powerpoint Slide 66: ELO R: **Mid-term Exam**

Note: Inform the students of the enabling learning objective requirements.

R. Enabling Learning Objective R

Action:	Conduct a mid-term exam composed of a mix of objective and short-answer questions.
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	

S. ENABLING LEARNING OBJECTIVE S

Note: Show Powerpoint Slide 67: ELO S: Chapter 2 [v.2], Between World Wars

Note: Inform the students of the enabling learning objective requirements.

S. Enabling Learning Objective S

Action:	Analyze the Army’s experience in the interwar years from demobilization through the prewar mobilization for war, 1919-1941.
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	<ul style="list-style-type: none"> *Identifies the significance of demobilization *Identifies the significance of Immediate duties *Identifies the significance of reorganization under the National Defense Act of 1920 *Identifies the significance of regular army strength and support *Identifies the significance of the reserve components *Identifies the significance of the Army Air Corps *Identifies the significance of Domestic Employment. *Identifies the significance of national and military policy *Identifies how the army was strengthened *Identifies the significance of the beginnings of WWII *Identifies the significance of the prewar mobilization *Identifies the significance of the path toward war

1. **Learning Step/Activity 1** – Communicate the significance of demobilization

Method of instruction: CO
 Instructor to student ratio is: 1:25
 Time of instruction 1:00
 Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 68: Demobilization, Immediate Duties, Reorganization under the National Defense Act of 1920, Regular Army Strength and Support, The Reserve Components, The Army Air Corps

2. **Learning Step/Activity 2** – Communicate the significance of immediate duties

Method of instruction: CO
 Instructor to student ratio is: 1:25
 Time of instruction 1:00
 Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 68: Demobilization, Immediate Duties, Reorganization under the National Defense Act of 1920, Regular Army Strength and Support, The Reserve Components, The Army Air Corps

3. **Learning Step/Activity 3** – Communicate the significance of reorganization under the National Defense Act of 1920

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 68: Demobilization, Immediate Duties, Reorganization under the National Defense Act of 1920, Regular Army Strength and Support, The Reserve Components, The Army Air Corps

4. **Learning Step/Activity 4** – Communicate the significance of regular army strength and support

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 68: Demobilization, Immediate Duties, Reorganization under the National Defense Act of 1920, Regular Army Strength and Support, The Reserve Components, The Army Air Corps

5. **Learning Step/Activity 5** – Communicate the significance of the reserve components

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 68: Demobilization, Immediate Duties, Reorganization under the National Defense Act of 1920, Regular Army Strength and Support, The Reserve Components, The Army Air Corps

6. **Learning Step/Activity 6** – Communicate the significance of the Army Air Corps

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00

Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 68: Demobilization, Immediate Duties, Reorganization under the National Defense Act of 1920, Regular Army Strength and Support, The Reserve Components, The Army Air Corps

7. **Learning Step/Activity 7** – Communicate the significance of Domestic Employment

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 69: Domestic Employment, National and Military Policy, The Army Strengthened, The Beginnings of World War II, The Prewar Mobilization, Toward War

8. **Learning Step/Activity 8** – Communicate the significance of national and military policy

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 69: Domestic Employment, National and Military Policy, The Army Strengthened, The Beginnings of World War II, The Prewar Mobilization, Toward War

9. **Learning Step/Activity 9** – Communicate how the army was strengthened

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 69: Domestic Employment, National and Military Policy, The Army Strengthened, The Beginnings of World War II, The Prewar Mobilization, Toward War

10. **Learning Step/Activity 10** – Communicate the significance of the beginnings of WWII

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 69: Domestic Employment, National and Military Policy, The Army Strengthened, The Beginnings of World War II, The Prewar Mobilization, Toward War

11. **Learning Step/Activity 11** – Communicate the significance of the beginnings of WWII

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 69: Domestic Employment, National and Military Policy, The Army Strengthened, The Beginnings of World War II, The Prewar Mobilization, Toward War

12. **Learning Step/Activity 12** – Communicate the significance of the path toward war

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 69: Domestic Employment, National and Military Policy, The Army Strengthened, The Beginnings of World War II, The Prewar Mobilization, Toward War

Note: Conduct a check on learning and summarize the learning activity.

Note: Solicit and answer the students' questions. This is not a graded activity.

Note: Show Powerpoint Slide 70: Check on Learning: Between World Wars

What roles, missions, and operations did the Army perform during the interwar period? How successful was the army, and did these missions or operations enhance or detract from its ability to perform its wartime missions?

T. ENABLING LEARNING OBJECTIVE T

Note: Show Powerpoint Slide 71: ELO T: Chapter 3 [v.2], World War II: The Defensive Phase

Note: Inform the students of the enabling learning objective requirements.

T. Enabling Learning Objective T

Action:	Analyze the defensive phase of World War II from the outbreak of war through Operation <i>Torch</i> and the end of the defensive stage, 1941-1942.
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	<ul style="list-style-type: none"> *Identifies the significance of the outbreak of war. *Identifies the significance of strategic decisions *Identifies the significance of the fall of the Philippines. *Identifies the significance of deploying American military strength. *Identifies the significance of planning for a cross-channel invasion. *Identifies how TORCH replaced SLEDGEHAMMER/ROUNDUP. *Identifies the significance of the end of the defensive stage.

1. **Learning Step/Activity 1** – Communicate the significance of the outbreak of war
 Method of instruction: CO
 Instructor to student ratio is: 1:25
 Time of instruction 1:00
 Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 72: The Outbreak of War: Action and Reaction, Strategic Decisions, The Fall of the Philippines, Deploying American Military Strength

2. **Learning Step/Activity 2** – Communicate the significance of strategic decisions

Method of instruction: CO
 Instructor to student ratio is: 1:25
 Time of instruction 1:00
 Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 72: The Outbreak of War: Action and Reaction, Strategic Decisions, The Fall of the Philippines, Deploying American Military Strength

3. **Learning Step/Activity 3** – Communicate the significance of the fall of the Philippines

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 72: The Outbreak of War: Action and Reaction, Strategic Decisions, The Fall of the Philippines, Deploying American Military Strength

4. **Learning Step/Activity 4** – Communicate the significance of deploying American military strength

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 72: The Outbreak of War: Action and Reaction, Strategic Decisions, The Fall of the Philippines, Deploying American Military Strength

5. **Learning Step/Activity 5** – Communicate the significance of planning for a cross-channel invasion

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 73: Planning for a Cross-Channel Invasion, *Torch* Replaces *Sledgehammer/ Roundup*, End of the Defensive Phase

6. **Learning Step/Activity 6** – Communicate how TORCH replaced SLEDGEHAMMER/ROUNDUP

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 73: Planning for a Cross-Channel Invasion, *Torch* Replaces *Sledgehammer/ Roundup*, End of the Defensive Phase

7. **Learning Step/Activity 7** – Communicate the significance of the end of the defensive stage

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 73: Planning for a Cross-Channel Invasion, *Torch* Replaces *Sledgehammer/ Roundup*, End of the Defensive Phase

Note: Conduct a check on learning and summarize the learning activity.

Note: Solicit and answer the students' questions. This is not a graded activity.

Note: Show Powerpoint Slide 74: Check on Learning: World War II: The Defensive Phase

Why did the United States see Germany as the greatest threat in 1941? Was this policy correct? Why or Why not?

U. ENABLING LEARNING OBJECTIVE U

Note: Show Powerpoint Slide 75: ELO U: Chapter 4 [v.2], Grand Strategy and the Washington High Command

Note: Inform the students of the enabling learning objective requirements.

U. Enabling Learning Objective U

Action:	Analyze grand strategy and the Washington high command, 1943-1945.
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies the significance of strategic planning for offensive warfare: midwar *Identifies the significance of completing the strategic patterns. *Identifies the significance of expansion and distribution of the wartime army. *Identifies the significance of balancing ends and means.

1. **Learning Step/Activity 1** – Communicate the significance of strategic planning for offensive warfare: midwar

Method of instruction: CO
Instructor to student ratio is: 1:25

Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 76: Strategic Planning for Offensive Warfare: Midwar, Completing the Strategic Patterns, Expansion and Distribution of the Wartime Army, Balancing Means and Ends

2. **Learning Step/Activity 2** – Communicate the significance of completing the strategic patterns

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 76: Strategic Planning for Offensive Warfare: Midwar, Completing the Strategic Patterns, Expansion and Distribution of the Wartime Army, Balancing Means and Ends

3. **Learning Step/Activity 3** – Communicate the significance of expansion and distribution of the wartime army

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 76: Strategic Planning for Offensive Warfare: Midwar, Completing the Strategic Patterns, Expansion and Distribution of the Wartime Army, Balancing Means and Ends

4. **Learning Step/Activity 4** – Communicate the significance of balancing ends and means

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 76: Strategic Planning for Offensive Warfare: Midwar, Completing the Strategic Patterns, Expansion and Distribution of the Wartime Army, Balancing Means and Ends

Note: Conduct a check on learning and summarize the learning activity.

Note: Solicit and answer the students' questions. This is not a graded activity.

Note: Show Powerpoint Slide 77: Check on Learning: Grand Strategy and the Washington High Command

Why did the Americans invade North Africa? If you were planning the American strategy for 1942-1943, what would you do?

V. ENABLING LEARNING OBJECTIVE V

Note: Show Powerpoint Slide 78: ELO V: Chapter 5 [v.2], World War II: The War Against Germany and Italy

Note: Inform the students of the enabling learning objective requirements.

V. Enabling Learning Objective V

Action:	Analyze the war against Germany and Italy from North Africa through V-E Day, 1942-1945.
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	<ul style="list-style-type: none"> *Identifies the significance of North Africa, November 1942-may 1943. *Identifies the significance of the Tunisia campaign, November 1942-May 1943. *Identifies the significance of the Sicily Campaign July-August 1943. *Identifies the significance of the surrender of Italy. *Identifies the significance of the Italian campaign, September 1943-May 1945. *Identifies the significance of the cross-channel attack. *Identifies the significance of the buildup and breakout. *Identifies the significance of the invasion of southern France. *Identifies the significance of the pursuit to the German frontier. *Identifies the significance of the Ardennes counteroffensive. *Identifies the significance of the Russian Campaigns *Identifies the significance of the final offensive *Identifies the significance of the situation on V-E Day.

1. **Learning Step/Activity 1** – Communicate the significance of North Africa, November 1942-may 1943

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 79: North Africa, November 1942-May 1943, The Tunisian Campaign, November 1942-May 1943, The Sicily Campaign, July-August 1943, The Surrender of Italy

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2. **Learning Step/Activity 2** – Communicate the significance of the Tunisia campaign, November 1942-May 1943

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 79: North Africa, November 1942-May 1943, The Tunisian Campaign, November 1942-May 1943, The Sicily Campaign, July-August 1943, The Surrender of Italy

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3. **Learning Step/Activity 3** – Communicate the significance of the Sicily Campaign July-August 1943

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 79: North Africa, November 1942-May 1943, The Tunisian Campaign, November 1942-May 1943, The Sicily Campaign, July-August 1943, The Surrender of Italy

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4. **Learning Step/Activity 4** – Communicate the significance of the surrender of Italy

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 79: North Africa, November 1942-May 1943, The Tunisian Campaign, November 1942-May 1943, The Sicily Campaign, July-August 1943, The Surrender of Italy

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5. **Learning Step/Activity 5** – Communicate the significance of the Italian campaign, September 1943-May 1945

Method of instruction: CO

Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 80: The Italian Campaign, September 1943-May 1945, Cross-Channel Attack, Buildup and Breakout, Invasion of Southern France

6. **Learning Step/Activity 6** – Communicate the significance of the cross-channel attack
Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 80: The Italian Campaign, September 1943-May 1945, Cross-Channel Attack, Buildup and Breakout, Invasion of Southern France

7. **Learning Step/Activity 7** – Communicate the significance of the buildup and breakout

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 80: The Italian Campaign, September 1943-May 1945, Cross-Channel Attack, Buildup and Breakout, Invasion of Southern France

8. **Learning Step/Activity 8** – Communicate the significance of the invasion of southern France

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 80: The Italian Campaign, September 1943-May 1945, Cross-Channel Attack, Buildup and Breakout, Invasion of Southern France

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9. **Learning Step/Activity 9** – Communicate the significance of the pursuit to the German frontier
Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 81: Pursuit to the Frontier, The Ardennes Counteroffensive, The Russian Campaigns, The Final Offensive, The Situation on V-E Day

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10. **Learning Step/Activity 10** – Communicate the significance of the Ardennes counteroffensive

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 81: Pursuit to the Frontier, The Ardennes Counteroffensive, The Russian Campaigns, The Final Offensive, The Situation on V-E Day

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11. **Learning Step/Activity 11** – Communicate the significance of the Russian Campaigns

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 81: Pursuit to the Frontier, The Ardennes Counteroffensive, The Russian Campaigns, The Final Offensive, The Situation on V-E Day

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12. **Learning Step/Activity 12** – Communicate the significance of the final offensive

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 81: Pursuit to the Frontier, The Ardennes Counteroffensive, The Russian Campaigns, The Final Offensive, The Situation on V-E Day

13. **Learning Step/Activity 13** – Communicate the significance of the situation on V-E Day

Method of instruction: CO
 Instructor to student ratio is: 1:25
 Time of instruction 1:00
 Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual

Note: Show Powerpoint Slide 81: Pursuit to the Frontier, The Ardennes Counteroffensive, The Russian Campaigns, The Final Offensive, The Situation on V-E Day

Note: Conduct a check on learning and summarize the learning activity.

Note: Solicit and answer the students' questions. This is not a graded activity.

Note: Show Powerpoint Slide 82: Check on Learning: World War II: The War Against Germany and Italy
 Did the campaigns in the Mediterranean justify the investment in resources?

W. ENABLING LEARNING OBJECTIVE W

Note: Show Powerpoint Slide 83: ELO W: Chapter 6 [v.2], World War II: The War Against Japan

Note: Inform the students of the enabling learning objective requirements.

W. Enabling Learning Objective W

Action:	Analyze the war against Japan from Guadalcanal through V-J Day, 1942-1945
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	<ul style="list-style-type: none"> *Identifies the significance of Japan's strategy. *Identifies the significance of Guadalcanal and Papua: the first offensives. *Identifies the significance of the search for a strategy. *Identifies the significance of CARTWHEEL, the encirclement of Rabaul. *Identifies the significance of the beginning of the central Pacific drive. *Identifies the significance of the acceleration of the Pacific Drive *Identifies the significance of the decision to invade Luzon. *Identifies the significance of the Philippines campaign. *Identifies the significance of Iwo Jima and Okinawa. *Identifies the significance of the American effort in China, Burma, and India.

	<p>*Identifies the significance of the Japanese Surrender. *Identifies the significance of the retrospect</p>
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1. **Learning Step/Activity 1** – Communicate the significance of Japan’s strategy
 Method of instruction: CO
 Instructor to student ratio is: 1:25
 Time of instruction 1:00
 Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 84: Japan’s Strategy, Guadalcanal and Papua: The First Offensive, Search for a Strategy, *Cartwheel*: The Encirclement of Rabaul

2. **Learning Step/Activity 2** – Communicate the significance of Guadalcanal and Papua: the first offensives

 Method of instruction: CO
 Instructor to student ratio is: 1:25
 Time of instruction 1:00
 Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 84: Japan’s Strategy, Guadalcanal and Papua: The First Offensive, Search for a Strategy, *Cartwheel*: The Encirclement of Rabaul

3. **Learning Step/Activity 3** – Communicate the significance of the search for a strategy

 Method of instruction: CO
 Instructor to student ratio is: 1:25
 Time of instruction 1:00
 Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 84: Japan’s Strategy, Guadalcanal and Papua: The First Offensive, Search for a Strategy, *Cartwheel*: The Encirclement of Rabaul

4. **Learning Step/Activity 4** – Communicate the significance of CARTWHEEL, the encirclement of Rabaul

 Method of instruction: CO
 Instructor to student ratio is: 1:25
 Time of instruction 1:00

Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 84: Japan's Strategy, Guadalcanal and Papua: The First Offensive, Search for a Strategy, *Cartwheel*: The Encirclement of Rabaul

5. **Learning Step/Activity 5** – Communicate the significance of the beginning of the central Pacific drive

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 85: The Central Pacific Drive Begins, Acceleration of the Pacific Drive, The Decision to Invade Luzon, The Philippines Campaign

6. **Learning Step/Activity 6** – Communicate the significance of the acceleration of the Pacific drive

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 85: The Central Pacific Drive Begins, Acceleration of the Pacific Drive, The Decision to Invade Luzon, The Philippines Campaign

7. **Learning Step/Activity 7** – Communicate the significance of the decision to invade Luzon

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 85: The Central Pacific Drive Begins, Acceleration of the Pacific Drive, The Decision to Invade Luzon, The Philippines Campaign

8. **Learning Step/Activity 8** – Communicate the significance of the Philippines campaign

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 85: The Central Pacific Drive Begins, Acceleration of the Pacific Drive, The Decision to Invade Luzon, The Philippines Campaign

9. **Learning Step/Activity 9** – Communicate the significance of Iwo Jima and Okinawa

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 86: Iwo Jima and Okinawa, The American Effort in China, Burma, and India, The Japanese Surrender, Retrospect

10. **Learning Step/Activity 10** – Communicate the significance of the American effort in China, Burma, and India

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 86: Iwo Jima and Okinawa, The American Effort in China, Burma, and India, The Japanese Surrender, Retrospect

11. **Learning Step/Activity 11** – Communicate the significance of the Japanese Surrender

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 86: Iwo Jima and Okinawa, The American Effort in China, Burma, and India, The Japanese Surrender, Retrospect

12. **Learning Step/Activity 12** – Communicate the significance of the retrospect
Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 86: Iwo Jima and Okinawa, The American Effort in China, Burma, and India, The Japanese Surrender, Retrospect

Note: Conduct a check on learning and summarize the learning activity.

Note: Solicit and answer the students' questions. This is not a graded activity.

Note: Show Powerpoint Slide 87: Check on Learning: World War II: The War Against Japan

Was the Allied dual-thrust strategy the best one to use in the Pacific War? Why or why not?

X. ENABLING LEARNING OBJECTIVE X

Note: Show Powerpoint Slide 88: ELO X: Chapter 7 [v.2], Peace Becomes Cold War, 1945-1950

Note: Inform the students of the enabling learning objective requirements.

X. Enabling Learning Objective X

Action:	Analyze how peace evolved into a bipolar world from demobilization through intensification of the Cold War, 1945-1950.
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies the significance of demobilization *Identifies the significance of unification *Identifies the significance of occupation *Identifies the significance of a new opponent *Identifies the significance of the trends of military policy *Identifies the significance of the Army of 1950 *Identifies the significance of the intensification of the Cold War. *Identifies the significance of the Cold War in retrospect.

1. **Learning Step/Activity 1** – Communicate the significance of demobilization

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 89: Demobilization, Unification, Occupation, The Rise of a New Opponent, The Trends of Military Policy, The Army of 1950, The Cold War Intensifies

2. **Learning Step/Activity 2** – Communicate the significance of unification
Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 89: Demobilization, Unification, Occupation, The Rise of a New Opponent, The Trends of Military Policy, The Army of 1950, The Cold War Intensifies

3. **Learning Step/Activity 3** – Communicate the significance of occupation
Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 89: Demobilization, Unification, Occupation, The Rise of a New Opponent, The Trends of Military Policy, The Army of 1950, The Cold War Intensifies

4. **Learning Step/Activity 4** – Communicate the significance of a new opponent
Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 89: Demobilization, Unification, Occupation, The Rise of a New Opponent, The Trends of Military Policy, The Army of 1950, The Cold War Intensifies

5. **Learning Step/Activity 5** – Communicate the significance of the trends of military policy

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 89: Demobilization, Unification, Occupation, The Rise of a New Opponent, The Trends of Military Policy, The Army of 1950, The Cold War Intensifies

6. **Learning Step/Activity 6** – Communicate the significance of the Army of 1950

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 89: Demobilization, Unification, Occupation, The Rise of a New Opponent, The Trends of Military Policy, The Army of 1950, The Cold War Intensifies

7. **Learning Step/Activity 7** – Communicate the significance of the intensification of the Cold War

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 89: Demobilization, Unification, Occupation, The Rise of a New Opponent, The Trends of Military Policy, The Army of 1950, The Cold War Intensifies

Note: Conduct a check on learning and summarize the learning activity.

Note: Solicit and answer the students' questions. This is not a graded activity.

Note: Show Powerpoint Slide 90: Check on Learning: Peace Becomes Cold War, 1945-1950

Why were Berlin and German so important to the United States?

Y. ENABLING LEARNING OBJECTIVE Y

Note: Show Powerpoint Slide 91: ELO Y: Chapter 8 [v.2], The Korean War, 1950-1953

Note: Inform the students of the enabling learning objective requirements.

Y. Enabling Learning Objective Y

Action:	Analyze the Korean War from the decision for war through war's aftermath, 1950-1953.
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies the significance of the decision for war *Identifies the significance of the early war south to the Naktong. *Identifies the significance of operations north to the Parallel. *Identifies the significance of operations north to the Yalu. *Identifies the significance of the new war. *Identifies the significance of the static war *Identifies the significance of the aftermath.

1. **Learning Step/Activity 1** – Communicate the significance of the decision for war

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 92: The Decision for War, South to the Naktong, North to the Parallel, North to the Yalu, The New War, The Static War, The Aftermath

2. **Learning Step/Activity 2** – Communicate the significance of the early war south to the Naktong

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 92: The Decision for War, South to the Naktong, North to the Parallel, North to the Yalu, The New War, The Static War, The Aftermath

3. **Learning Step/Activity 3** – Communicate the significance of operations north to the Parallel

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 92: The Decision for War, South to the Naktong, North to the Parallel, North to the Yalu, The New War, The Static War, The Aftermath

4. **Learning Step/Activity 4** – Communicate the significance of operations north to the Yalu

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 92: The Decision for War, South to the Naktong, North to the Parallel, North to the Yalu, The New War, The Static War, The Aftermath

5. **Learning Step/Activity 5** – Communicate the significance of the new war

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 92: The Decision for War, South to the Naktong, North to the Parallel, North to the Yalu, The New War, The Static War, The Aftermath

6. **Learning Step/Activity 6** – Communicate the significance of the static war

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 92: The Decision for War, South to the Naktong, North to the Parallel, North to the Yalu, The New War, The Static War, The Aftermath

7. **Learning Step/Activity 7** – Communicate the significance of the aftermath

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 92: The Decision for War, South to the Naktong, North to the Parallel, North to the Yalu, The New War, The Static War, The Aftermath

Note: Conduct a check on learning and summarize the learning activity.

Note: Solicit and answer the students' questions. This is not a graded activity.

Note: Show Powerpoint Slide 93: Check on Learning: The Korean War, 1950-1953

How did the use of intelligence affect the course of the war?

Z. ENABLING LEARNING OBJECTIVE Z

Note: Show Powerpoint Slide 94: ELO Z:
Chapter 9 [v.2]
The Army of the Cold War: From the “New Look” to Flexible Response

Note: Inform the students of the enabling learning objective requirements.

Z. Enabling Learning Objective Z

Action:	Analyze the Army of the Cold War from the “New Look” through Flexible Response, mid 1950s-early 1970s
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies the significance of massive retaliation and the “New Look”. *Identifies the significance of the NATO buildup *Identifies the significance of continental defense. *Identifies the significance of the missile era *Identifies the significance of challenges and responses. *Identifies the significance of the military budget *Identifies the significance of defense reorganization *Identifies the significance of a dual capability Army *Identifies the significance of the Reserve Forces *Identifies the significance of the changing face of the Cold War *Identifies the significance of Cuba and Berlin *Identifies the significance of détente in Europe *Identifies the significance of a growing communist commitment to underdeveloped areas *Identifies the significance of trouble in the Caribbean *Identifies the significance of civil rights and civil disturbances.

	<ul style="list-style-type: none"> *Identifies the significance of Secretary Robert McNamara and the new management system *Identifies the significance of Army reorganization *Identifies the significance of tactical adjustment for flexible response *Identifies the significance of reserve forces and the draft *Identifies the significance of problems and prospects
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1. **Learning Step/Activity 1** – Communicate significance of massive retaliation and the “New Look”.

Method of instruction: CO
 Instructor to student ratio is: 1:25
 Time of instruction 1:00
 Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 95: Massive Retaliation and the New Look, The NATO Buildup, Continental Defense, The Missile Era, Challenges and Responses

2. **Learning Step/Activity 2** – Communicate the significance of the NATO buildup

Method of instruction: CO
 Instructor to student ratio is: 1:25
 Time of instruction 1:00
 Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 95: Massive Retaliation and the New Look, The NATO Buildup, Continental Defense, The Missile Era, Challenges and Responses

3. **Learning Step/Activity 3** – Communicate the significance of continental defense

Method of instruction: CO
 Instructor to student ratio is: 1:25
 Time of instruction 1:00
 Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 95: Massive Retaliation and the New Look, The NATO Buildup, Continental Defense, The Missile Era, Challenges and Responses

4. **Learning Step/Activity 4** – Communicate the significance of the missile era

Method of instruction: CO
 Instructor to student ratio is: 1:25

Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 95: Massive Retaliation and the New Look, The NATO Buildup, Continental Defense, The Missile Era, Challenges and Responses

5. **Learning Step/Activity 5** – Communicate the significance of challenges and responses

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 95: Massive Retaliation and the New Look, The NATO Buildup, Continental Defense, The Missile Era, Challenges and Responses

6. **Learning Step/Activity 6** – Communicate the significance of the military budget

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 96: The Military Budget, Defense Reorganization, A Dual-Capability Army, The Reserve Forces, The Changing Face of the Cold War

7. **Learning Step/Activity 7** – Communicate the significance of defense reorganization

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 96: The Military Budget, Defense Reorganization, A Dual-Capability Army, The Reserve Forces, The Changing Face of the Cold War

8. **Learning Step/Activity 8** – Communicate the significance of a dual capability Army

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 96: The Military Budget, Defense Reorganization, A Dual-Capability Army, The Reserve Forces, The Changing Face of the Cold War

9. **Learning Step/Activity 9** – Communicate the significance of the Reserve Forces

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 96: The Military Budget, Defense Reorganization, A Dual-Capability Army, The Reserve Forces, The Changing Face of the Cold War

10. **Learning Step/Activity 10** – Communicate the significance of the changing face of the Cold War

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 96: The Military Budget, Defense Reorganization, A Dual-Capability Army, The Reserve Forces, The Changing Face of the Cold War

11. **Learning Step/Activity 11** – Communicate the significance of Cuba and Berlin

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 97: Cuba and Berlin, Détente in Europe, A Growing Commitment to Underdeveloped Areas, Trouble in the Caribbean, Civil Rights and Civil Disturbances

12. **Learning Step/Activity 12** – Communicate the significance of détente in Europe

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 97: Cuba and Berlin, Détente in Europe, A Growing Commitment to Underdeveloped Areas, Trouble in the Caribbean, Civil Rights and Civil Disturbances

13. **Learning Step/Activity 13** – Communicate the significance of a growing communist commitment to underdeveloped areas

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 97: Cuba and Berlin, Détente in Europe, A Growing Commitment to Underdeveloped Areas, Trouble in the Caribbean, Civil Rights and Civil Disturbances

14. **Learning Step/Activity 14** – Communicate the significance of trouble in the Caribbean

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 97: Cuba and Berlin, Détente in Europe, A Growing Commitment to Underdeveloped Areas, Trouble in the Caribbean, Civil Rights and Civil Disturbances

15. **Learning Step/Activity 15** – Communicate the significance of civil rights and civil disturbances

Method of instruction: CO

Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 97: Cuba and Berlin, Détente in Europe, A Growing Commitment to Underdeveloped Areas, Trouble in the Caribbean, Civil Rights and Civil Disturbances

16. **Learning Step/Activity 16** – Communicate significance of Secretary Robert McNamara and the new management system.

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 98: Secretary McNamara and the New Management System, Army Reorganization, Tactical Readjustment to Flexible Response, The Reserve Forces and the Draft, Problems and Prospects

17. **Learning Step/Activity 17** – Communicate the significance of Army reorganization

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 98: Secretary McNamara and the New Management System, Army Reorganization, Tactical Readjustment to Flexible Response, The Reserve Forces and the Draft, Problems and Prospects

18. **Learning Step/Activity 18** – Communicate the significance of tactical adjustment for flexible response

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 98: Secretary McNamara and the New Management System, Army Reorganization, Tactical Readjustment to Flexible Response, The Reserve Forces and the Draft, Problems and Prospects

19. **Learning Step/Activity 19** – Communicate the significance of reserve forces and the draft

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 98: Secretary McNamara and the New Management System, Army Reorganization, Tactical Readjustment to Flexible Response, The Reserve Forces and the Draft, Problems and Prospects

20. **Learning Step/Activity 20** – Communicate the significance of problems and prospects

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 98: Secretary McNamara and the New Management System, Army Reorganization, Tactical Readjustment to Flexible Response, The Reserve Forces and the Draft, Problems and Prospects

Note: Conduct a check on learning and summarize the learning activity.

Note: Solicit and answer the students' questions. This is not a graded activity.

Note: Show Powerpoint Slide 99: Check on Learning: The Army and the Cold War: From the “New Look” to Flexible Response

What was flexible response? What practical consequences did the strategy have for the Army? How did this differ from massive retaliation? How did the flexible response help or hinder deterrence?

AA. ENABLING LEARNING OBJECTIVE AA

Note: Show Powerpoint Slide 100: ELO AA: Chapter 10 [v.2], The U.S. Army in Vietnam: Background, Buildup, and Operations, 1950-1967, Begin

Note: Inform the students of the enabling learning objective requirements.

AA. Enabling Learning Objective AA

Action:	BEGIN: Analyze the Army in Vietnam from the emergence of South Vietnam through the stalemated border battles, 1953-1967.
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies the significance of the emergence of South Vietnam *Identifies the significance of the rise of the Viet Cong *Identifies the significance of the new American president taking charge. *Identifies how counterinsurgency faltered. *Identifies how the stage was set for confrontation.

1. **Learning Step/Activity 1** – Communicate the significance of the emergence of South Vietnam

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 101: The Emergence of South Vietnam, The Rise of the Viet Cong, A New American President Takes Charge, Counterinsurgency Falters, Setting the Stage for Confrontation

2. **Learning Step/Activity 2** – Communicate the significance of the rise of the Viet Cong

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 101: The Emergence of South Vietnam, The Rise of the Viet Cong, A New American President Takes Charge, Counterinsurgency Falters, Setting the Stage for Confrontation

3. **Learning Step/Activity 3** – Communicate the significance of the new American president taking charge

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 101: The Emergence of South Vietnam, The Rise of the Viet Cong, A New American President Takes Charge, Counterinsurgency Falters, Setting the Stage for Confrontation

4. **Learning Step/Activity 4** – Communicate how counterinsurgency faltered.

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 101: The Emergence of South Vietnam, The Rise of the Viet Cong, A New American President Takes Charge, Counterinsurgency Falters, Setting the Stage for Confrontation

5. **Learning Step/Activity 5** – Communicate how the stage was set for confrontation

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 101: The Emergence of South Vietnam, The Rise of the Viet Cong, A New American President Takes Charge, Counterinsurgency Falters, Setting the Stage for Confrontation

Note: Conduct a check on learning and summarize the learning activity.

Note: Solicit and answer the students' questions. This is not a graded activity.

Note: Show Powerpoint Slide 102: Check on Learning: The U.S. Army in Vietnam: Background, Buildup, and Operations, 1950-1967, Begin

Until 1970 the enemy's cross-border sanctuaries were off-limits to U.S. ground forces. How did this affect the conduct of the war?

BB. ENABLING LEARNING OBJECTIVE BB

Note: Show Powerpoint Slide 103: ELO BB: Chapter 10 [v.2], The U.S. Army in Vietnam: Background, Buildup, and Operations, 1950-1967, End

Note: Inform the students of the enabling learning objective requirements.

BB. Enabling Learning Objective BB

Action:	END: Analyze the Army in Vietnam from the emergence of South Vietnam through the stalemated border battles, 1953-1967.
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies the significance of the groundwork for combat: buildup and strategy. *Identifies the significance of the highlands, 1965. *Identifies the significance of defending Saigon, 1965-1967 *Identifies the significance of the II Corps battles 1966-1967 *Identifies the significance of the question of progress or stalemate.

1. **Learning Step/Activity 1** – Communicate the significance of the groundwork for combat: buildup and strategy

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 104: Groundwork for Combat: Buildup and Strategy, The Highlands, 1965, Defending Saigon, 1965-1967, II Corps Battles, 1966-1967, Progress or Stalemate

2. **Learning Step/Activity 2** – Communicate the significance of the highlands, 1965

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 104: Groundwork for Combat: Buildup and Strategy, The Highlands, 1965, Defending Saigon, 1965-1967, II Corps Battles, 1966-1967, Progress or Stalemate

3. **Learning Step/Activity 3** – Communicate the significance of defending Saigon, 1965-1967

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 104: Groundwork for Combat: Buildup and Strategy, The Highlands, 1965, Defending Saigon, 1965-1967, II Corps Battles, 1966-1967, Progress or Stalemate

4. **Learning Step/Activity 4** – Communicate the significance of the II Corps battles 1966-1967

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 104: Groundwork for Combat: Buildup and Strategy, The Highlands, 1965, Defending Saigon, 1965-1967, II Corps Battles, 1966-1967, Progress or Stalemate

5. **Learning Step/Activity 5** – Communicate the significance of the question of progress or stalemate

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 104: Groundwork for Combat: Buildup and Strategy, The Highlands, 1965, Defending Saigon, 1965-1967, II Corps Battles, 1966-1967, Progress or Stalemate

Note: Conduct a check on learning and summarize the learning activity.

Note: Solicit and answer the students' questions. This is not a graded activity.

Note: Show Powerpoint Slide 105: Check on Learning: The U.S. Army in Vietnam: Background, Buildup and Operations 1950-1967

In Vietnam, the helicopter provided allied forces with unprecedented mobility. Describe the helicopter's role in ground combat. What were its drawbacks?

CC. ENABLING LEARNING OBJECTIVE CC

Note: Show Powerpoint Slide 106: ELO CC: Chapter 11 [v.2], The U.S. Army in Vietnam: From Tet to the Final Withdrawal, 1968-1975, Begin

Note: Inform the students of the enabling learning objective requirements.

CC. Enabling Learning Objective CC

Action:	BEGIN: Analyze the Army in Vietnam from the Tet Offensive through the final withdrawal, 1968-1975.
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies the significance of the Tet offensive *Identifies the significance of Vietnamization *Identifies the significance of military operations 1968-1969.

1. **Learning Step/Activity 1** – Communicate the significance of the Tet offensive

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 107: The Tet Offensive, Vietnamization, Military Operations, 1968-1969

2. **Learning Step/Activity 2** – Communicate the significance of Vietnamization

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 107: The Tet Offensive, Vietnamization, Military Operations, 1968-1969

3. **Learning Step/Activity 3** – Communicate the significance of military operations 1968-1969

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 107: The Tet Offensive, Vietnamization, Military Operations, 1968-1969

Note: Conduct a Check on learning and summarize the learning activity.

Note: Solicit and answer the students' questions. This is not a graded activity.

Note: Show Powerpoint Slide 108: Check on learning: The U.S. Army in Vietnam: From Tet to the Final Withdrawal, 1968-1975

The Tet Offensive was a desperate gamble on the part of the North Vietnamese Leadership and a sign of Military weakness. True or False? Why?

DD. Enabling Learning Objective DD

Note: Show Powerpoint Slide 109: ELO DD: Chapter 11 [v.2], The U.S. Army in Vietnam: From Tet to the Final Withdrawal, 1968-1975, End

Note: Inform the students of the enabling learning objective requirements

DD. Enabling Learning Objective DD

Action:	END: Analyze the Army in Vietnam from the Tet Offensive through the final withdrawal, 1968-1975
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies the significance of cross-border operations. *Identifies the significance of the withdrawal and the final battles. *Identifies the significance of the assessment

1. **Learning Step/Activity 1** – Communicate the significance of cross-border operations

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 110: Cross-border Operations, Withdrawal: The Final Battles, An Assessment

2. **Learning Step/Activity 2** – Communicate the significance of the withdrawal and the final battles

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 110: Cross-border Operations, Withdrawal: The Final Battles, An Assessment

Learning Step/Activity 3 – Communicate the significance of the assessment

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 110: Cross-border Operations, Withdrawal: The Final Battles, An Assessment

Note: Conduct a check on learning and summarize the learning activity.

Note: Solicit and answer the students' questions. This is not a graded activity.

Note: Show Powerpoint Slide 111: Check on Learning: The U.S. Army in Vietnam: From Tet to the Final Withdrawal, 1968-1975 End

What were the main elements of the pacification program in Vietnam, and how did the program change over time?

EE. Enabling Learning Objective EE

Note: Show Powerpoint Slide 112: ELO EE: Chapter 12 [v.2], Rebuilding the Army: Vietnam to Desert Storm, Begin

Note: Inform the students of the enabling learning objective requirements

EE. Enabling Learning Objective EE

Action:	BEGIN: Analyze the rebuilding of the Army from Vietnam through Operation <i>Desert Storm</i> , 1975-1991
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies the significance of the all volunteer force *Identifies the significance of the total force policy *Identifies the significance of the new doctrine. *Identifies the significance of new equipment. *Identifies the significance of new organizations

1. **Learning Step/Activity 1** – Communicate the significance of the all volunteer force
Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 113: The All-Volunteer Force, The Total Force Policy, New Doctrine, New Equipment, New Organizations

2. **Learning Step/Activity 2** – Communicate the significance of the total force policy

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 113: The All-Volunteer Force, The Total Force Policy, New Doctrine, New Equipment, New Organizations

3. **Learning Step/Activity 3** – Communicate the significance of the new doctrine

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 113: The All-Volunteer Force, The Total Force Policy, New Doctrine, New Equipment, New Organizations

4. **Learning Step/Activity 4** – Communicate the significance of new equipment

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 113: The All-Volunteer Force, The Total Force Policy, New Doctrine, New Equipment, New Organizations

5. **Learning Step/Activity 5** – Communicate the significance of new organizations

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 113: The All-Volunteer Force, The Total Force Policy, New Doctrine, New Equipment, New Organizations

Note: Conduct a check on learning and summarize the learning activity.

Note: Solicit and answer the students' questions. This is not a graded activity.

Note: Show Powerpoint Slide 114: Check on Learning: Rebuilding the Army: Vietnam to Desert Storm - Begin

Why was the post-Vietnam Army in such poor shape? What did the Army leadership do to turn things around?

FF. Enabling Learning Objective FF

Note: Show Powerpoint Slide 115: ELO FF: Chapter 12 [v.2], Rebuilding the Army: Vietnam to Desert Storm, End

Note: Inform the students of the enabling learning objective requirements

FF. Enabling Learning Objective FF

Action:	END: Analyze the rebuilding of the Army from Vietnam through Operation <i>Desert Storm</i> , 1975-1991.
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies the significance of new training *Identifies the significance of military operations for the post-Vietnam Army: El Salvador, Grenada, Invasion of Panama *Identifies the significance of the Army at the end of the Cold War.

1. **Learning Step/Activity 1** – Communicate the significance of new training

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 116: New Training, Military Operations for the Post-Vietnam Army: El Salvador, Grenada, Invasion of Panama, The Army at the End of the Cold War

2. **Learning Step/Activity 2** – Communicate the significance of new organization military operations for the post-Vietnam Army: El Salvador, Grenada, Invasion of Panama

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 116: New Training, Military Operations for the Post-Vietnam Army: El Salvador, Grenada, Invasion of Panama, The Army at the End of the Cold War

3. **Learning Step/Activity 3** – Communicate the significance of the Army at the end of the Cold War

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual

Note: Show Powerpoint Slide 116: New Training, Military Operations for the Post-Vietnam Army: El Salvador, Grenada, Invasion of Panama, The Army at the End of the Cold War

Note: Conduct a check on learning and summarize the learning activity.

Note: Solicit and answer the students' questions. This is not a graded activity.

Note: Show Powerpoint Slide 117: Check on Learning: Rebuilding the Army: Vietnam to Desert Storm - End

What continuing role do ground combat forces have in the world of high-tech war, computers, satellites, and increasingly powerful air forces?

GG. Enabling Learning Objective GG

Note: Show Powerpoint Slide 118: ELO GG: Chapter 13 [v.2], Beyond the Wall: Operations in a Post-Cold War World, 1990-2001, Begin

Note: Inform the students of the enabling learning objective requirements

GG. Enabling Learning Objective GG

Action:	BEGIN: Analyze the Army's operations in the post-Cold War world from the Persian Gulf to Army Transformation, 1990-2001
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies the significance of the war in the Persian Gulf *Identifies the significance of striving for strategic mobility *Identifies the significance of Northern Iraq: Operation Provide Comfort. *Identifies the significance of Somalia. *Identifies the significance of Haiti.

1. **Learning Step/Activity 1** – Communicate the significance of the war in the Persian Gulf

Method of instruction: CO
 Instructor to student ratio is: 1:25
 Time of instruction 1:00
 Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 119: War in the Persian Gulf, Striving for Strategic Mobility, Northern Iraq: Operation *Provide Comfort*, Somalia, Haiti

2. **Learning Step/Activity 2** – Communicate the significance of striving for strategic mobility

Method of instruction: CO
 Instructor to student ratio is: 1:25
 Time of instruction 1:00
 Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 119: War in the Persian Gulf, Striving for Strategic Mobility, Northern Iraq: Operation *Provide Comfort*, Somalia, Haiti

3. **Learning Step/Activity 3** – Communicate the significance of Northern Iraq: Operation Provide Comfort

Method of instruction: CO
 Instructor to student ratio is: 1:25
 Time of instruction 1:00
 Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 119: War in the Persian Gulf, Striving for Strategic Mobility, Northern Iraq: Operation *Provide Comfort*, Somalia, Haiti

4. **Learning Step/Activity 4** – Communicate the significance of Somalia
Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 119: War in the Persian Gulf, Striving for Strategic Mobility, Northern Iraq: Operation *Provide Comfort*, Somalia, Haiti

5. **Learning Step/Activity 5** – Communicate the significance of Haiti
Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 119: War in the Persian Gulf, Striving for Strategic Mobility, Northern Iraq: Operation *Provide Comfort*, Somalia, Haiti

Note: Conduct a check on learning and summarize the learning activity.

Note: Solicit and answer the students' questions. This is not a graded activity.

Note: Show Powerpoint Slide 120: Check on Learning: Beyond the Wall: Operations in a Post-Cold War World, 1990-2001 Begin

Why did the United States deploy forces to Saudi Arabia so quickly in 1990 after the Iraqi occupation of Kuwait? Was this in the Vital interests of the United States?

HH. Enabling Learning Objective HH

Note: Show Powerpoint Slide 121: ELO HH: Chapter 13 [v.2], Beyond the Wall: Operations in a Post-Cold War World, 1990-2001, End

Note: Inform the students of the enabling learning objective requirements

HH. Enabling Learning Objective HH

Action:	END: Analyze the Army's operations in the post-Cold War world from the Persian
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	Gulf to Army Transformation, 1990-2001.
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies the significance of multinational operations *Identifies the significance of the breakup of Yugoslavia. *Identifies the significance of Kosovo *Identifies the significance of Army Transformation *Identifies the significance of Conclusion

1. **Learning Step/Activity 1** – Communicate the significance of multinational operations

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 122: Multinational Operations, The Breakup of Yugoslavia, Kosovo, Army Transformation, Conclusion

2. **Learning Step/Activity 2** – Communicate the significance of the breakup of Yugoslavia

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 122: Multinational Operations, The Breakup of Yugoslavia, Kosovo, Army Transformation, Conclusion

3. **Learning Step/Activity 3** – Communicate the significance of Kosovo

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 122: Multinational Operations, The Breakup of Yugoslavia, Kosovo, Army Transformation, Conclusion

4. **Learning Step/Activity 4** – Communicate the significance of Army Transformation

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 122: Multinational Operations, The Breakup of Yugoslavia, Kosovo, Army Transformation, Conclusion

4. **Learning Step/Activity 4** – Communicate the significance of Conclusion

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 122: Multinational Operations, The Breakup of Yugoslavia, Kosovo, Army Transformation, Conclusion

Note: Conduct a check on learning and summarize the learning activity.

Note: Solicit and answer the students' questions. This is not a graded activity.

Note: Show Powerpoint Slide 123: Check on Learning: Beyond the Wall: Operations in a Post-Cold War World, 1990-2001 End

In what ways did the Army attempt to transform itself after the end of the Cold War? Why?

II. Enabling Learning Objective II

Note: Show Powerpoint Slide 124: ELO II: Chapter 14 [v.2], The Global War on Terrorism Begin

Note: Inform the students of the enabling learning objective requirements

II. Enabling Learning Objective II

Action:	BEGIN: Analyze the Global War on Terrorism from the 9/11 terrorist attacks through the process of transforming while at war, 2001-2008.
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies the significance of homeland security *Identifies the significance of Afghanistan: the war against the Taliban and al-Qaeda *Identifies the significance of global operations. *Identifies the significance of the return to Iraq.

*Identifies the significance of Phase IV.

1. **Learning Step/Activity 1** – Communicate the significance of homeland security

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 125: Homeland Security, Afghanistan: The War Against the Taliban and al Qaeda, Global Operations, Back to Iraq, Phase IV

2. **Learning Step/Activity 2** – Communicate the significance of Afghanistan: the war against the Taliban and al-Qaeda

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 125: Homeland Security, Afghanistan: The War Against the Taliban and al Qaeda, Global Operations, Back to Iraq, Phase IV

3. **Learning Step/Activity 3** – Communicate the significance of global operations

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 125: Homeland Security, Afghanistan: The War Against the Taliban and al Qaeda, Global Operations, Back to Iraq, Phase IV

4. **Learning Step/Activity 4** – Communicate the significance of the return to Iraq

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 125: Homeland Security, Afghanistan: The War Against the Taliban and al Qaeda, Global Operations, Back to Iraq, Phase IV

5. **Learning Step/Activity 5** – Communicate the significance of Phase IV

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 125: Homeland Security, Afghanistan: The War Against the Taliban and al Qaeda, Global Operations, Back to Iraq, Phase IV

Note: Conduct a check on learning and summarize the learning activity.

Note: Solicit and answer the students' questions. This is not a graded activity.

Note: Show Powerpoint Slide 126: Check on Learning: The Global War on Terrorism
Begin

To what extent was the invasion of Iraq justified by the Global War on Terrorism? What were some of the other reasons for our attack on Iraq, and how persuasive were they?

JJ. Enabling Learning Objective JJ

Note: Show Powerpoint Slide 127: ELO JJ:Chapter 14 [v.2], The Global War on Terrorism
End

Note: Inform the students of the enabling learning objective requirements

JJ. Enabling Learning Objective JJ

Action:	END: Analyze the Global War on Terrorism from the 9/11 terrorist attacks through the process of transforming while at war, 2001-2008.
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies the significance of the doctrine *Identifies the significance of the "surge". *Identifies the significance of the return to Afghanistan. *Identifies the significance of Transforming while at war.

1. **Learning Step/Activity 1** – Communicate the significance of the doctrine

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual

Note: Show Powerpoint Slide 128: The Doctrine, The “Surge”, The Return to Afghanistan, Transforming While at War, Conclusion

2. **Learning Step/Activity 2** – Communicate the significance of the “surge”

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 128: The Doctrine, The “Surge”, The Return to Afghanistan, Transforming While at War, Conclusion

3. **Learning Step/Activity 3** – Communicate the significance of the return to Afghanistan

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 128: The Doctrine, The “Surge”, The Return to Afghanistan, Transforming While at War, Conclusion

4. **Learning Step/Activity 4** – Communicate the significance of Transforming while at war

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 128: The Doctrine, The “Surge”, The Return to Afghanistan, Transforming While at War, Conclusion

5. **Learning Step/Activity 5** – Communicate the significance of Conclusion
Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 128: The Doctrine, The “Surge”, The Return to Afghanistan, Transforming While at War, Conclusion

Note: Conduct a check on learning and summarize the learning activity.

Note: Solicit and answer the students' questions. This is not a graded activity.

Note: Show Powerpoint Slide 129: Check on Learning: The Global War on Terrorism
End

How has the Global War on Terrorism affected the continuing Army Transformation?

KK. Enabling Learning Objective KK

Note: Show Powerpoint Slide 130: ELO KK: Visit a Museum

Note: Inform the students of the enabling learning objective requirements

KK. Enabling Learning Objective KK

Action:	Analyze a museum as providing a three-dimensional connection between the past, present, and future of the U.S. Army and its operations.
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies why the military objects in a museum helps a cadet connect self to time, place, service, and events in U.S. military history and heritage. *Identifies the reasons behind establishing the museum. *Identifies how the museum’s galleries enhance instruction in U.S. military history and heri *Identifies how the museum’s objects and galleries contribute to the cadet’s understanding U.S. military history and heritage.

1. **Learning Step/Activity 1** – Communicate why the military objects in a museum helps a cadet connect self to time, place, service, and events in U.S. military history and heritage.

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00

Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 131: The Military Objects in a Museum Help Connect Self to Time, Place, Service and Events in U.S. Military History and Heritage, The Reasons for Establishing the Museum

2. **Learning Step/Activity 2** – Communicate the reasons behind establishing the museum

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 131: The Military Objects in a Museum Help Connect Self to Time, Place, Service and Events in U.S. Military History and Heritage, The Reasons for Establishing the Museum

3. **Learning Step/Activity 3** – Communicate the museum's galleries enhance instruction in U.S. military history and heritage.

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 132: How the Museum's Galleries Enhance Instruction in U.S. Military History and Heritage, How the Museum's Objects and Galleries Contribute to a Cadet's Understanding of U.S. Military History and Heritage.

4. **Learning Step/Activity 4** – Communicate how the museum's objects and galleries contribute to the cadet's understanding of U.S. military history and heritage.

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 132: How the Museum's Galleries Enhance Instruction in U.S. Military History and Heritage, How the Museum's Objects and Galleries Contribute to a Cadet's Understanding of U.S. Military History and Heritage.

Note: Conduct a check on learning and summarize the learning activity.

Note: Solicit and answer the students' questions. This is not a graded activity.

Note: Show Powerpoint Slide 133: Check on Learning: Visit a Museum

Identify how the museum's galleries enhance instruction in U.S. military history and heritage

LL. Enabling Learning Objective LL

Note: Show Powerpoint Slide 134: ELO LL: **Final Exam**

Note: Inform the students of the enabling learning objective requirements

LL. Enabling Learning Objective LL

Action:	Conduct a final exam composed of a mix of objective and short-answer questions
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	

1. **Learning Step/Activity 1** – Communicate the significance of the Final Exam

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

MM. Enabling Learning Objective MM

Note: Show Powerpoint Slide 135: ELO MM: Analyze an Instructor Selected Chapter from CSI's *In Contact!: Case Studies from the Long War*

Note: Inform the students of the enabling learning objective requirements

MM. Enabling Learning Objective MM

Action:	Analyze an instructor-selected chapter from CSI's <i>In Contact!: Case Studies from the Long War</i> as an example of the profession of arms and the military art.
Conditions:	Given the Book Review and Analysis Study Guide and Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies the significance of Shootout on Objective WOLF, 10 November 2004 *Identifies the significance of American Advisor in Action, Mosul, 13 November 3004

	<ul style="list-style-type: none"> *Identifies the significance of the Palm Sunday Ambush, 20 March 2005 *Identifies the significance of Operation TRAFFIC STOP: 1-64 Armor in Badhdada, 15 Jul 2005. *Identifies the significance of Punishment in Syachow, Afghanistan, 25 July 2005 *Identifies the significance of Brave Rifles at Tall 'Afar, September 2005
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1. **Learning Step/Activity 1** – Communicate the significance of Shootout on Objective WOLF, 10 November 2004

Method of instruction: CO
 Instructor to student ratio is: 1:25
 Time of instruction 1:00
 Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 136: Shootout on Objective Wolf, 10 Nov 04, American Advisor in Action, Mosul 13 Nov 04, The Palm Sunday Ambush, 20 Mar 05, Operation TRAFFIC STOP, 1-64 Armor in Badhdada 15 Jul 05, Punishment in Syachow, Afghanistan, 25 Jul 05, Brave Rifles at Tall 'Afar, Sep 05

2. **Learning Step/Activity 2** – Communicate the significance of American Advisor in Action, Mosul, 13 November 2004

Method of instruction: CO
 Instructor to student ratio is: 1:25
 Time of instruction 1:00
 Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 136: Shootout on Objective Wolf, 10 Nov 04, American Advisor in Action, Mosul 13 Nov 04, The Palm Sunday Ambush, 20 Mar 05, Operation TRAFFIC STOP, 1-64 Armor in Badhdada 15 Jul 05, Punishment in Syachow, Afghanistan, 25 Jul 05, Brave Rifles at Tall 'Afar, Sep 05

3. **Learning Step/Activity 3** – Communicate the significance of the Palm Sunday Ambush, 20 March 2005

Method of instruction: CO
 Instructor to student ratio is: 1:25
 Time of instruction 1:00
 Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 136: Shootout on Objective Wolf, 10 Nov 04, American Advisor in Action, Mosul 13 Nov 04, The Palm Sunday Ambush, 20 Mar 05, Operation TRAFFIC STOP, 1-64 Armor in Badhdada 15 Jul 05, Punishment in Syachow, Afghanistan, 25 Jul 05, Brave Rifles at Tall 'Afar, Sep 05

4. **Learning Step/Activity 4** – Communicate the significance of Operation TRAFFIC STOP: 1-64 Armor in Badhdada, 13 July 2005.

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 136: Shootout on Objective Wolf, 10 Nov 04, American Advisor in Action, Mosul 13 Nov 04, The Palm Sunday Ambush, 20 Mar 05, Operation TRAFFIC STOP, 1-64 Armor in Badhdada 15 Jul 05, Punishment in Syachow, Afghanistan, 25 Jul 05, Brave Rifles at Tall 'Afar, Sep 05

5. **Learning Step/Activity 5** – Communicate significance of Punishment in Syachow, Afghanistan, 25 July 2005

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 136: Shootout on Objective Wolf, 10 Nov 04, American Advisor in Action, Mosul 13 Nov 04, The Palm Sunday Ambush, 20 Mar 05, Operation TRAFFIC STOP, 1-64 Armor in Badhdada 15 Jul 05, Punishment in Syachow, Afghanistan, 25 Jul 05, Brave Rifles at Tall 'Afar, Sep 05

6. **Learning Step/Activity 6** – Communicate the significance of Brave Rifles at Tall 'Afar, September 2005

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 136: Shootout on Objective Wolf, 10 Nov 04, American Advisor in Action, Mosul 13 Nov 04, The Palm Sunday Ambush, 20 Mar 05, Operation TRAFFIC STOP, 1-64 Armor in Badhdada 15 Jul 05, Punishment in Syachow, Afghanistan, 25 Jul 05, Brave Rifles at Tall 'Afar, Sep 05

Note: Conduct a check on learning and summarize the learning activity.

Note: Solicit and answer the students' questions. This is not a graded activity.

Note: Show Powerpoint Slide 137: Check on Learning: *In Contact!: Case Studies from the Long War*

NN. Enabling Learning Objective NN

Note: Show Powerpoint Slide 138: ELO NN: Analyze an Instructor Selected Chapter from CMH's *Tip of the Spear: U.S. Army Small-Unit Action in Iraq, 2004-2007*

Note: Inform the students of the enabling learning objective requirements

NN. Enabling Learning Objective NN

Action:	Analyze an instructor-selected chapter from CMH's <i>Tip of the Spear: U.S. Army Small-Unit Action in Iraq, 2004-2007</i> as an example of the profession of arms and the military art.
Conditions:	Given the Book Review and Analysis Study Guide and Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies the significance of Hell in a Very Small Market Place: Abu Ghraib – April 2004 *Identifies the significance of the Good Friday Ambush: Abu Ghraib – 9 April 2004 *Identifies the significance of Fighting in the Valley of Peace: Najaf –August 2004 *Identifies the significance of Engineers at War: Fallujah – November 2004 *Identifies the significance of Unanticipated Battle: Musayyib – July 2006 *Identifies the significance of the Battle for Salem Street: Diwaniyah – 8-9 October 2006 *Identifies the significance of Shrouded in the fog of War: Zarqa -28-29 January 2007 *Identifies the significance of Hellfire and Brimstone: Taji- 29 September 2007

1. **Learning Step/Activity 1** – Communicate the significance of Hell in a Very Small Market Place: Abu Ghraib – April 2004

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 139: Hell in a Very Small Market Place: Abu Gharib – Apr 2004, The Good Friday Ambush: Abu Gharib – 9 Apr 2004, Fighting in the Valley of Peace: Najaf-Aug 2004, Engineers at War: Fallujah – Nov 2004, Unanticipated Battle: Musayyib – July 2006

2. **Learning Step/Activity 2** – Communicate the significance of the Good Friday Ambush: Abu Ghraib – 9 April 2004

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual

Note: Show Powerpoint Slide 139: Hell in a Very Small Market Place: Abu Gharib – Apr 2004, The Good Friday Ambush: Abu Gharib – 9 Apr 2004, Fighting in the Valley of Peace: Najaf-Aug 2004, Engineers at War: Fallujah – Nov 2004, Unanticipated Battle: Musayyib – July 2006

3. **Learning Step/Activity 3** – Communicate the significance of Fighting in the Valley of Peace: Najaf –August 2004

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 139: Hell in a Very Small Market Place: Abu Gharib – Apr 2004, The Good Friday Ambush: Abu Gharib – 9 Apr 2004, Fighting in the Valley of Peace: Najaf-Aug 2004, Engineers at War: Fallujah – Nov 2004, Unanticipated Battle: Musayyib – July 2006

4. **Learning Step/Activity 4** – Communicate the significance of Engineers at War: Fallujah – November 2004

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 139: Hell in a Very Small Market Place: Abu Gharib – Apr 2004, The Good Friday Ambush: Abu Gharib – 9 Apr 2004, Fighting in the Valley of Peace: Najaf-Aug 2004, Engineers at War: Fallujah – Nov 2004, Unanticipated Battle: Musayyib – July 2006

5. **Learning Step/Activity 5** – Communicate the significance of Unanticipated Battle: Musayyib – July 2006

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 140: Unanticipated Battle: Musayyib – July 2006, The Battle for Salem Street: Diwaniyah – 8-9 Oct 2006, Shrouded in the Fog of War: Zarqa – 28-29 Jan 2007, Hellfire and Brimstone : Taji – 29 Sep 2007

6. **Learning Step/Activity 6** – Communicate the significance of the Battle for Salem Street: Diwaniyah – 8-9 October 2006

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 140: Unanticipated Battle: Musayyib – July 2006, The Battle for Salem Street: Diwaniyah – 8-9 Oct 2006, Shrouded in the Fog of War: Zarqa – 28-29 Jan 2007, Hellfire and Brimstone : Taji – 29 Sep 2007

7. **Learning Step/Activity 7** – Communicate the significance of Shrouded in the fog of War: Zarqa -28-29 January 2007

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 140: Unanticipated Battle: Musayyib – July 2006, The Battle for Salem Street: Diwaniyah – 8-9 Oct 2006, Shrouded in the Fog of War: Zarqa – 28-29 Jan 2007, Hellfire and Brimstone : Taji – 29 Sep 2007

8. **Learning Step/Activity 8** – Communicate the significance of Hellfire and Brimstone: Taji- 29 September 2007

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 140: Unanticipated Battle: Musayyib – July 2006, The Battle for Salem Street: Diwaniyah – 8-9 Oct 2006, Shrouded in the Fog of War: Zarqa – 28-29 Jan 2007, Hellfire and Brimstone : Taji – 29 Sep 2007

Note: Conduct a check on learning and summarize the learning activity.

Note: Solicit and answer the students' questions. This is not a graded activity.

Note: Show Powerpoint Slide 141: Check on Learning: *Tip of the Spear*

OO. Enabling Learning Objective OO

Note: Show Powerpoint Slide 142: ELO OO: Analyze an Instructor Selected Chapter from CSI's *War Termination, the Proceedings of the War Termination Conference, USMA, West Point Begin*

Note: Inform the students of the enabling learning objective requirements

OO. Enabling Learning Objective OO

Action:	BEGIN: Analyze an instructor-selected chapter from CSI's <i>War Termination: The Proceedings of the War Termination Conference, U.S. Military Academy, West Point</i> as an example of the profession of arms and the military art.
Conditions:	Given the Book Review and Analysis Study Guide and Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies the significance of War Termination: Theory and Practice *Identifies the significance of From Cowpens to Yorktown: the Final Campaign of the War for American Independence *Identifies the significance of The Battles of Plattsburgh and Ending the War of 1812 *Identifies the significance of Dubious Means and Unworthy Ends: Colonel William Worth's Campaign to End the Second Seminole War. *Identifies the significance of The 300 years War *Identifies the significance of The Final Campaign of the Mexican-American War: Winfield Scott's Capture of Mexico City and Difficulties With Guerillas *Identifies the significance of Termination of the Civil War *Identifies the significance of the Philippine War *Identifies the significance of The Meuse-Argonne Offensive: The Final Battle of World War I *Identifies the significance of Waging and Ending War in Europe, 1945 *Identifies the significance of The Final Campaign of World War II in the Pacific *Identifies the significance of Coercion through Air Pressure: The Final American Campaign in the Korean War *Identifies the significance of the Chimera of Success: Pacification and the End of the Vietnam War *Identifies the significance of the Cold War *Identifies the significance of Terminating Operation Desert Storm

1. **Learning Step/Activity 1** – Communicate the significance of War Termination: Theory and Practice

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 143: War Termination: Theory and Practice, From Cowpens to Yorktown: the Final Campaign of the War for American Independence, The Battles of Plattsburgh and Ending the War of 1812 , Dubious Means and Unworthy Ends: Colonel William Worth's Campaign to End the Second Seminole War.

2. **Learning Step/Activity 2** – Communicate the significance of From Cowpens to Yorktown: the Final Campaign of the War for American Independence

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 143: War Termination: Theory and Practice, From Cowpens to Yorktown: the Final Campaign of the War for American Independence, The Battles of Plattsburgh and Ending the War of 1812 , Dubious Means and Unworthy Ends: Colonel William Worth's Campaign to End the Second Seminole War.

3. **Learning Step/Activity 3** – Communicate significance of The Battles of Plattsburgh and Ending the War of 1812

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 143: War Termination: Theory and Practice, From Cowpens to Yorktown: the Final Campaign of the War for American Independence, The Battles of Plattsburgh and Ending the War of 1812 , Dubious Means and Unworthy Ends: Colonel William Worth's Campaign to End the Second Seminole War.

4. **Learning Step/Activity 4** – Communicate the significance of Dubious Means and Unworthy Ends: Colonel William Worth's Campaign to End the Second Seminole War

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 143: War Termination: Theory and Practice, From Cowpens to Yorktown: the Final Campaign of the War for American Independence, The Battles of Plattsburgh and Ending the War of 1812 , Dubious Means and Unworthy Ends: Colonel William Worth's Campaign to End the Second Seminole War.

5. **Learning Step/Activity 5** – Communicate the significance of The 300 years War

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 144: War Termination: The 300 years War, The Final Campaign of the Mexican-American War: Winfield Scott's Capture of Mexico City and Difficulties With Guerillas, Termination of the Civil War, The Philippine War

6. **Learning Step/Activity 6** – Communicate the significance of The Final Campaign of the Mexican-American War: Winfield Scott's Capture of Mexico City and Difficulties with Guerillas

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 144: War Termination: The 300 years War, The Final Campaign of the Mexican-American War: Winfield Scott's Capture of Mexico City and Difficulties With Guerillas, Termination of the Civil War, The Philippine War

7. **Learning Step/Activity 7** – Communicate the significance of Termination of the Civil War

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 144: War Termination: The 300 years War, The Final Campaign of the Mexican-American War: Winfield Scott's Capture of Mexico City and Difficulties With Guerillas, Termination of the Civil War, The Philippine War

8. **Learning Step/Activity 8** – Communicate the significance of the Philippine War

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 144: War Termination: The 300 years War, The Final Campaign of the Mexican-American War: Winfield Scott's Capture of Mexico City and Difficulties With Guerillas, Termination of the Civil War, The Philippine War

9. **Learning Step/Activity 9** – Communicate the significance of The Meuse-Argonne Offensive: The Final Battle of World War I

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 145: The Meuse-Argonne Offensive: The Final Battle of World War I, Waging and Ending War in Europe, 1945, The Final Campaign of World War II in the Pacific, Coercion through Air Pressure: The Final American Campaign in the Korean War

10. **Learning Step/Activity 10** – Communicate the significance of Waging and Ending War in Europe, 1945

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 145: The Meuse-Argonne Offensive: The Final Battle of World War I, Waging and Ending War in Europe, 1945, The Final Campaign of World War II in the Pacific, Coercion through Air Pressure: The Final American Campaign in the Korean War

11. **Learning Step/Activity 11** – Communicate the significance of The Final Campaign of World War II in the Pacific

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 145: The Meuse-Argonne Offensive: The Final Battle of World War I, Waging and Ending War in Europe, 1945, The Final Campaign of World War II in the Pacific, Coercion through Air Pressure: The Final American Campaign in the Korean War

12. **Learning Step/Activity 12** – Communicate the significance of Coercion through Air Pressure: The Final American Campaign in the Korean War

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 145: The Meuse-Argonne Offensive: The Final Battle of World War I, Waging and Ending War in Europe, 1945, The Final Campaign of World War II in the Pacific, Coercion through Air Pressure: The Final American Campaign in the Korean War

13. **Learning Step/Activity 13** – Communicate the significance of the Chimera of Success: Pacification and the End of the Vietnam War

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 146: The Chimera of Success: Pacification and the End of the Vietnam War, The Cold War, Terminating Operation Desert Storm

14. **Learning Step/Activity 14** – Communicate the significance of the Cold War

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 146: The Chimera of Success: Pacification and the End of the Vietnam War, The Cold War, Terminating Operation Desert Storm

15. **Learning Step/Activity 15** – Communicate the significance of Terminating Operation Desert Storm

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 146: The Chimera of Success: Pacification and the End of the Vietnam War, The Cold War, Terminating Operation Desert Storm

Note: Conduct a check on learning and summarize the learning activity.

Note: Solicit and answer the students' questions. This is not a graded activity.

Note: Show Powerpoint Slide 147: Check on Learning: *War Termination*, Begin

PP. Enabling Learning Objective PP

Note: Show Powerpoint Slide 148: ELO PP: Analyze an Instructor Selected Chapter from CSI's *War Termination, the Proceedings of the War Termination Conference, USMA, West Point*
End

Note: Inform the students of the enabling learning objective requirements

PP. Enabling Learning Objective PP

Action:	END: Analyze an instructor-selected chapter from CSI's <i>War Termination: The Proceedings of the War Termination Conference, U.S. Military Academy, West Point</i> as an example of the profession of arms and the military art.
Conditions:	Given the Book Review and Analysis Study Guide and Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies the significance of <i>War Termination: Theory and Practice</i> *Identifies the significance of <i>From Cowpens to Yorktown: the Final Campaign of the War for American Independence</i>

	<ul style="list-style-type: none"> *Identifies the significance of The Battles of Plattsburgh and Ending the War of 1812 *Identifies the significance of Dubious Means and Unworthy Ends: Colonel William Worth's Campaign to End the Second Seminole War. *Identifies the significance of The 300 years War *Identifies the significance of The Final Campaign of the Mexican-American War: Winfield Scott's Capture of Mexico City and Difficulties With Guerillas *Identifies the significance of Termination of the Civil War *Identifies the significance of the Philippine War *Identifies the significance of The Meuse-Argonne Offensive: The Final Battle of World War I *Identifies the significance of Waging and Ending War in Europe, 1945 *Identifies the significance of The Final Campaign of World War II in the Pacific *Identifies the significance of Coercion through Air Pressure: The Final American Campaign in the Korean War *Identifies the significance of the Chimera of Success: Pacification and the End of the Vietn War *Identifies the significance of the Cold War *Identifies the significance of Terminating Operation Desert Storm
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1. **Learning Step/Activity 1** – Communicate the significance of War Termination: Theory and Practice

Method of instruction: CO
 Instructor to student ratio is: 1:25
 Time of instruction 1:00
 Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 149: War Termination: Theory and Practice, From Cowpens to Yorktown: the Final Campaign of the War for American Independence, The Battles of Plattsburgh and Ending the War of 1812, Dubious Means and Unworthy Ends: Colonel William Worth's Campaign to End the Second Seminole War.

2. **Learning Step/Activity 2** – Communicate the significance of From Cowpens to Yorktown: the Final Campaign of the War for American Independence

Method of instruction: CO
 Instructor to student ratio is: 1:25
 Time of instruction 1:00
 Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 149: War Termination: Theory and Practice, From Cowpens to Yorktown: the Final Campaign of the War for American Independence, The Battles of Plattsburgh and Ending the War of 1812, Dubious Means and Unworthy Ends: Colonel William Worth's Campaign to End the Second Seminole War.

3. **Learning Step/Activity 3** – Communicate significance of The Battles of Plattsburgh and Ending the War of 1812

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 149: War Termination: Theory and Practice, From Cowpens to Yorktown: the Final Campaign of the War for American Independence, The Battles of Plattsburgh and Ending the War of 1812, Dubious Means and Unworthy Ends: Colonel William Worth's Campaign to End the Second Seminole War.

4. **Learning Step/Activity 4** – Communicate the significance of Dubious Means and Unworthy Ends: Colonel William Worth's Campaign to End the Second Seminole War

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 149: War Termination: Theory and Practice, From Cowpens to Yorktown: the Final Campaign of the War for American Independence, The Battles of Plattsburgh and Ending the War of 1812, Dubious Means and Unworthy Ends: Colonel William Worth's Campaign to End the Second Seminole War.

5. **Learning Step/Activity 5** – Communicate the significance of The 300 years War

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note : Show Powerpoint Slide 150: The 300 years War, The Final Campaign of the Mexican-American War: Winfield Scott's Capture of Mexico City and Difficulties With Guerillas, Termination of the Civil War, The Philippine War

6. **Learning Step/Activity 6** – Communicate the significance of The Final Campaign of the Mexican-American War: Winfield Scott's Capture of Mexico City and Difficulties with Guerillas

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 150: The 300 years War, The Final Campaign of the Mexican-American War: Winfield Scott's Capture of Mexico City and Difficulties With Guerillas, Termination of the Civil War, The Philippine War

7. **Learning Step/Activity 7** – Communicate the significance of Termination of the Civil War

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 150: The 300 years War, The Final Campaign of the Mexican-American War: Winfield Scott's Capture of Mexico City and Difficulties With Guerillas, Termination of the Civil War, The Philippine War

8. **Learning Step/Activity 8** – Communicate the significance of the Philippine War

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 150: The 300 years War, The Final Campaign of the Mexican-American War: Winfield Scott's Capture of Mexico City and Difficulties With Guerillas, Termination of the Civil War, The Philippine War

9. **Learning Step/Activity 9** – Communicate the significance of The Meuse-Argonne Offensive: The Final Battle of World War I

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 151: The Meuse-Argonne Offensive: The Final Battle of World War I, Waging and Ending War in Europe, 1945, The Final Campaign of World War II in the Pacific, Coercion through Air Pressure: The Final American Campaign in the Korean War

10. **Learning Step/Activity 10** – Communicate the significance of Waging and Ending War in Europe, 1945

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 151: The Meuse-Argonne Offensive: The Final Battle of World War I, Waging and Ending War in Europe, 1945, The Final Campaign of World War II in the Pacific, Coercion through Air Pressure: The Final American Campaign in the Korean War

11. **Learning Step/Activity 11** – Communicate the significance of The Final Campaign of World War II in the Pacific

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 151: The Meuse-Argonne Offensive: The Final Battle of World War I, Waging and Ending War in Europe, 1945, The Final Campaign of World War II in the Pacific, Coercion through Air Pressure: The Final American Campaign in the Korean War

12. **Learning Step/Activity 12** – Communicate the significance of Coercion through Air Pressure: The Final American Campaign in the Korean War

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 151: The Meuse-Argonne Offensive: The Final Battle of World War I, Waging and Ending War in Europe, 1945, The Final Campaign of World War II in the Pacific, Coercion through Air Pressure: The Final American Campaign in the Korean War

13. **Learning Step/Activity 13** – Communicate the significance of the Chimera of Success: Pacification and the End of the Vietnam War

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 152: The Chimera of Success: Pacification and the End of the Vietnam War, The Cold War, Terminating Operation Desert Storm

14. **Learning Step/Activity 14** – Communicate the significance of the Cold War

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 152: The Chimera of Success: Pacification and the End of the Vietnam War, The Cold War, Terminating Operation Desert Storm

15. **Learning Step/Activity 15** – Communicate the significance of Terminating Operation Desert Storm

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 152: The Chimera of Success: Pacification and the End of the Vietnam War, The Cold War, Terminating Operation Desert Storm

Note: Conduct a check on learning and summarize the learning activity.

Note: Solicit and answer the students' questions. This is not a graded activity.

Note: Show Powerpoint Slide 153: Check on Learning: *War Termination,End*

QQ. Enabling Learning Objective QQ

Note: Show Powerpoint Slide 154: ELO QQ: Develop a Critical Analysis of CMH's *Battleground Iraq: Journal of a Company Commander*

Note: Inform the students of the enabling learning objective requirements

QQ. Enabling Learning Objective QQ

Action:	QQ: Develop a critical analysis of CMH's <i>Battleground Iraq: Journal of a Company Commander</i> as an example of the profession of arms and the military art, using the Book Review and Analysis Study Guide
Conditions:	Given the Book Review and Analysis Study Guide and Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies the significance of April 2003 *Identifies the significance of May 2003 *Identifies the significance of June 2003 *Identifies the significance of July 2003 *Identifies the significance of August 2003 *Identifies the significance of September 2003 *Identifies the significance of October 2003 *Identifies the significance of November 2003 *Identifies the significance of December 2003 *Identifies the significance of January 2004 *Identifies the significance of February 2004 *Identifies the significance of March 2004

1. **Learning Step/Activity 1** – Communicate the significance of April 2003

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 155: April 2003, May 2003, June 2003, July 2003, August 2003, September 2003, October 2003

2. **Learning Step/Activity 2** – Communicate the significance of May 2003

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 155: April 2003, May 2003, June 2003, July 2003, August 2003, September 2003, October 2003

3. **Learning Step/Activity 3** – Communicate the significance of June 2003

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 155: April 2003, May 2003, June 2003, July 2003, August 2003, September 2003, October 2003

4. **Learning Step/Activity 4** – Communicate the significance of July 2003

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 155: April 2003, May 2003, June 2003, July 2003, August 2003, September 2003, October 2003

5. **Learning Step/Activity 5** – Communicate the significance of August 2003

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 155: April 2003, May 2003, June 2003, July 2003, August 2003, September 2003, October 2003

6. **Learning Step/Activity 6** – Communicate the significance of September 2003

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00

Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 155: April 2003, May 2003, June 2003, July 2003, August 2003, September 2003, October 2003

7. **Learning Step/Activity 7** – Communicate the significance of October 2003

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 155: April 2003, May 2003, June 2003, July 2003, August 2003, September 2003, October 2003

8. **Learning Step/Activity 8** – Communicate the significance of November 2003

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 156: November 2003, December 2003, January 2004, February 2004, March 2004

9. **Learning Step/Activity 9** – Communicate the significance of December 2003

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 156: November 2003, December 2003, January 2004, February 2004, March 2004

10. **Learning Step/Activity 10** – Communicate the significance of January 2004

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 156: November 2003, December 2003, January 2004, February 2004, March 2004

11. **Learning Step/Activity 11** – Communicate the significance of February 2004

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 156: November 2003, December 2003, January 2004, February 2004, March 2004

12. **Learning Step/Activity 12** – Communicate the significance of March 2004

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 156: November 2003, December 2003, January 2004, February 2004, March 2004

Note: Conduct a check on learning and summarize the learning activity.

Note: Solicit and answer the students' questions. This is not a graded activity.

Note: Show Powerpoint Slide 157: Check on Learning: *Battleground Iraq*

RR. Enabling Learning Objective RR

Note: Show Powerpoint Slide 158: ELO RR: Develop a Critical Analysis of CSI's, *Wanat: Combat Action in Afghanistan, 2008*

Note: Inform the students of the enabling learning objective requirements

RR. Enabling Learning Objective RR

Action:	Develop a critical analysis of CSI's <i>Wanat: Combat Action in Afghanistan, 2008</i> as an example of the profession of arms and the military art, using the Book Review and Analysis Study Guide.
Conditions:	Given the Book Review and Analysis Study Guide and Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies the significance of Historic and Campaign Background of the Waygal Valle *Identifies the significance of the Establishment of COP Kahler, 8-12 July 2008 *Identifies the significance of the Fight at Wanat, 13 July 2008 *Identifies the significance of Conclusions

1. **Learning Step/Activity 1** – Communicate the significance of Historic and Campaign Background of the Waygal Valley

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 159: Historic and Campaign Background of the Waygal Valley, Establishment of COP Kahler, 8-12 July 2008, The Fight at Wanat, 13 July 2008, Conclusions

2. **Learning Step/Activity 2** – Communicate the significance of the Establishment of COP Kahler, 8-12 July 2008

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 159: Historic and Campaign Background of the Waygal Valley, Establishment of COP Kahler, 8-12 July 2008, The Fight at Wanat, 13 July 2008, Conclusions

3. **Learning Step/Activity 3** – Communicate the significance of the Fight at Wanat, 13 July 2008

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 159: Historic and Campaign Background of the Waygal Valley, Establishment of COP Kahler, 8-12 July 2008, The Fight at Wanat, 13 July 2008, Conclusions

4. **Learning Step/Activity 4** – Communicate the significance of Conclusions

Method of instruction: CO
 Instructor to student ratio is: 1:25
 Time of instruction 1:00
 Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 159: Historic and Campaign Background of the Waygal Valley, Establishment of COP Kahler, 8-12 July 2008, The Fight at Wanat, 13 July 2008, Conclusions

Note: Conduct a check on learning and summarize the learning activity.

Note: Solicit and answer the students' questions. This is not a graded activity.

Note: Show Powerpoint Slide 160: Check on Learning: *Wanat: Combat Action in Afghanistan, 2008*

SS. Enabling Learning Objective SS

Note: Show Powerpoint Slide 161: ELO SS: Develop a Critical Analysis of USCGSCI's *Invasion, Intervention, "Intervasion": A Concise History of the U.S. Army in Operation Uphold Democracy*

Note: Inform the students of the enabling learning objective requirements

SS. Enabling Learning Objective SS

Action:	Develop a critical analysis of CSI's <i>Invasion, Intervention, "Intervasion": A Concise History of the U.S. Army in Operation Uphold Democracy</i> as an example of the profession of arms and the military art, using the Book Review and Analysis Study Guide.
Conditions:	Given the Book Review and Analysis Study Guide and Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies the significance of the Historical Context of American Intervention *Identifies the significance of Planning for Intervasion: The Strategic and Operational Setting for Uphold Democracy *Identifies the significance of Operation Uphold Democracy: the Execution Phase *Identifies the significance of Old Principles and new Realities: Measuring Army Effectiveness in Operation Uphold Democracy *Identifies the significance of Uphold Democracy: A Comparative Summary and Cond

1. **Learning Step/Activity 1** – Communicate the significance of the Historical Context of American Intervention

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 162: Historical Context of American Intervention, Planning for Intervention: The Strategic and Operational Setting for Uphold Democracy, Operation Uphold Democracy: The Execution Phase, Old Principles and New Realities: Measuring Army Effectiveness in Operation Uphold Democracy, Uphold Democracy: A Comparative Summary and Conclusion

2. **Learning Step/Activity 2** – Communicate the significance of Planning for Intervention: The Strategic and Operational Setting for Uphold Democracy

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 162: Historical Context of American Intervention, Planning for Intervention: The Strategic and Operational Setting for Uphold Democracy, Operation Uphold Democracy: The Execution Phase, Old Principles and New Realities: Measuring Army Effectiveness in Operation Uphold Democracy, Uphold Democracy: A Comparative Summary and Conclusion

3. **Learning Step/Activity 3** – Communicate the significance of Operation Uphold Democracy: the Execution Phase

Method of instruction: CO
Instructor to student ratio is: 1:25
Time of instruction 1:00
Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 162: Historical Context of American Intervention, Planning for Intervention: The Strategic and Operational Setting for Uphold Democracy, Operation Uphold Democracy: The Execution Phase, Old Principles and New Realities: Measuring Army Effectiveness in Operation Uphold Democracy, Uphold Democracy: A Comparative Summary and Conclusion

4. **Learning Step/Activity 4** – Communicate the significance of old principles and new realities: Measuring Army Effectiveness in Operation Uphold Democracy

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 162: Historical Context of American Intervention, Planning for Intervention: The Strategic and Operational Setting for Uphold Democracy, Operation Uphold Democracy: The Execution Phase, Old Principles and New Realities: Measuring Army Effectiveness in Operation Uphold Democracy, Uphold Democracy: A Comparative Summary and Conclusion

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5. **Learning Step/Activity 5** – Communicate the significance of Uphold Democracy: A Comparative Summary and Conclusion

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

Note: All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

Note: Show Powerpoint Slide 162: Historical Context of American Intervention, Planning for Intervention: The Strategic and Operational Setting for Uphold Democracy, Operation Uphold Democracy: The Execution Phase, Old Principles and New Realities: Measuring Army Effectiveness in Operation Uphold Democracy, Uphold Democracy: A Comparative Summary and Conclusion

Note: Conduct a check on learning and summarize the learning activity.

Note: Solicit and answer the students' questions. This is not a graded activity.

Note: Show Powerpoint Slide 163: Check on Learning: *Invasion, Intervention, "Intervention": A Concise History of the U.S. Army in Operation Uphold Democracy*

SECTION V. STUDENT EVALUATION

Note: Explain how students will be tested to determine if they can perform the TLO to standard. Refer student to the Student Evaluation Plan.

Testing Requirements: Students will receive two roughly 60-minute written tests, one each for Lessons "R" and "LL." In order to receive a Go, students must score a 70 of 100 questions correctly.

Note: Rapid, immediate feedback is essential to effective learning. Schedule and provide feedback sessions on the evaluation and any information to help answer questions about the test. Provide remedial training as needed.

Feedback Requirements: If remedial/refresher training is required, students will be trained by peer instructors, the instructor who taught the class, or another qualified instructor. Have students review all material and references covered in the lesson.

Testing Requirements: Performance Tests 1-4 – Class Discussion of Instructor-Selected Reading

Given the assigned chapter-length reading for this lesson, any personal notes taken during preparation for the lesson, and the classroom setting, have students conduct a discussion of the historical and military significance of the topic that meets one-hundred percent of criteria listed on the Class Discussion of Instructor-Selected Reading Evaluation Checklist. Failure to meet all of the criteria will result in a NO-GO.

Use the Class Discussion of Instructor-Selected Reading Checklist to evaluate the results. This checklist is participation-scored; it lists specific criteria that the Class Discussion of Instructor-Selected Reading must meet to be acceptable. The checklist is found at Appendix B and takes about 5 minutes to complete.

Note: Rapid, immediate feedback is essential to effective learning. Schedule and provide feedback sessions on the evaluation and any information to help answer questions about the test. Provide remedial training as needed.

Feedback Requirements: Provide students with feedback concerning how well their Class Discussion of Instructor-Selected Reading meets the standard as follows:

Step: 1. Action: Complete the Class Discussion of Instructor-Selected Evaluation Checklist, recording specific justification for any NO-GO rating and recommending areas for improvement. GO/NO-GO.

Step: 2. Action: Provide student with a copy of the completed Class Discussion of Instructor-Selected Reading Evaluation Checklist. GO/NO-GO.

Step: 3. Action: Inform students of your availability to discuss their performance and rating. GO/NO-GO.

Step: 4. Change a NO-GO to GO rating if the student can discuss shortcomings and a means of improvement with an instructor or peer coach. GO/NO-GO.

Testing Requirements: Performance Tests 5-7 – Book Review and Analysis

Given the student handout for this lesson, any personal notes taken during the lesson, and a personal study environment, have students develop a 5-7 page, double-spaced Book Review and Analysis that meets one-hundred percent of criteria listed on the Book Review and Analysis Evaluation Checklist. Failure to meet all of the criteria will result in a NO-GO.

Use the Book Review and Analysis Evaluation Checklist to evaluate the results. This checklist is product-scored; lists specific criteria that the Book Review and Analysis must meet to be acceptable. The checklist is found at Appendix B and takes about 15 minutes to complete.

Note: Rapid, immediate feedback is essential to effective learning. Schedule and provide feedback sessions on the evaluation and any information to help answer questions about the test. Provide remedial training as needed.

Feedback Requirements: Provide students with feedback concerning how well their Book Review and Analysis meets the standard as follows:

- Step: 1. Action: Complete the Book Review and Analysis Evaluation Checklist, recording specific justification for any NO-GO rating and recommending areas for improvement. GO/NO-GO.
- Step: 2. Action: Provide student with a copy of the completed Book Review and Analysis Evaluation Checklist GO/NO-GO.
- Step: 3. Action: Inform students of your availability to discuss their performance and rating. GO/NO-GO.
- Step: 4. Action: Change a NO-GO to GO rating if the student can discuss shortcomings and a means for improvement with an instructor or peer coach. GO/NO-GO.

NOTE: Rapid, immediate feedback is essential to effective learning. Schedule and provide feedback sessions on the evaluation and any information to help answer students' questions about the test. Provide remedial training as needed.

Feedback Requirements

Provide students with feedback concerning how well their Book Review and Analysis meets the standard as follows:

Step	Action	GO/NOGO
1	Complete the Evaluation Checklist, recording specific justification for any NO-GO rating and recommending areas for improvement.	
2	Provide student with a copy of the completed Book Review and Analysis Evaluation Checklist.	
3	Inform students of your availability to discuss their performance and rating.	
4	Change a NO-GO to GO rating if the student can discuss shortcomings and a means for improvement with an instructor or peer coach.	

APPENDIX A

Powerpoint Slide MASTERS

(See Microsoft Powerpoint Document TSP Powerpoint Slides Corrected.PPT)

APPENDIX B

TEST AND TEST SOLUTIONS

Testing Requirements: Students will receive two roughly 60-minute written tests, one each for Lessons “R” and “LL.” In order to receive a Go, students must score a 70 of 100 questions correctly.

Note: Rapid, immediate feedback is essential to effective learning. Schedule and provide feedback sessions on the evaluation and any information to help answer questions about the test. Provide remedial training as needed.

Feedback Requirements: If remedial/refresher training is required, students will be trained by peer instructors, the instructor who taught the class, or another qualified instructor. Have students review all material and references covered in the lesson.

NEXT COMES TWO COPIES OF THE EXAM: ONE WITHOUT THE OBJECTIVE ANSWERS HIGHLIGHTED OR THE SHORT-ANSWER SUPPORTING PAGES PROVIDED AND THEN ONE WITH THE OBJECTIVE ANSWERS HIGHLIGHTED AND THE SHORT-ANSWER SUPPORTING PAGES PROVIDED.

(This space left intentionally blank until the inclusion of the final copy of the exam questions)

Testing Requirements: Performance Tests 1-4 – Class Discussion of Instructor-Selected Reading

Given the assigned chapter-length reading for this lesson, any personal notes taken during preparation for the lesson, and the classroom setting, have students conduct a discussion of the historical and military significance of the topic that meets one-hundred percent of criteria listed on the Class Discussion of Instructor-Selected Reading Evaluation Checklist. Failure to meet all of the criteria will result in a NO-GO.

Use the Class Discussion of Instructor-Selected Reading Checklist to evaluate the results. This checklist is participation-scored; it lists specific criteria that the Class Discussion of Instructor-Selected Reading must meet to be acceptable. The checklist is found at Appendix B and takes about 5 minutes to complete.

Note: Rapid, immediate feedback is essential to effective learning. Schedule and provide feedback sessions on the evaluation and any information to help answer questions about the test. Provide remedial training as needed.

Feedback Requirements: Provide students with feedback concerning how well their Class Discussion of Instructor-Selected Reading meets the standard as follows:

Step: 1. Action: Complete the Class Discussion of Instructor-Selected Evaluation Checklist, recording specific justification for any NO-GO rating and recommending areas for improvement. GO/NO-GO.

Step: 2. Action: Provide student with a copy of the completed Class Discussion of Instructor-Selected Reading Evaluation Checklist. GO/NO-GO.

Step: 3. Action: Inform students of your availability to discuss their performance and rating. GO/NO-GO.

Step: 4. Change a NO-GO to GO rating if the student can discuss shortcomings and a means of improvement with an instructor or peer coach. GO/NO-GO.

Testing Requirements: Performance Tests 5-7 – Book Review and Analysis

Given the student handout for this lesson, any personal notes taken during the lesson, and a personal study environment, have students develop a 5-7 page, double-spaced Book Review and Analysis that meets one-hundred percent of criteria listed on the Book Review and Analysis Evaluation Checklist. Failure to meet all of the criteria will result in a NO-GO.

Use the Book Review and Analysis Evaluation Checklist to evaluate the results. This checklist is product-scored; lists specific criteria that the Book Review and Analysis must meet to be acceptable. The checklist is found at Appendix B and takes about 15 minutes to complete.

Note: Rapid, immediate feedback is essential to effective learning. Schedule and provide feedback sessions on the evaluation and any information to help answer questions about the test. Provide remedial training as needed.

Feedback Requirements: Provide students with feedback concerning how well their Book Review and Analysis meets the standard as follows:

- Step: 1. Action: Complete the Book Review and Analysis Evaluation Checklist, recording specific justification for any NO-GO rating and recommending areas for improvement. GO/NO-GO.
- Step: 2. Action: Provide student with a copy of the completed Book Review and Analysis Evaluation Checklist GO/NO-GO.
- Step: 3. Action: Inform students of your availability to discuss their performance and rating. GO/NO-GO.
- Step: 4. Action: Change a NO-GO to GO rating if the student can discuss shortcomings and a means for improvement with an instructor or peer coach. GO/NO-GO.

Note: The two checklists below are the grading standards for Class Discussion of Instructor-Selected Reading and Book Review and Analysis. So that they will know beforehand how they will be graded, provide every student with a copy of each one.

Class Discussion of Instructor-Selected Reading Evaluation Checklist

The instructor will use this checklist to evaluate student performance. After evaluation is complete, the instructor will provide each student with a copy of this evaluation.

To receive a GO, the Class Discussion of Instructor-Selected Reading must satisfy one-hundred percent of the requirements described below. If the Class Discussion of Instructor-Selected Reading is rated a NO-GO, refer to the instructions on remediation requirements that must be met to convert the NO-GO rating to a GO.

- Item: 1. Action: Read the entire instructor-selected reading before the class discussion began. GO; NO-GO/Justification.
- Item: 2. Action: Attended and participated in the class discussion of the instructor-selected reading. GO; NO-GO/Justification.

Book Review and Analysis Evaluation Checklist

The instructor will use this checklist to evaluate student performance. After evaluation is complete, the instructor will provide each student with a copy of this evaluation.

To receive a GO, the Book Review and Analysis must satisfy one-hundred percent of the requirements

described below. If the Book Review and Analysis is rated a NO-GO, refer to the instructions on remediation requirements that must be met to convert the NO-GO rating to a GO.

Item: 1. Action: Employed Study Guide. GO; NO-GO/Justification.

Item: 2. Action: Read the entire book. GO; NO-GO/Justification.

Item: 3. Action: Answered the first four "Ws" on who, what, when, and where. GO; NO-GO/Justification.

Item: 4. Action: Answered the fifth "W," why, in terms of the historical and military significance of the subject/topic of the book. GO; NO-GO/Justification.

Item: 5. Action: Used good English (including spelling, grammar, and punctuation) and committed no plagiarism. GO; NO-GO/Justification.

Appendix C

Simulations

While tactical and operational historical simulations are not a requirement in this curriculum, they are a powerful tool for engaging students in the study of Military History by immersing them in a commander's decision making process. They may be either computerized or paper-based as explained below. Even though, they may be advertised as "historical", "first person shooter" (FPS) games do not fill the requirement stated here. FPS simulations usually involve a single character in a combat situation and the outcome depends on how many "kills" the character makes before the scenario is over. This makes it little more than an arcade game and of no instructional value to the study of Military History. Tactical and operational historical simulations are those that simulate and historical battle or campaign. Within the simulation the student will gain insights into forces, weapons systems and terrain and will be able to apply the principles of war to an actual situation. Following participation in the simulation the class should discuss the outcome and students who participated should be able explain the reason behind the decision they made and answer questions from other students.

There are generally two ways simulations may be used. The first is the single player in which the player makes all the decisions, moves the units and engages all the targets. This is appropriate for simulations involving few units to move and battalion and smaller action. The staff system is appropriate for large complex battles and campaigns that require several levels of command other responsibilities such as separate artillery units or supply. A large simulation of the Battle of Gettysburg might require a staff to run. Despite the value of simulations, instructors should caution their students that although tactical and operational simulations are historical, they are not history and are not a substitute for the study of Military History provided by the textbooks and the selected readings. Many times simulations will not have the same result as the historical event because of decisions made by the participants.

Commercial simulations fall into two categories of paper based and computer based. Paper based simulations are played on a map with a hexagonal grid that allows the pieces to move equal distances in any direction given terrain restrictions. The advantages of paper based simulations is that they are inexpensive and allow several participants to view the map at once without projection equipment. The disadvantages are set-up and takedown times and the requirement to be left in place if it cannot be completes in one session.

Computer based simulations may also be hex-based but newer versions do not have hexes making them more graphically "realistic". While computer based simulations are relatively inexpensive for the purpose they serve, they are often much more expensive than paper based ones. The advantages of computer based simulation are the short set-up and taken down times and the fact that most can be shut down at any point and re-started at the same point. The disadvantage of computer based simulations is that for multiple players a projected screen or multiple terminals are required. Another disadvantage is that the simulations must work on the

computers available to the instructor and student. Often older simulations or the very newest will not play on some machines.

Availability:

Simulations are available commercially through retail outlets and on the Internet. Retail outlets must be found locally. A producer of paper simulations on the internet is Decision Games and an example of a computer based producer is HPS. These are provided as examples only and do not constitute endorsement of either company or their products. Instructors should thoroughly research any company they want to purchase simulations from and check with their local contracting officials for the proper procedure to procure them.

APPENDIX D

STUDENT HANDOUTS

(See MS Word and Adobe Acrobat Documents ...)

Index of Appendix D

Appendix	Page
D 1 Book Review and Analysis Study Guide.	D-2
D 2 R. Cody Phillips, CMH Pub 70-51 <i>The Guide to U.S. Army Museums</i> , Wash., D.C. 1992, 2005	D-5

BOOK REVIEW AND ANALYSIS STUDY GUIDE

Task Number 155-197-0020

Integrate the Basic Knowledge of Military History into Your Education as a Future Officer

Your assignment is to write a critical review and analysis on the chosen book for this exercise. Closely follow the instructions below on format and content. Your paper will be graded in comparison to the Book Review and Analysis Evaluation Checklist for this exercise, and you must receive a "Go" on all listed criteria. Otherwise, you must complete re-mediation with an instructor or peer coach.

1. In terms of format, your review and analysis should be submitted as follows:
 - a. 5-7 double-spaced, typewritten, narrative-only, numbered pages.
 - b. Arial font, 12-point characters.
 - c. One-inch margins all the way around each page.
 - d. 8 ½" X 11" plain white paper.
 - e. Stapled in the upper left-hand corner with no cover sheet.
2. In terms of content, your paper should begin with a short bibliographic citation of the book under review and a short three- or four-sentence paragraph on the author of the book. Namely:
 - a. Author [last name first], *Title* [italicized], (Place of publication: Publisher, Date).
 - b. The paragraph on the author may be researched in your college or university library, or on the web. Ask a Reference Librarian for help!
3. You should think of the rest of your review and analysis paper as an effort to answer the five "W" questions about the book: who, what, when, where, and most importantly, why?
4. In the first three-quarters of your paper, you should summarize the contents of the book in narrative form, using answers to the first four "W's" as a guide to your writing. Do not cover each question individually; instead, be sure to write an integrated narrative, in which you blend together consideration of the first four "W's" so that the reader perceives them all as constituting a smoothly-related and well-written story. In other words, provide the historical context within which the battle and/or campaign occurred, the actions of the armies and their leaders during the battle and/or campaign, and the historical results of the battle and/or campaign. Your further objective here is to reassure the instructor that you read the entire book.

5. In the final one-quarter of your review and analysis, you should answer the fifth and most important “W,” why. To better enable this subtask, you could choose one of the principal Army leaders involved in the battle and/or campaign and compare his leadership and decision-making to the U.S. Army’s Leader Attributes and Core Leader Competencies enumerated in Appendix A of Field Manual (FM) 6-22, *Army Leadership: Competent, Confident, and Agile* (October 2006), which can be found online at: <http://usacac.army.mil/cac2/Repository/Materials/fm6-22.pdf>. Choose two to three of the attributes and/or competencies and compare your leader’s performance to them. For example, did your leader:
- a. Establish and impart clear intent and purpose?
 - b. Use appropriate influence techniques to energize others?
 - c. Understand spheres of influence, means of influence, and limits of influence?
 - d. Lead with confidence in adverse situations?
 - e. Execute plans to accomplish the mission?
 - f. Identify and adjust to external influences on the mission or taskings and organization?

These are but a few of the many attributes and core competencies you could choose.

6. How well you handle English, meaning demonstrating proficiency in such areas as spelling, grammar, and punctuation, will help shape your grade. Therefore, be sure that you write with care and attention to detail and that you proofread your paper thoroughly several times before turning it in.
7. You must write your review and analysis entirely in your own words. Copying portions—even small portions—of the book under review into your paper, without attribution in the form of quotation marks and page references, is called plagiarism. Likewise, copying portions—even small portions—of other sources on the subject under review without attribution is also called plagiarism. Be careful that you do not even inadvertently commit plagiarism.

Appendix D-2

R. Cody Phillips, CMH Pub 70-51 *The Guide to U.S. Army Museums*, Wash., D.C. 1992, 2005

Appendix E

References on Line

The following references for this course are available on the Internet:

Reference	URL
Richard W. Stewart, gen. ed., <i>American Military History: The United States Army and the Forging of a Nation, 1775-1917</i> , Volume I, Second Edition, Army Historical Series (Washington, D.C.: United States Army Center of Military History, 2009)	http://www.history.army.mil/books/AMH-V1/index.htm#HTML
Richard W. Stewart, gen. ed., <i>American Military History: The United States Army in a Global Era, 1917-2008</i> , Volume II, Second Edition, Army Historical Series (Washington, D.C.: United States Army Center of Military History, 2010);	http://www.history.army.mil/books/AMH-V2/AMH%20V2/index.htm#html
William G. Robertson, gen. ed., <i>In Contact!: Case Studies from the Long War</i> , Volume I (Ft. Leavenworth, Kansas: Combat Studies Institute Press, 2006)	http://www.cgsc.edu/carl/download/csipubs/robertson_contact.pdf
Jon T. Hoffman, gen. ed., <i>Tip of the Spear: U.S. Army Small-Unit Action in Iraq, 2004-2007</i> , Global War on Terrorism Series (Washington, D.C.: United States Army Center of Military History, 2009)	http://www.history.army.mil/html/books/iraq/TotS/Tip_Spear.pdf
Matthew Moten, gen. ed., <i>War Termination: The Proceedings of the War Termination Conference, U.S. Military Academy, West Point</i> (Ft. Leavenworth, Kansas: U.S. Army Combined Arms Center, Combat Studies Institute Press, 2010)	http://www.cgsc.edu/carl/download/csipubs/WarTermination2010.pdf
Todd S. Brown, <i>Battleground Iraq: Journal of a Company Commander</i> (Washington, D.C.: Department of the Army, 2007)	http://www.history.army.mil/html/books/iraq/BGIIraq/index.html
Staff of the U.S. Army Combat Studies Institute, <i>Wanat: Combat Action in Afghanistan, 2008</i> (Ft. Leavenworth, Kansas: U.S. Army Combined Arms Center, Combat Studies Institute Press, 2010)	http://www.cgsc.edu/carl/download/csipubs/wanat.pdf
Walter E. Kretchik, Robert F.	

Baumann, and John T. Fishel, <i>Invasion, Intervention, "Intervasion": A Concise History of the U.S. Army in Operation Uphold Democracy</i> (Ft. Leavenworth, Kansas: U.S. Army Command and General Staff College Press, 1998)	http://www.cgsc.edu/carl/resources/csi/Kretchik/kretchik.asp
FM 1 <i>The Army</i>	http://www.army.mil/fm1/
FM 3-0 <i>Operations</i>	http://usacac.army.mil/cac2/Repository/Materials/FM3-0(FEB%202008).pdf
FM 3-0 Change 1	http://www.fas.org/irp/doddir/army/fm3-0.pdf
FM 6-22 <i>Army Leadership</i>	https://armypubs.us.army.mil/doctrine/DR_pubs/dr_aa/pdf/fm6_22.pdf
CMH Pub 70-51 <i>The Guide to U.S. Army Museums</i>	Not available on line
Directory of U.S. Army Museums, National Guard Museums, and Army Reserve Museums	http://www.history.army.mil/html/museums/dir-links.html

Air Force Aerospace Studies 101: The Foundations of the United States Air Force I (32206)

Capt Scott Paeth
Assistant Professor of Aerospace Studies, Air Force ROTC Detachment 925
608-262-3440
srpaeth@wisc.edu

Fall 2013; Monday, 0850 - 0940; 1433 Monroe Street, Rm. 140

Course Description

AS100 is a survey course designed to introduce cadets to the United States Air Force and Air Force Reserve Officer Training Corps. Featured topics include mission and organization of the Air Force, officership, and professionalism, military customs and courtesies, Air Force officer opportunities, and an introduction to communication skills. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with leadership and followership experience.

Course Objectives

1. Know the organizational structure of the Air Force
2. Understand the customs and courtesies and professional appearance required of an Air Force officer
3. Know the Air Force Core Values
4. Understand the concepts of professionalism and officership as they apply to the military
5. Understand the opportunities and benefits available to an Air Force officer
6. Demonstrate basic communicative skills

Text / Reading Assignments: It is highly recommended you read the assigned selections before the relevant lecture. Quizzes and exams will measure your knowledge of the readings.

Dr. Charles J. Nath III, The Foundations of the United States Air Force (2013/2014)

All reading assignments can be found on the Holm Center website (<http://holmcenter.com>). A Yahoo or Google e-mail address is required to access the site material.

Classroom Rules of Engagement for Air Force Cadets

1. Attendance: Cadets must attend at least **80 percent** of scheduled class sessions to achieve a passing grade. However, you should certainly strive to attend ALL classes as doing the minimum necessary is not encouraged either in AFROTC or in the operational Air Force. For those 'academic only' students, while you do not have a minimum attendance requirement, keep in mind that your grade is based partly on participation (and therefore attendance).

2. Food and Drink: Food and drinks are allowed during normal class times so long as they do not become a distraction. Please refrain from eating and drinking during any presentations by fellow classmates. I also expect everyone to be responsible and clean up after themselves.

3. Military protocol: Cadets - observe military customs and courtesies at all times. Call the room to attention when the instructor (or a military officer senior to your instructor) enters or leaves the room. If an officer senior to your instructor enters the room during a lecture from your instructor, do not call the room to attention. Non-Cadets – are not required to come to attention, but please stand along with their classmates for uniformity.

4. Uniform: Uniform wear is not mandatory for each class period (but dress will be according to the Detachment 925 Commander's discretion). When giving a formal presentation (briefing), cadets will be required to wear their Air Force service dress uniform.

5. Cell phones: Cell phones will not be allowed in the classroom. There will be a designated place for you to leave them while in class. This is to simulate a real military briefing environment.

Assignments:

You will have opportunity to earn the following points:

Exam #1	40 points
Exam #2	40 points
Classroom Participation	15 points
Impromptu Briefing	5 points

Grading. On the basis of 100 total points, I will assign letter grades as follows:

<u>UW-Madison/Edgewood/MATC</u>		<u>UW-Whitewater/MBBC</u>			
A	100 – 93	A	100-93	C-	72-70*
AB	92 – 88	A-	92-90	D+	69-66
B	87 – 83	B+	89-87	D	65-63
BC	82 – 78	B	86-83	D-	62-60**
C	77 – 70*	B-	82-80	F	59-0
D	69 – 60**	C+	79-77		
F	59 – 0	C	76-73		

*Minimum passing grade for cadets

** Minimum passing grade for academic only students

//signed//

SCOTT R. PAETH, Capt, USAF
Assistant Professor of Aerospace Studies

Attachments:

1. Class Schedule
2. Common Errors

Attachment 1-- Class Schedule

Date	Subject	Readings
9/2	LABOR DAY – NO CLASS	
9/9	Welcome & Course Overview Introduction to ROTC	Lesson 1 Lesson 2
9/16	Department of the Air Force	Lesson 3
9/23	Air Force Dress and Appearance Standards 1	Lesson 4
9/30	Air Force Dress and Appearance Standards 2	Lesson 4
10/7	Military Customs and Courtesies	Lesson 5
10/14	Exam #1	Lessons 1-5
10/21	Team Building: A Central Skill	Lessons 6
10/28	Team Building: A Central Skill (Continued) <i>“Unscrambling the Secret Codes”</i>	Lesson 6
11/4	Military Communication Skills	Lesson 7
11/11	Interpersonal Communications	Lesson 8
11/18	Air Force Benefits	Lesson 9
11/25	Air Force Officer Career Opportunities 1	Lesson 10
11/28-12/1	<i>Thanksgiving Break</i>	N/A
12/2	Air Force Officer Career Opportunities 2	Lesson 10
12/9	Exam #2	Lessons 6-10
	“Integrity First, Service Before Self, Excellence In All We Do”	

Attachment 2--Common Errors

Not following syllabus!!!

Grammar! Punctuation!

“Like Pakistan English is used frequently in industry and in the government.” WRONG

“Like Pakistan, English is used frequently in industry and in the government.” Correct

Not putting commas after dates.

Putting apostrophes in years—“During the 1800’s there were no airplanes.” WRONG

“During the 1800s, there were no airplanes.”

Run-on sentences—“Since 2005, North Korea has continually expressed a desire to enter negotiations with its neighboring countries and the US, but after each argument or treaty, North Korea has committed actions which contradict these agreements and bring North Korea’s intentions into question.” WRONG

“Since 2005, North Korea has continually expressed a desire to enter negotiations with its neighboring countries and the US. Unfortunately, after each argument or treaty, North Korea has committed actions which contradict these agreements. This brings North Korea’s intentions into question.”

Double words in sentence: “Allow myself to introduce myself.”

Spelling out numbers less than or equal to 10, spell out. Greater than 10, write the number.

“Two hundred seventy three thousand four hundred and ninety seven dollars” WRONG

“\$273,497” correct

An “a” sub-bullet without a “b”

Using contractions—do not do it. It is a formal paper.

Common Briefing Errors

- Standing behind podium—do not do it. You should not be reading off notes. That is the only reason to stand behind a podium. The use of a notecard to assist in “jogging your memory” is acceptable and advisable, but don’t use it as a crutch. Print only main points in the order you are planning on speaking to those points. This will help in a smooth flow and to ensure you do not inadvertently delete areas of focus from your briefing.

- Reading off “the wall”—do not stare at slides projected on wall and read off of it. Know your material! You can glance at wall/slides to keep your place and use as memory jogger. You can also use laser pointer to point out things on a picture or map.

- Exorbitant amount of umms and ahs—practice (chair fly) your brief! Get a buddy to watch and critique you.

- Shuffling and pounding your feet—you would be surprised how many people did this. It is really loud and distracting.

- Do not chew gum!

- Do not look at your watch several times throughout brief—have a buddy out in the crowd that signals time.

Air Force Aerospace Studies 102: The Foundations of the United States Air Force II (12312)

Capt Scott Paeth
Assistant Professor of Aerospace Studies, Air Force ROTC Detachment 925
608-262-3440
srpaeth@wisc.edu

Spring 2014; Mon, 0850 - 0940; 1433 Monroe Street, Rm. 140

Course Description

AS100 is a survey course designed to introduce cadets to the United States Air Force and Air Force Reserve Officer Training Corps. Featured topics include mission and organization of the Air Force, officership, and professionalism, military customs and courtesies, Air Force officer opportunities, and an introduction to communication skills. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with leadership and followership experience.

Course Objectives

1. Know historical events, leaders, and milestones that contributed to the development of the USAF.
2. Comprehend that effective listening positively affects mission accomplishment.
3. Know the various services and activities found on a typical Air Force base.
4. Know the basic characteristics of war.
5. Comprehend the importance of Core Values to Air Force members.
6. Know the basic concepts of Air Force leadership.
7. Know the importance of managing diversity and the concept and consequences of harassment.
8. Know the meaning of the Oath of Office and Commissioning.
9. Demonstrate basic communicative skills

Texts / Reading Assignments: It is highly recommended you read the assigned selections before the relevant lecture. If it is evident that nobody is reading, I will institute pop-quizzes.

Dr. Charles J. Nath III, The Foundations of the United States Air Force (2013/2014)
***available at Holmcenter.com

Classroom Rules of Engagement for Air Force Cadets

1. Attendance: Cadets must attend at least **80 percent** of scheduled class sessions to achieve a passing grade. However, you should certainly strive to attend ALL classes as doing the minimum necessary is not encouraged either in AFROTC or in the operational Air Force. For those 'academic only' students, while you do not have a minimum attendance requirement, keep in mind that your grade is based partly on participation (and therefore attendance).

2. Food and Drink: Food and drinks are allowed during normal class times so long as they do not become a distraction. Please refrain from eating and drinking during any presentations by fellow classmates. I also expect everyone to be responsible and clean up after themselves.
3. Military protocol: Cadets - observe military customs and courtesies at all times. Call the room to attention when the instructor (or a military officer senior to your instructor) enters or leaves the room. If an officer senior to your instructor enters the room during a lecture from your instructor, do not call the room to attention. Non-Cadets – are not required to come to attention, but please stand along with their classmates for uniformity.
4. Uniform: Uniform wear is not mandatory for each class period (but dress will be according to the Det 925 Commander’s discretion). When giving a formal presentation (briefing), cadets will be required to wear their a blues uniform.
5. Cell phones: Cell phones will not be allowed in the classroom. There will be a designated place for you to leave them while in class. This is to simulate a real military briefing environment.
6. Assignments: Aside from exams and classroom participation, you will be required to write a 1-page minimum Background Paper (see the Tongue & Quill for format) on an Airpower topic of your choosing. This is a great opportunity for you to further research an interest area of yours in greater depth. In the past, popular topics included aircraft, career fields, famous Air Force figures, or famous Air Force campaigns or battles. You will also give a 3-5 minute briefing on the same topic.

Assignments:

You will have opportunity to earn the following points:

Exam #1	30 points
Exam #2 (non-cumulative)	30 points
Classroom Participation	15 points
Background Paper	15 points
Briefing	10 points

Grading. On the basis of 100 total points, I will assign letter grades as follows:

<u>UW-Madison/Edgewood/MATC</u>		<u>UW-Whitewater/MBBC</u>	
A	100 – 93	A	100-93
AB	92 – 88	C-	72-70*
B	87 – 83	A-	92-90
BC	82 – 78	D+	69-66
C	77 – 70*	B+	89-87
D	69 – 60**	D	65-63
F	59 – 0	B	86-83
		D-	62-60**
		F	59-0
		B-	82-80
		C+	79-77
		C	76-73

*Minimum passing grade for Cadets

** Minimum passing grade for academic only students

SCOTT R. PAETH, Capt, USAF
Assistant Professor of Aerospace Studies

Attachments:

1. Class Schedule
2. Common Errors

Attachment 1-- Class Schedule

Date	Subject	Readings
1/20	MLK JR DAY, NO CLASS	n/a
1/27	Welcome & Class Overview Listening: The Neglected Skill	Lesson 13
2/3	AF Heritage (pt I)	Lesson 12
2/10	AF Heritage (pt II)	Lesson 12
2/17	AF Installations	Lesson 14
2/24	War and the US Military	Lesson 15
3/3	Review *BACKGROUND/BRIEFING TOPICS DUE	Lessons 12-15
3/10	Exam #1	Lessons 12-15
3/17	SPRING BREAK – NO CLASS	N/A
3/24	AF Core Values	Lesson 16
4/1	The AF Leader	Lesson 17
4/8	Human Relations *BACKGROUND PAPERS DUE	Lesson 18
4/15	The Oath of Office	Lesson 19
4/22	Briefings	
4/29	Briefings/Exam Review	Lessons 16-19
5/6	Exam #2	Lessons 16-19
	“Integrity First, Service Before Self, Excellence In All We Do”	

Attachment 2--Common Errors

Not following syllabus!!!

Grammar! Punctuation!

“Like Pakistan English is used frequently in industry and in the government.” WRONG

“Like Pakistan, English is used frequently in industry and in the government.” Correct

Not putting commas after dates.

Putting apostrophes in years—“During the 1800’s there were no airplanes.” WRONG

“During the 1800s, there were no airplanes.”

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“Since 2005, North Korea has continually expressed a desire to enter negotiations with its neighboring countries and the US. Unfortunately, after each argument or treaty, North Korea has committed actions which contradict these agreements. This brings North Korea’s intentions into question.”

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“Two hundred seventy three thousand four hundred and ninety seven dollars” WRONG

“\$273,497” correct

An “a” sub-bullet without a “b”

Using contractions—do not do it. It is a formal paper.

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Standing behind podium—do not do it. You should not be reading off notes. That is the only reason to stand behind a podium

Reading off “the wall”—do not stare at slides projected on wall and read off of it. Know your material! You can glance at wall/slides to keep your place and use as memory jogger. You can also use laser pointer to point out things on a picture or map.

Exorbitant amount of umms and ahs—practice (chair fly) your brief! Get a buddy to watch and critique you.

Shuffling and pounding your feet—you would be surprised how many people did this. It is really loud and distracting.

Do not wear your jacket. It is a formal brief. Wear service dress, long sleeve and tie, or even short sleeve...but NOT a jacket.

Do not chew gum!

Do not look at your watch several times throughout brief—have a buddy out in the crowd that signals time.

Do not use notecards—this is not high school anymore Toto.



INTRODUCTION TO LEADERSHIP-HYBRID
MS Leadership 110 (Section 2)
Fall 2014

INSTRUCTOR:

CPT Troy A. Yard

University of Wisconsin at Whitewater
Army ROTC
McCutchan Hall, Room 419
Office Phone: 262-472-6213
Department Secretary: 262-472-1541
Email: yardt@uww.edu

SSG Annie Kobza

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CLASS MEETING:

LDRSHP 110 Introduction to Leadership I 2 Credits

Section 2 (Class #2147) 12:30pm-1:20 pm MW (Meets Sep 2-Dec 23) MC426

OFFICE HOURS:

Mondays & Wednesdays 0930-1130 or by appointment

REQUIRED TEXTS OR MANUALS:

Leadership 110 Student Text:

Leadership	http://www.rotcebooks.net/Leadership/index.html
Officership	http://www.rotcebooks.net/Officership/index.html
Personal Development	http://www.rotcebooks.net/Personal_Development/index.html
Tactics and Techniques	http://www.rotcebooks.net/Tactics_and_Techniques/index.html
Values and Ethics	http://www.rotcebooks.net/Values_and_Ethics/index.html

COURSE DESCRIPTION (OVERVIEW):

Leadership 110 introduces you to the personal challenges and competencies that are critical for effective leadership. You will learn how the personal development of life skills such as goal setting, time management, physical and mental resilience, fitness, and stress management relate to leadership, officership, and professionalism. This course provides an introduction to the Army and the Army Leadership Model.

The focus is on developing basic knowledge and comprehension of leadership dimensions, attributes and core leader competencies while gaining a big picture understanding of the Officer Development Program, its purpose, and its advantages for the student.

Course Format: This course will be offered in a blended format incorporating both online and in-class learning activities. Materials and assignments will be provided through the D2L course site. You will also be expected to complete online activities, quizzes, and participate each week in a directed activity and/or assignment. All of these activities contribute significantly to your grade. Activities and due dates are explained in the Course Outline below.

The goals of this course are to:

1. Promote active, self-directed learning by providing you with an effective combination of in-class teaching and online learning.
2. Provide you with more flexibility by allowing you to do more of your work from home and to complete online learning activities at times that best suit your weekly schedule and learning preferences.

It is important to remember that:

1. All students in this course must have access to the Internet. You must use the D2L site regularly to keep up with the announcements and to complete the assigned activities.
2. Less structured classroom activities does NOT mean less work. It is expected that your active participation will enhance your learning.
3. Learning is not a spectator sport. You are expected to take the responsibility to actively use the online learning material and to manage your time so that you complete assigned reading and online activities and be prepared for classroom discussion.

The following are few things you can do right away to prepare for this course:

1. I recommend you start by visiting D2L and reading the Course Information and Course Policies posted in the Content Area. These documents cover most aspects of the course and will give you a good start to success. If you have never taken a blended course before be sure to review the D2L and technology [documentation](#) and [tutorials](#).
2. If you have any questions about the course that are not fully explained in the documents mentioned above or this syllabus, please post your questions to the "Raise Your Hand" topic in the Discussion Area. If another student has the same question, or knows the answer to your question, please share that information. I will monitor the Q&A discussion forum for new messages, but don't be surprised if another student replies before I do--I encourage it.
3. Please write an introduction for yourself that you can post in the Introductions Topic in the Discussion Area. Your introductions will help me get to know you and your classmates. These introductions are public to the whole class. With the online introductions you can share information about yourself, and the introduction remains in the course to review later as you get to know each other. I encourage you to be creative and open in introducing yourself.
4. Most importantly, print out and read this Syllabus for important due dates and readings. You are expected to refer to this document throughout the course to ensure you complete all the activities in the time allotted.

LEARNING OBJECTIVES:

The overall objective of this course is to prepare the student for Leadership in a complex world. For those interested in becoming Army Officers this class will contribute to your success at the Basic Officer Leader Course (BOLC) Phase B, which the student will attend upon graduation and commissioning. Also, to develop the student into a leader imbued with the Army Values, who can think critically and will be capable of leading in the Contemporary Operating Environment. This course has specific learning objectives for the five tracks listed below:

1. **Leadership: Examine, compare and contrast Army, business, and general leadership principles and models.**
 - Describe the relationship between leadership attributes, character and competency.

- Identify the leader attributes and core leader competencies of the Army Leadership Requirements Model
 - Explore and discuss leadership models in business and general contexts and compare/contrast similarities and differences.
2. **Values and Ethics: Understand the role and importance of a strong personal and corporate value system in leading yourself and others**
 - Army Leadership: Explain the Warrior Ethos and define the seven Army Values
 - Corporate Leadership: analyze and compare stated values of fortune 500 companies
 3. **Personal Development: Understand the impact of physical fitness, resiliency and stress management in leadership**
 - Define the standards for Comprehensive Fitness
 - Write near and long term goals and a personal vision and mission statement
 - Explain the basic elements of time and stress management
 - Identify benefits of resiliency awareness in an overall personal fitness program
 4. **Introduction to Cultural Understanding**
 - Recognize the components of culture
 - Understand how different forces influence culture
 - Explain the importance of increasing cultural and foreign language competencies
 5. **Officership:**
 - Explain the importance of citizenship principles for leaders and military officers
 - Explain corporate citizenship and corporate culture
 - Describe the importance of basic heritage elements

COURSE POLICIES:

Participation in Learning Community: Attendance at all classes and completion of online activities are mandatory. Five (5) attendance points are awarded for each class attended for a total of 100 attendance points possible. Absences are considered excused when they are due to circumstances beyond your control. Contact the instructor **prior to being absent** to be excused from class. Unexcused absences will result in the loss of 5 points per absence. Leaving class early or arriving late consistently is also considered time absent from class. Two hundred (200) participation points are awarded for overall individual class participation. Participation includes active involvement in class discussions, contributions to group activities, completion of online discussions and assignments, and overall contribution to the learning environment. Attendance and Participation account for 30% of your total grade.

Late Work: Scores will be reduced by 5% on assignments turned in late. If the assignment is more than one week late the score will be reduced by 10%. Homework submitted 2 or more weeks late will receive half credit. Missed exams may be made up with the approval of the instructor.

Professional Demeanor: Students are expected to behave in a professional manner. Elements of professionalism include the following:

- Personal integrity.
- Responsibility for one's own behavior, tasks, assignments and life lessons.
- Consideration, caring and sensitivity to peers.
- Maturity, including the capacity to accept "no".
- Practice of ethical and moral professional behavior.
- Openness to constructive feedback.
- Willingness to try new behaviors and to make suggested changes.
- Presenting a professional appearance and demonstrating military bearing.

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

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

Required Course Technology: A number of assignments, projects, and exercises will require your use of D2L and WebEx. Each student is required to have their own computer, access to the Internet (broadband access required in most cases), headset and microphone (built in or external), and be comfortable with the use of email, D2L, WebEx, and various other Internet based programs. You are encouraged to bring an Internet Connected Device (laptop, iPod Touch, iPad, etc.) to class with you every day. We will make use of cell phones and Internet devices in many classes. **Unless otherwise stated ALL assignments will be submitted through D2L; feedback and grades are provided through D2L exclusively.**

COURSE OUTLINE:

MODULE/ MODE:	LESSON/ACTIVITY:	ASSIGNMENT(S):	WEEK OF:
Week 1			03 Sep
F2F	Course Overview	Post Introduction on D2L	
Week 2			09 Sep
F2F	Introduction to the Army		
F2F	Introduction to Army Leadership		
D2L	Leadership Models (Hershey-Blanchard Situational Leadership, Servant Leadership, Blake-Mouton Leadership Grid, GROW Model)	Leadership Style Inventory	
Week 3			16 Sep
F2F	Critical Thinking Skills	<i>Leadership Inventory Essay Due</i>	
D2L	Apply Critical Thinking Skills	Analyze & Discussion Question: Analyze the Logic of an Article	
Week 4			23 Sep
F2F	Officership & Professionalism		
F2F	Organizational Values and Ethos	Research & Discussion Question: Research an organization's values (Peer Review)	
D2L	Quiz 1	Low stakes Quiz 1- Week 1 thru 4 (D2L)	
Week 5			30 Sep
F2F	Intro to Cultural Understanding	In-class presentation	
D2L	Cultural Understanding	Research & Discussion Question: Research a Culture (Peer Review)and present to class	
Week 6			07 Oct
F2F	Cultural Understanding Discussion	In-class presentation	
D2L	Midterm Exam		
Week 7			21 Oct
D2L	Introduction to Stress Management	Review lecture online	
D2L	Goal Setting/Personal Mission Statement	Review lecture online	
F2F	Vision, Mission Statement Development	In-Class Exercise and Online Discussion	
Week 8			14 Oct
F2F	Time Management*	Time Management Exercise w/take- home assignment	
D2L	Health and Fitness	Review lecture online	
Week 9			28 Oct
F2F	Situational Leadership	Cultural Exchange Project	
D2L	Quiz 2	Quiz 2 via D2L	
Week 10			04 Nov
F2F	<i>12 O'Clock High: Understanding the Application of Leadership Principles</i>	<i>Time Management Assignment Due</i>	
Week 11			11 Nov
F2F	<i>12 O'Clock High: Understanding the Application of Leadership Principles</i>		
Week 12			18 Nov
F2F	<i>12 O'Clock High: Character Analysis</i>		
Week 13			25 Nov
	No class 27/28 Nov: Thanksgiving Break		
Week 14			2 Dec
F2F	Cultural Exchange Presentations	Health and Fitness Assignment Due (extra credit)	
Week 15			09 Dec
D2L	Final Exam		

ACADEMIC REQUIREMENTS:

Attendance (10% of Grade): Attendance will count towards 10% of your grade.

Participation & Online Discussions (20% of Grade): Contribution to the learning community via online discussions will count towards 10% of your grade.

2 Quizzes: (10% of Grade): You will be required to take two quizzes. Each will be worth 5% of your grade. You will have one quiz before the midterm and one quiz after the midterm.

Online Midterm Exam (20% of Grade): The midterm exam will cover all material presented to date. It will consist of multiple choice, true/false, short answer and essay questions, and will be executed online in the Quizzes section of D2L.

Homework Assignments (20% of grade): 2 assignments will be given during class. They will consist of a reflective essay on the results of your individual leadership inventory, and a Cultural Exchange Project. These assignments must have supporting documentation and meet the lesson objective. Additional information will be provided in class.

Final Exam (20% of grade): The final exam will only cover material presented since the midterm exam.

Extra Credit Opportunity: Extra credit opportunity will be given during the semester at the discretion of the instructor. Extra credit points will be added directly to the cumulative class score for the semester.

Grade: Your grade in this class will be a result of completion of the course requirements, listed below.

50 Points	Quiz 1
200 Points	Midterm Exam
50 Points	Quiz 2
200 Points	Homework Assignments (2)
200 Points	Final Exam
200 Points	Online Discussions & Participation
100 Points	Attendance
1000 Points	TOTAL

P

Grading Scale: 1000 total points are possible.
Grading is based on absolute points, no curve will be used.

GRADING SCALES:

Percentage:

100 -93% A, 92-90% A-
89-87% B+, 86-83% B, 82-80% B-
79-77% C+, 76-73% C, 72-70% C-
69-67% D+, 67-73% D, 62-60% D-
59% and below Failing

Numeric:

1000-930	A
929-900	A-
899-870	B+
869-830	B
829-800	B-
799-770	C+
769-730	C
729-700	C-
699-670	D+
699-630	D
629-600	D-
Below 600	F

The class grading criteria and sequence of instruction are subject to change. All changes will be communicated and will not disadvantage any students.

RECCOMENDED MANUALS:

MANUAL	TITLE
FM 1:	The Army
FM 1-02	Operational Terms and Graphics (INCL C1)
FM 3-25.26:	Map Reading and Land Navigation
FM 5-0:	Army Planning and Orders Production
FM 6-0:	Mission Command: Command and Control of Army Forces
FM 6-22	Army Leadership: Competent, Confident, And Agile
FM 7-0	Training Units and Developing Leaders for Full Spectrum Operations
FM 7-22.7	The Army Non-Commissioned Officer Guide
FM 21-20:	Army Physical Readiness
ADP 5-0	The Operations Process
ADP 6-0	Mission Command
ADP 6-22	Army Leadership
ADRP 5-0	The Operations Process
ADRP 6-0	Mission Command
ADRP 6-22	Army Leadership
ATTP 10.1	S-1 Operations
ATP 3-90.90	Army Tactical Standard Operating Procedures
TC 3-21.5	Drill and Ceremonies
TC 3-22.20	Army Physical Readiness Training
DA Pam 640-1	Officers Guide to the Officer Record Brief

Acronyms: ADP - Army Doctrine Publications, ATTP - Army Tactics, Techniques, and Procedures, ATP - Army Techniques Publications, ADRP - Army Doctrine Reference Publications, FM - Field Manual

Leadership Resources:

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

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

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

Maxwell, J. C. (1999). *The 21 indispensable qualities of a leader*. Nashville: Thomas Nelson, Inc.

Taylor, R. L., Rosenbach, W. E., & Rosenbach, E. B. (Eds.). (2008). *Military Leadership: In Pursuit of Excellence* (6th ed.). Cambridge, MA: Westview Press.

FURTHER READING (NOT EXHAUSTIVE):

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.

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

Maxwell, John. (2011). The Five Levels of Leadership: Proven Steps to Maximize your Potential. New York: Center Street.

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.

Web Sites (Have Cadets establish accounts)

<https://rotc.blackboard.com>

<http://srotc.nformd.net/sexualassault/ulogin/>

http://armypubs.army.mil/doctrine/active_fm.html

http://www.goarmy.com/about/ranks_and_insignia.jsp

<http://www.army.mil/values/warrior.html>

<http://www.armyg1.army.mil/hr/suicide/>

<http://www.army.mil/media/amp/?bctid=114827147001>

<http://www.ChooseMyPlate.gov>

<https://www.choosemyplate.gov/SuperTracker/default.aspx>

<http://csf2.army.mil/>

<http://www.army.mil/readyandresilient>

ABSENCE FOR UNIVERSITY SPONSORED EVENTS:

University policy states that students will not be academically penalized for missing class in order to participate in university sanctioned events. Activity sponsors are responsible for obtaining the Provost's prior approval of an event as being university sanctioned and for providing an official list of participants. Students are responsible for notifying their instructors in advance of their participation in such events. More information can be found in the Bulletin and the Student Handbook.

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and nondiscriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special accommodations, Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events. (For details please refer to the Undergraduate and Graduate Timetables; the "Rights and Responsibilities" section of the Undergraduate Bulletin; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Bulletin; and the "Student Academic Disciplinary Procedures" [UWS Chapter 14]; and the "Student Nonacademic Disciplinary Procedures" [UWS Chapter 17]).



Introduction to Leadership

Leadership 120 (Section 1)

Spring 2014



INSTRUCTOR:

Section 1: Michael Nyenhuis

University of WI-Whitewater
Army ROTC
McCutchan Hall, Room 420
Office Phone: 262-472-5250
Department Secretary: 262-472-1541
Email: nyenhuim@uww.edu

CLASS MEETING:

Section 01 9:55 – 10:45 M, W 426 McCutchan

OFFICE HOURS:

T, R, F 0900-1100 or by appointment

WEB ADDRESS: <http://www.uww.edu/coe/rotc>

TEXTS OR MANUALS:

MSL I Student Text:

Introduction to Leadership. (2009). Boston, MA: Pearson Custom Publishing.

RECOMMENDED BOOKS :

Field Manuals :

FM 1-02, Operational Terms and Graphics, September 2004
FM 3-21.8, The Infantry Rifle Platoon and Squad, March 2007
FM 6-22, Army Leadership – Competent, Confident, and Agile, October 2006
FM 3-25.26, Map Reading and Land Navigation, 18 January 2005
FM 21-31, Topographic Symbols, December 1968

COURSE DESCRIPTION: Welcome to Leadership 120!

This semester builds upon the fundamentals introduced in the previous semester by focusing on leadership theory and decision-making. Leadership 120 overviews leadership fundamentals such as goal setting, problem-solving, group interaction, presenting briefs, providing feedback, and using effective communication skills. Upon completion of this semester, students should be prepared to advance to more complex leadership instruction concerning the dynamics of organizations. Additionally, students will be increasingly required to demonstrate knowledge of leadership fundamentals and communications (both written and oral).

LEARNING OBJECTIVES:

The key objective of this semester is to explore the Army's leadership philosophy in more detail and learn fundamental military concepts.

- **Leadership:**
 - Distinguish between leadership attributes and core leadership competencies.
 - Illustrate how a leader leads, develops and achieves
- **Values and Ethics:**
 - Explain how values impact leadership
 - Describe the importance of the Warrior Ethos for effective leadership
- **Personal Development:**
 - Develop personal mission statement and goals
 - Explain the basic elements of Army Communication
- **Tactics and Techniques:**
 - Describe the components of a fire team and squad
 - Describe the three individual movement techniques
 - Identify symbols and colors on a military map
- **Officership:**
 - Explain the importance of personal development for officership.

COURSE OUTLINE:		Week Of:
Week 1	Overview /	20 Jan 14
Week 2	Introduction to Tactics I & II	27 Jan 14
Week 3	Intro to OPORD and Troop Leading Procedures Quiz 1(Tactics/D2L)	03 Feb 14
Week 4	Goal Setting/Personal Mission Statement Goal Setting Assignment	10 Feb 14
Week 5	Introduction To Map Reading	17 Feb 14
Week 6	Introduction to Land Navigation	24 Feb 14
Week 7	Land Navigation and Map Reading PE/ Quiz 2(Land Nav)	03 Mar 14
Week 8	Midterm Exam/ Goal Setting Assignment Due	10 Mar 14
Week 9	Introduction to Effective Army Communication	17 Mar 14
SPRING BREAK 24-28 Mar 14		
Week 10	Army Leadership – Intelligence and Core Competencies	31 Mar 14
Week 11	Leader Competencies Presentations Assignment	07 Apr 14
Week 12	Army Leadership – Character & Presence	14 Apr 14
Week 13	Intro to Ethical Decision Making	21 Apr 14
Week 14	Leader Presentations	28 Apr 14
Week 15	Leader Presentations /Final Exam Review	05 May 14
Week 16	Final Exam (On Line/D2L)	

COURSE POLICIES:

Participation: Attendance at all class meetings is mandatory. Ten (10) attendance points are awarded for each class attended for a total of 150 attendance points possible. Absences are considered excused when they are due to circumstances beyond your control. Contact the instructor **prior to being absent** to be excused from class. Unexcused absences will result in the loss of 10 points per absence. Leaving class at break or arriving late consistently is also considered time absent from class. Attendance will account for 15% of your total grade.

Late Work: Scores will be reduced by 5% on assignments turned in late. If the assignment is more than one week late the score will be reduced by 10%, more than 2 weeks late will receive half credit. Missed exams require instructor approval for make-up.

Professional Demeanor: Students are expected to behave in a professional manner. Elements of professionalism include the following:

Personal integrity.

Responsibility for one's own behavior, tasks, assignments and life lessons.

Consideration, caring and sensitivity to peers.

Maturity, including the capacity to accept "no".

Practice of ethical and moral professional behavior.

Openness to constructive feedback.

Willingness to try new behaviors and to make suggested changes.

Presenting a professional appearance and demonstrating military bearing.

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

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

ACADEMIC REQUIREMENTS:

Attendance and Participation (25% of Grade): Attendance will count towards 15% of your grade with class participation making up 10% of your grade.

2 Quizzes: (10% of Grade): You will be required to take two quizzes. Each will be worth 5% of your grade.

Midterm Exam (20% of Grade): The midterm exam will cover all material presented to date. It will consist of multiple choice, true/false, short answer and essay questions.

Homework Assignments (15% of grade): Three homework assignments will be given during the semester. Additional information will be provided during class.

Final Exam (30% of grade): The final exam will only cover material presented since the midterm exam.

Extra Credit Opportunity: Extra credit opportunities will be given at the discretion of the instructor.

Grade: Your grade in this class will be a result of completion of the course requirements, listed below.

50 Points	Quiz 1
50 Points	Quiz 2
200 Points	Midterm Exam
150 Points	Homework Assignments
300 Points	Final Exam
100 Points	Participation
150 Points	Attendance
<hr/>	
1000 Points	TOTAL

Grading Scale:

1000-900	A
899-800	B
799-700	C
699-600	D
Below 600	F

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Misconduct, Religious Beliefs Accommodation, Discrimination, and Absence for University Sponsored Events. Please refer to the Undergraduate and Graduate Timetables; the “Rights and Responsibilities” section of the Undergraduate Bulletin, the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Bulletin; and the “Student Academic Disciplinary Procedures” [UWS Chapter 17].

//Original Signed//
Michael D. Nyenhuis
 Senior Military Science Instructor

Air Force Aerospace Studies 201: The Evolution of U. S. Air & Space Power I (1020)

Capt Scott R. Paeth

Assistant Professor of Aerospace Studies, Air Force ROTC Detachment 925

608-262-3440; srpaeth@wisc.edu

Fall 2013; Friday, 0850 - 0940; Goodhue Hall RM: 313

Course Description:

This is a course designed to examine general aspects of air and space power through a historical perspective. The course covers a time-period from the first balloons and dirigibles to the space-age systems of the Global War on Terror. Historical examples are provided to extrapolate the development of Air Force distinctive capabilities and missions to demonstrate the evolution of what has become today's USAF air and space power. Furthermore, the course examines several fundamental truths associated with war in the third dimension; e.g., Principles of War and Tenets of Air and Space Power. In addition, you will be inculcated into the Air Force Core Values, with the use of operational examples and will conduct writing and briefing assignments to meet Air Force communication skills requirements.

Course Objectives:

1. Know the key terms and definitions used to describe air and space power.
2. Know the events, leaders, and technical developments that surrounded the evolution and employment of USAF air and space power.
3. Know the Air Force "Core Values" and identify examples of their use throughout the evolution of USAF air and space power.
4. Recognize some of the important aircraft of the U.S. Air Force and of aviation history.
5. Demonstrate basic verbal and written communication skills.

Texts / Reading Assignments: I strongly recommend you read the assigned selections before the lecture. There may be 'pop-quiz' or activities that will require you to be familiar with the information.

A Concise History of the U.S. Air Force

Air Force Doctrine Document 1: Air Force Basic Doctrine, Organization, and Command

AFH 33-337 "The Tongue and Quill"

Classroom Rules of Engagement for Air Force Cadets

1. Attendance: Cadets must attend at least **80 percent** of scheduled class sessions to achieve a passing grade. However, you should strive to attend ALL classes as doing the minimum necessary is not encouraged either in AFROTC or in the operational Air Force. For those 'academic only' students, while you do not have a minimum attendance requirement, keep in mind that your grade is based partly on participation (and thus attendance).
2. Food and Drink: Food and drinks are allowed during normal class times so long as they do not become a distraction. Please refrain from eating and drinking during any presentations by fellow classmates. I also expect everyone to be responsible and clean up after him or herself.
3. Military protocol: Cadets must observe military customs and courtesies at all times. Call the room to attention when the instructor (or military officer senior to your instructor) enters or leaves the room. If

an officer senior to your instructor enters the room during a lecture, do not call the room. Non-Cadets – are not required to come to attention, but please stand along with your classmates for uniformity.

4. Uniform: Uniform wear is not mandatory for each class period (but dress will be according to the Commander’s discretion). When giving a formal presentation, cadets are required to wear service dress.

5. Cell phones: Cell phones are not allowed in the classroom. There will be a designated place for you to leave them while in class. This is to simulate a real military briefing environment.

Assignments:

Air Power Project: This project allows you to explore an area of interest in greater depth than covered in class. You will write a 1-page talking paper (**in correct format from *The Tongue and Quill***) on an air power topic. The topic of your paper will also be the subject for a **3-5 minute presentation** to the class. The choice of topic is largely up to you, but it must be relevant to the historical period we discuss and I must approve it. Former students have explored such issues as the ethical implications of the atomic bombing of Japan; the development of the P-51 Mustang, a World War II-era fighter plane, to name a few.

NOTE: New AS 100 cadets will give a 1-minute impromptu briefing in lieu of the 3-5 minute presentation. More details will follow in class.

You will have opportunity to earn the following points:

Exam #1	30 points
Exam #2	30 points
Air power project	20 points
-Paper (10 pts)	
-Presentation (10 pts)	
Classroom Participation	20 points

Grading. Based on 100 total points, I will assign letter grades as follows:

<u>UW-Madison / Edgewood</u>		<u>UW-Whitewater/MBBC/MATC</u>	
A	100 – 93	A	100-93
AB	92 – 88	A-	92-90
B	87 – 83	B+	89-87
BC	82 – 78	B	86-83
C	77 – 70*	B-	82-80
D	69 – 60**	C+	79-77
F	59 – 0	C	76-73
		C-	72-70*
		D+	69-66
		D	65-63
		D-	62-60**
		F	59-0

*Minimum passing grade for Cadets

** Minimum passing grade for academic only students

//signed//

SCOTT R. PAETH, Capt, USAF
Assistant Professor of Aerospace Studies

Attachments:

1. Class Schedule
2. Common student mistakes

Class Schedule

Date	Subject	Readings
9/6	Introduction to AS200	None
9/13	Lesson 2: Airpower through World War I	-A Concise History of the U.S. Air Force, Chapter 2 -Air Force Doctrine Document (AFDD) 1: Air Force Basic Doctrine, Organization, and Command, Chapter 1, 2, 4, 5
9/20	Lesson 2: Airpower through World War I	
9/27	Lesson 2: Airpower through World War I	
10/4	Lesson 3: End of WWI through WWII	A Concise History of the U.S. Air Force, Chapter 3
10/11	Lesson 3: End of WWI through WWII	
10/18	Lesson 3: End of WWI through WWII	
10/25	Lesson 3: End of WWI through WWII Exam Review ** Topic proposals due	
11/1	Exam #1	A Concise History of the U.S. Air Force, Chapters 1-3
11/8	Lesson 5: Airpower through the Cold War, Part I	A Concise History of the U.S. Air Force, Chapter 5
11/15	Lesson 5: Airpower through the Cold War, Part I	
11/22	Lesson 5: Airpower through the Cold War, Part I **Papers Due	
11/28-12/1	<i>Thanksgiving Recess—NO CLASS!</i>	<i>None</i>
12/6	Student Presentations Exam Review	
12/12	Exam #2	A Concise History of the U.S. Air Force, Chapter 5

Attachment 2--Common Paper Errors

Not following syllabus!!!

Grammar! Punctuation!

“Like Pakistan English is used frequently in industry and in the government.” WRONG

“Like Pakistan, English is used frequently in industry and in the government.” Correct

Not putting commas after dates.

Putting apostrophes in years—“During the 1800’s there were no airplanes.” WRONG

“During the 1800s, there were no airplanes.”

Run-on sentences—“Since 2005, North Korea has continually expressed a desire to enter negotiations with its neighboring countries and the US, but after each argument or treaty, North Korea has committed actions which contradict these agreements and bring North Korea’s intentions into question.” WRONG

“Since 2005, North Korea has continually expressed a desire to enter negotiations with its neighboring countries and the US. Unfortunately, after each argument or treaty, North Korea has committed actions which contradict these agreements. This brings North Korea’s intentions into question.”

Double words in sentence: “Allow myself to introduce myself.”

Spelling out numbers less than or equal to 10, spell out. Greater than 10, write the number.

“Two hundred seventy three thousand four hundred and ninety seven dollars” WRONG

“\$273,497” correct

An “a” sub-bullet without a “b”

Using contractions—do not do it. It is a formal paper.

Common Briefing Errors

Standing behind podium—do not do it. You should not be reading off notes. That is the only reason to stand behind a podium

Reading off “the wall”—do not stare at slides projected on wall and read off of it. Know your material! You can glance at wall/slides to keep your place and use as memory jogger. You can also use laser pointer to point out things on a picture or map.

Exorbitant amount of umms and ahs—practice (chair fly) your brief! Get a buddy to watch and critique you.

Shuffling and pounding your feet—you would be surprised how many people did this. It is really loud and distracting.

Do not wear your jacket. It is a formal brief. Wear service dress, long sleeve and tie, or even short sleeve...but NOT a jacket.

Do not chew gum!

Do not look at your watch several times throughout brief—have a buddy out in the crowd that signals time.

Do not use notecards—this is not high school anymore Toto.

Air Force Aerospace Studies 202 (Leadership 202): The Evolution of U. S. Air & Space Power 2 (1837)

Capt Scott Paeth

Assistant Professor of Aerospace Studies, Air Force ROTC Detachment 925

608-262-3440;srpaeth@wisc.edu

Spring 2014; Friday, 0850 – 0940; McCutchen Hall, 4th Floor, East Classroom

Course Description:

This is a course designed to examine general aspects of air and space power through a historical perspective. The course covers a time-period from the first balloons and dirigibles to the space-age systems of the Global War on Terror. Historical examples are provided to extrapolate the development of Air Force distinctive capabilities and missions to demonstrate the evolution of what has become today's USAF air and space power. Furthermore, the course examines several fundamental truths associated with war in the third dimension; e.g., Principles of War and Tenets of Air and Space Power. In addition, you will be inculcated into the Air Force Core Values, with the use of operational examples and will conduct writing and briefing assignments to meet Air Force communication skills requirements.

Course Objectives:

1. Know the key terms and definitions used to describe air and space power.
2. Know the events, leaders, and technical developments that surrounded the evolution and employment of USAF air and space power.
3. Know the Air Force "Core Values" and identify examples of their use throughout the evolution of USAF air and space power.
4. Recognize some of the important aircraft of the U.S. Air Force and of aviation history.
5. Demonstrate basic verbal and written communication skills.

Texts / Reading Assignments: I strongly recommend you read the assigned selections before the relevant lecture. There may be 'pop-quiz' or group activities that will require you to be familiar with some of the information.

A Concise History of the United States Air Force (2013)*

The Tongue and Quill (AFH 33-337)*

* Accessable through Holmcenter.com website.

Classroom Rules of Engagement for Air Force Cadets:

1. Attendance: Cadets must attend at least **80 percent** of scheduled class sessions to achieve a passing grade. However, you should certainly strive to attend ALL classes as doing the minimum necessary is not encouraged either in AFROTC or in the operational Air Force. For those 'academic only' students, while you do not have a minimum attendance requirement, keep in mind that your grade is based partly on participation (and hence attendance).
2. Food and Drink: Food and drinks are allowed during normal class times so long as they do not become a distraction. Please refrain however during any presentations by fellow classmates. I also expect everyone to be responsible and clean up after themselves.
3. Military protocol: Cadets - observe military customs and courtesies at all times. Call the room to attention when the instructor (or a military officer senior to your instructor) enters or leaves the room. If an officer senior to your instructor enters the room during a lecture from your instructor, do not call the room to attention. Non-Cadets – are not required to come to attention, but are asked to stand along with their classmates for uniformity.

4. Uniform: Uniform wear is optional for each class period (but dress will be according to the Det 925 Commander's discretion). When giving a formal presentation (briefing) however, cadets will be required to wear their formal blues uniform.

5. Cell phones: Cell phones will not be allowed in the classroom. There will be a designated place for you to set them while in class. This is to simulate a real military briefing environment.

Assignments:

Air Force cadets: Each AS200 will write a one to two-page memo revising or reflecting his or her goals for the field training and the first semester as a POC. Additionally, each cadet will write a minimum of one page background paper that discusses your briefing topic (see below). For AS200s, each assignment is worth 5 points, and for AS100s the background paper will be worth 10 points by itself. *Use Tongue & Quill for reference.*

Academic only students: Each will write a two to three-page paper (double-spaced) on an Airpower topic approved by the instructor. Your proposed topic must fall within the historical period we discuss in class. The topic of your paper will also serve as the subject of your briefing.

All students: Plan for a briefing of 5 - 8 minutes to further study a topic we touch on this semester.

You will have opportunity to earn the following points:

Exam #1	30 points
Exam #2 (non-cumulative)	30 points
Airpower project	20 points
Paper(s) (10 pts)	
Presentation (10 pts)	
Classroom Participation	20 points

Grading. Based on 100 total points, I will assign letter grades as follows:

<u>UW-Madison/Edgewood/MATC</u>		<u>UW-Whitewater/MBBC</u>			
A	100 – 93	A	100-93	C-	72-70*
AB	92 – 88	A-	92-90	D+	69-66
B	87 – 83	B+	89-87	D	65-63
BC	82 – 78	B	86-83	D-	62-60**
C	77 – 70*	B-	82-80	F	59-0
D	69 – 60**	C+	79-77		
F	59 – 0	C	76-73		

*Minimum passing grade for Cadets

** Minimum passing grade for academic only students

SCOTT R. PAETH, Capt, USAF
Assistant Professor of Aerospace Studies

- Attachments: 1. Class Schedule
2. Common Errors

Class Schedule

Date	Subject	Readings
1/24	Welcome & Class Overview	None
1/31	Vietnam: War in Southeast Asia	Text , Chapter 6
2/7	Vietnam: Vietnamization & US Withdrawl	Text , Chapter 6
2/14	Vietnam: Vietnamization & US Withdrawl (cont'd)	Text , Chapter 6
2/21	Rebuilding For an Air & Space Force	Text , Chapter 6
2/28	The Persian Gulf War *Paper topics due	Text, Chapter 7
3/7	The Persian Gulf War (cont'd) Post-Gulf War Air Operations	Text, Chapter 7
3/14	Exam #1	Ch 6-7
3/21	Conflict in the Former Republic of Yugoslavia	None
3/28	SPRING BREAK	None
4/4	September 11 th and Operation Enduring Freedom *Background papers due	Text, Chapter 8
4/11	Operation Enduring Freedom/Airpower in Afghanistan	Text, Chapter 8
4/18	Operation Iraqi Freedom	Text, Chapter 8
4/25	Air & Space Power Review/Airpower Today (Misc) Student Briefings	None
5/2	Student Briefings Exam Review *Memorandums due for AS200 cadets	None
5/9	Exam #2	None

Common Errors

Not following syllabus!!!

Grammar! Punctuation!

“Like Pakistan English is used frequently in industry and in the government.” WRONG

“Like Pakistan, English is used frequently in industry and in the government.” Correct

Not putting commas after dates.

Putting apostrophes in years—“During the 1800’s there were no airplanes.” WRONG

“During the 1800s, there were no airplanes.”

Run-on sentences—“Since 2005, North Korea has continually expressed a desire to enter negotiations with its neighboring countries and the US, but after each argument or treaty, North Korea has committed actions which contradict these agreements and bring North Korea’s intentions into question.” WRONG

“Since 2005, North Korea has continually expressed a desire to enter negotiations with its neighboring countries and the US. Unfortunately, after each argument or treaty, North Korea has committed actions which contradict these agreements. This brings North Korea’s intentions into question.”

Double words in sentence: “Allow myself to introduce myself.”

Spelling out numbers less than or equal to 10, spell out. Greater than 10, write the number.

“Two hundred seventy three thousand four hundred and ninety seven dollars” WRONG

“\$273,497” correct

An “a” sub-bullet without a “b”

Using contractions—do not do it. It is a formal paper.

Standing behind podium—do not do it. You should not be reading off notes. That is the only reason to stand behind a podium

Reading off “the wall”—do not stare at slides projected on wall and read off of it. Know your material! You can glance at wall/slides to keep your place and use as memory jogger. You can also use laser pointer to point out things on a picture or map.
(continue next page)

Exorbitant amount of umms and ahs—practice (chair fly) your brief! Get a buddy to watch and critique you.

Shuffling and pounding your feet—you would be surprised how many people did this. It is really loud and distracting.

Do not wear your jacket. It is a formal brief. Wear service dress, long sleeve and tie, or even short sleeve...but NOT a jacket.

Do not chew gum!

Do not look at your watch several times throughout brief—have a buddy out in the crowd that signals time.

Do not use notecards—this is not high school anymore Toto.



Foundations of Leadership

Leadership 210 (Section 1 & 2)

Fall 2014



INSTRUCTOR:

CPT Troy A. Yard
University of WI-Whitewater
Army ROTC
McCutchan Hall, Room 419
Office Phone: 262-472-6213
Department Secretary: 262-472-1541
Email: yardt@uww.edu

OFFICE HOURS: Monday & Wednesday 09:30 a.m. – 12:00 p.m.
or by appointment

CLASS MEETING:

Section 01	1100-1150 T,R	426 McCutchan Hall
Section 02	1400-1450 M,W	426 McCutchan Hall

WEB ADDRESS: <http://www.uww.edu/coeps/departments/rotc>

TEXTS OR MANUALS:

Leadership 210 Student Text:

Leadership <http://www.rotcebooks.net/Leadership/index.html>
Officership <http://www.rotcebooks.net/Officership/index.html>
Personal Development http://www.rotcebooks.net/Personal_Development/index.html
Tactics and Techniques http://www.rotcebooks.net/Tactics_and_Techniques/index.html
Values and Ethics http://www.rotcebooks.net/Values_and_Ethics/index.html

COURSE DESCRIPTION: Welcome to Fundamentals of Leadership 210!

Leadership 210 explores the dimensions of creative and innovative leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army leadership framework. Different leadership models and styles will be examined and discussed for practical application in both civilian and military careers.

The focus continues to build on developing knowledge of the leadership attributes and core leader competencies through the understanding of Army Leadership Requirement Model. Understand how to develop an adaptable and innovative mind, a willingness to accept risk in unfamiliar situations, and adjust based on continuous assessments. Case studies will provide a tangible context for learning the Soldier's Creed and Warrior Ethos.

Students will develop abilities to analyze, evaluate and solve leadership problems. Emphasis is on the group dynamics associated with communication and motivational skills.

LEARNING OBJECTIVES:

The key objective of this semester is to continue to develop knowledge of the Army's leadership philosophies and integrate this knowledge into tactical strategies and team development.

Leadership

- Describe three levels of Army Leadership – Army Leadership
- Understand Leadership Theories – Leadership Dynamics
- Describe the three stages of team development – Adaptive Leadership
- Identify motivational theories – Motivational Leadership

Personal Development

- Describe tools a leader or group can use to manage time – Personal Management
- Develop a APRT schedule – Comprehensive Fitness
- Describe effective communication – Effective Communication
- Deliver a formal information briefing – Effective Communication – Public Speaking
- Identify Critical Thinking Pitfalls – Adaptability

Officership

- Demonstrate customs and courtesies of the Army Profession - The Army
- Describe three types of Brigade Combat Teams – Structure
- Identify the roles and responsibilities of Army staff organization – Structure
- Understand Counseling Process – Evaluations and Career Management

Tactics and Techniques

- Describe the eight troop leading procedures – The Plans and Orders Process
- Understand the linkage between Troop Leading Procedures, the Military Decision Making Process, and the Operation Order – The Plans and Orders Process

Values and Ethics

- Understand personal/moral compass - Values
- Understand the Ethical Processing Model – Ethics
- Understand the Army Ethic - Ethics

Mid-Term Exam

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

Final Exam

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

Homework/Project Assignments:

In addition to reading assignments, you have the following key homework assignments:

- 1) SHARP Awareness Training – Following Lesson 1a, you are asked to complete the NFORMD.NET SHARP Program SROTC Online Homework assignment.
Step 1: Log on to the program at: <https://srotc.nformd.net/sexualassault/ulogin>
Step 2: Under “New Users” enter the following Access Code: 7768213
Step 3 enter University Wisconsin Madison
- 2) Army Physical Readiness Training Program – Following Lesson 5a, you are asked to prepare a Physical Readiness Training Program in accordance with FM 7-22.
- 3) Army Briefing - For Lesson 14a and 14b you will provide an Army Briefing. You will brief ‘your unit’ on a country prior to deployment. You will research cultural attributes of your chosen country. You can make assumptions about the deployment type (i.e. humanitarian, war, etc.). You will have ten minutes to provide information using visual aids (PowerPoint or something similar) on the following: Geography (terrain), languages, religions, political atmosphere and key cultural considerations. You should allow 2 minutes to address questions. You are required to follow the Information Briefing format and to hand in an abstract 200 words or less that captures the key points of your presentation.
- 4) Book Report: Written Assignment – Following lesson 01a you will acquire the book “The Leadership Secrets of Colin Powell” by Oren Harari. The paper should include an explanation of where GEN Colin Powell demonstrates specific leadership attributes and competencies outlined in the Leadership Requirement Model. (ADP 6-22) The paper should be two pages no more than three pages, typed and double-spaced. Use the MLA

COURSE POLICIES:

Participation: This is a hybrid course, you are not required to show-up in at a particular location and at a particular time. However, you are expected to show-up online.

This course is designed to be an active and interactive course in which you contribute and respond to the contributions of others. You should plan to log on and participate in the course at least 3-5 times each week. I will measure this by recording the date of each entry you make to the system--a response to an assignment, an entry into the threaded discussion, submission of an assignment, or participation in group work.

Please do not "drop out" for a period of time and then expect to "drop back in." If your business/personal obligations or illness require you to be absent for a week, please contact me and arrange to make up the work you will miss. Since you can access this online course from anywhere in the world, there should be little likelihood of "absence."

Ten (10) attendance points are awarded for each week you attend for a total of 150 attendance points possible.

Absences are considered excused when they are due to circumstances beyond your control. Contact the instructor **prior to being absent** to be excused from class. Unexcused absences will result in the loss of 10 points per week.

Participation includes but is not limited to active involvement in class discussions, contributions to group activities and overall contribution to the learning environment. Attendance and Participation account for 25% of your total grade.

Evaluation and Grading:

Discussion Groups	150
SHARP Homework Assignment	50
Practical Exercises and Quizzes	100
Mid-Term Exam	150
Army Briefing Assignment	200
Book Report	150
Final Exam	200

Solid performance in each area of evaluation is necessary. The following grading scale will be used based on 1000 points possible:

1000-900	A
899-800	B
799-700	C
699-600	D
Below 600	F

Every attempt will be made to offer adequate written assessments in explaining evaluations.

Late Work: All late papers and assignments will receive a 10 point reduction in grade per day late. Missed exams may be made up with the approval of the instructor.

Professional Demeanor: Students are expected to behave in a professional manner. Elements of professionalism include the following:

- Personal integrity.
- Responsibility for one's own behavior, tasks, assignments and life lessons.
- Consideration, caring and sensitivity to peers.
- Maturity, including the capacity to accept "no".
- Practice of ethical and moral professional behavior.
- Openness to constructive feedback.
- Willingness to try new behaviors and to make suggested changes.
- Presenting a professional appearance and demonstrating military bearing.

Course Format: This course will be offered in a blended format incorporating both online and in-class learning activities. Materials and assignments will be provided through the D2L course site. You will also be expected to complete online activities, quizzes, and participate each week in a directed activity and/or assignment. All of these activities contribute significantly to your grade. Activities and due dates are explained in the Course Outline below.

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

Special Needs: The American with Disabilities Act of 1990 requires universities to provide a "reasonable accommodation" to any individual who advises us of a physical or mental disability.

If you have a physical or mental limitation that requires an accommodation or an academic adjustment, please arrange a meeting with me at your earliest convenience.

Open Door Policy: If I am in my office I am available to talk. Prefer you email to setup an appointment. I will meet with any of you to discuss assignments, issues, or concerns. My schedule is generally flexible and I will schedule a specific time to meet with you beyond office hours, if necessary.

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Misconduct, Religious Beliefs Accommodation, Discrimination, and Absence for University Sponsored Events. Please refer to the Undergraduate and Graduate Timetables; the “Rights and Responsibilities” section of the Undergraduate Bulletin, the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Bulletin; and the “Student Academic Disciplinary Procedures” [UWS Chapter 17].

Fundamentals of Leadership/ Leadership 210: Fall Semester

COURSE OUTLINE:

MODULE/ MODE:	LESSON/ACTIVITY:	ASSIGNMENT(S):	WEEK OF:
Week 1			03 Sep
F2F	Course Overview/Book Report Assignment	<i>Discussion Group 01 - D2L</i>	
Week 2			09 Sep
F2F	What is Leadership?	eBook - Leadership	
F2F	Ethical Processing Model	eBook – Values and Ethics	
D2L	<i>The Future is Now!</i>	Discussion Group 02 – D2L	
Week 3			16 Sep
F2F	The Army Ethic	eBook – Values and Ethics <i>Discussion Group 02 - Due</i>	
D2L	<i>Time Management</i>	eBook – Personal Development Time Management Homework – D2L	
Week 4			23 Sep
F2F	Three Stages of Team Development	eBook - Leadership	
D2L	<i>Motivational Theories</i>	eBook - Leadership	
D2L	<i>Quiz 1</i>	<i>Quiz 1 via D2L</i>	
Week 5			30 Sep
F2F	Army Physical Readiness Training Program (APRT)	In-class presentation	
D2L	<i>Critical Thinking vs Creative Thinking</i>	<i>Time Management Homework Due</i>	
Week 6			07 Oct
F2F	Problem Solving	eBook-Personal Development	
D2L	<i>Three levels of Army Leadership</i>	eBook-Leadership	
Week 7			21 Oct
D2L	<i>Brigade Combat Team and Army Staff</i>	eBook - Officership	
D2L	<i>Intro to Troop Leading Procedures</i>	eBook – Tactics and Techniques	
F2F	Intro to Plans and Orders		
Week 8			14 Oct
D2L	<i>Intro to Plans and Orders</i>	Online Discussion	
D2L	<i>MDMP, TLP and OPORDS</i>	Review lecture online	
Week 9			28 Oct
F2F	Effective Army Writing and Communication	eBook – Personal Development	
D2L	<i>Quiz 2</i>	<i>Quiz 2 via D2L</i>	
Week 10			04 Nov
D2L	<i>Effective Army Briefing</i>	eBook – Personal Development	
F2F	Effective Army Briefing	In class exercise	
Week 11			11 Nov
F2F	Leadership Theories Introduction	eBook-Leadership	
	<i>Leadership Requirement Model</i>	eBook-Leadership / ADP 6-22	
Week 12			18 Nov
F2F	Army Leader Attributes	eBook-Leadership / ADP 6-22	
	Army Leader Competencies	eBook-Leadership / ADP 6-22	
Week 13			25 Nov
F2F	Army Counseling Process	eBook-Officership	
	<i>(No class 27/28 Nov: Thanksgiving Break)</i>		
Week 14			2 Dec
F2F	<i>Culture Briefs</i>	<i>Colin Powell Book Report Due</i>	
	<i>Culture Briefs</i>		
Week 15			09 Dec
D2L	<i>Final Exam</i>		

//Original Signed//
Troy A. Yard
 Captain, United States Army
 Assistant Professor Military Science

Air Force Aerospace Studies 303/Leadership 301: Leadership Studies I

UW-Madison, UW-Whitewater, Maranatha Baptist Bible College (MBBC), Edgewood College, Madison Area Technical College (MATC)

Captain Evan T. Searles

Assistant Professor of Aerospace Studies, Air Force ROTC Detachment 925

Phone: 608-265-5194

Email: esearles@wisc.edu

Fall 2013; Tues & Thurs, 1600-1715 hours; 1433 Monroe Street, Room 140

Course Description:

Leadership involves influencing people to achieve a goal. Through course readings, case studies and seminar discussion, you will gain a better understanding of the leadership process with its oftentimes-complex interaction among leaders, followers and circumstances. Additionally, you will improve your own leadership abilities through reflection and practice. Air Force cadets will gain further practice and feedback through leadership laboratories and other cadet wing activities. The course will also focus on developing your communication skills.

Course Objectives:

1. Value the importance of leadership in the operation and success of any organization.
2. Value the necessity for Air Force (AF) members to adhere to the AF Core Values.
3. Value the unique principles of AF leadership.
4. Value the military as a profession.
5. Value the importance of self-assessment for AF leaders.
6. Respond favorably to managing stress and building resiliency.
7. Value the importance of effective team building.
8. Value the need for understanding, preventing, and reporting sexual assault.
9. Value the importance of understanding the concepts of motivation.
10. Respond to the importance of effective followership.
11. Respond to the elements of effective writing in the AF.
12. Respond to the importance of effective communication in the AF.
13. Respond to the importance of developing and delivering a professional military briefing.
14. Value the importance of Full-Range Leadership in mission accomplishment.
15. Value the importance of understanding the concept of Situational Leadership.
16. Respond to the importance of critical thinking and its importance for AF leaders.
17. Value the importance of supporting ongoing commitments to improve processes, products, services, and people. Respond to the importance of the Eight-Step Problem-Solving Process.
18. Value the importance of understanding management functions and principles as they apply to AF officers.
19. Respond to the importance of understanding and using the principles and concepts of change management.
20. Respond to the importance of editing any written communication.
21. Value the negative impact of unprofessional relationships.
22. Respond to the consequences of unprofessional relationships.

Texts / Reading Assignments:

As readings provide a framework and background for class discussion, I strongly recommend you read the assigned selections before the relevant lecture. AFROTC provides all required texts for this course via electronic means on the www.olmcenter.com website. Air Force cadets will need a unique alphanumeric “token” provided by the cadre and either a Google or Yahoo account to register with the website. I will provide academic only students the electronic texts via alternate means as required. If you had a log in last year, you will still need to re-register to gain the proper access level required for this class. The texts include the following:

- AS 300 Student Guide, *Leadership Studies (LS)*, 2013-2014
- AFH 33-337, *The Tongue and Quill (T&Q)*, 2004 with 2012 supplement
- AFOCD, *Air Force Officer Classification Directory (AFOCD)*, 2013
- AFO, *The Armed Forces Officer (AFO)*, 2006
- AFDD 1-1, *Leadership and Force Development (AFDD 1-1)*, 2011
- HCTM, T-700, *Holm Center Training Manual (HCTM)*, 1994
- AU-24, *Concepts for Air Force Leadership (AU-24)*, 2008

Classroom Rules of Engagement:

1. Attendance:

- a. Air Force cadets must attend 80% of class sessions to receive credit for this course. As in the operational Air Force, simply meeting minimum standards is typically unacceptable. I ask that you attend every class unless a legitimate conflict arises. In order to arrange alternate course work, please coordinate with me as early as possible if you expect to miss a class due to scheduling conflicts, religious observances, etc. If you are late to class, you will receive half an absence.
- b. Academic-only and special students have no minimum attendance requirements (in accordance with university guidelines); however, excessive absences will negatively affect class participation grades.
- c. UW-Whitewater and MBBC Air Force cadets can virtually attend one of the two class sessions per week via video conferencing technology to minimize travel. Cadets planning to use this option must coordinate with the instructor on which day they plan to use video conferencing. The instructor will consider exceptions to this rule in cases of inclement weather.

2. Uniform wear and dress code: All students are expected to present a professional image in the classroom. On Tuesdays, Air Force cadets will wear the uniform prescribed in the Leadership Laboratory operations order. Uniforms are optional on Thursdays unless you are presenting a formal briefing. Air Force cadets will wear the Service Dress uniform if presenting a formal briefing to the class. Academic only cadets are expected to wear business casual attire when presenting a briefing to the class.

3. Class room protocol: All students are expected to treat each other, the instructor and guest speakers with the dignity and respect. Air Force cadets will observe military customs and courtesies at all times. Call the room to attention when the instructor (or a military officer senior to the instructor) enters or leaves the room.

4. Food and drink: Feel free to bring either or both. Please refrain from eating and drinking during any presentations by fellow classmates. I also expect everyone to be responsible and clean up after him or herself.

5. NO CELL PHONES ALLOWED IN THE CLASSROOM! This is to simulate a military briefing environment.

Assignments:

1. Classroom Participation: I require your active participation. We each possess ideas on leadership, whether gained through direct leadership or followership experience, observation of others, or personal reflection. This course is about sharing, expanding, and perhaps altering those ideas. Take the opportunity to both influence and be influenced through classroom involvement. In other words, take the opportunity to lead!

2. Memorandum: Effective written communication is paramount to demonstrating credibility and leadership skills. All official memoranda will conform to AFH 33-337, *The Tongue and Quill*, and AFMAN 33-326, *Preparing Official Communications*.

a. Air Force cadets returning from field training: Write a two-page official memorandum that describes lessons you learned during field training. Consider the following: How well did the cadre and cadet wing leadership prepare you? Identify strengths and weaknesses in the cadet wing's field training preparation program; focus on both the program and the leadership characteristics (not the specific people) of those implementing the program. Identify at least three specific measures that you propose to improve the quality of leadership and training for this year's FTP cadets. Finally, how well did you prepare yourself for this significant event? What would you have done differently? How did FT gauge your framework for entering the POC and eventual preparation for commissioning and active duty service?

b. Other Students: write a two-page official memorandum that describes your reason for taking the AFROTC AS300 course and your goals for the year. These goals do not have to be focused solely on your academic development.

3. Extemporaneous Speaking: You will present a number of short briefings and discussion topics to the class. I will not announce these assignments in advance. They may include beginning a class session by giving a brief overview of the readings, leading a class exercise, presenting results of a group exercise, or sharing excerpts from your journal or leadership experiences.

4. Leadership Project: You will work on a semester-long project as described below.

a. Leadership definition: Develop an original one- or two-sentence definition of leadership. This should not be a list of traits or a definition from the dictionary. Format is your choice.

b. Self-assessment: Candidly assess your leadership strengths and weaknesses. This is where you can consider traits. Draw upon your experiences both from within and without the cadet wing: cadet jobs and field training, an internship, a teaching assistant position, or other part-time employment. Solicit honest feedback from at least one peer and one manager. For cadets, the peer should be one of your fellow AS300s and the manager should be one of the current senior or extended cadet leaders (AS400s or ECLs). Select what you believe are your core strengths and weaknesses. Describe each with a paragraph, and be sure to include examples. Format is your choice; my expectation is a two- or three-page paper (double-spaced).

c. Leadership development plan: Develop a plan to improve specific leadership abilities. Your plan should identify what skills you seek to improve and how you intend to do so. Focus on specific opportunities to practice these skills. This could involve running a student organization, leading classroom seminar discussions, planning and directing social or work-related activities, or exercising leadership in day-to-day activities. Cadets must include how they intend to use cadet wing opportunities, to include cadet positions, in their development plan. The format here is unimportant. What matters is that you convey to me how it is you expect the planned activities to help you develop your leadership abilities. My expectation is a three- to four-page paper (double-spaced).

d. Leadership journal: Use a journal to document leadership opportunities. These are snapshots. You may jot lessons you learn from actions detailed in your development plan, but don't overlook day-to-day opportunities. For instance, if one of your objectives is to be more decisive, then you can note unplanned situations where you may have exercised decisiveness—or missed an opportunity to do so. Additionally, feel free to jot down examples—positive and negative—that you observe when others “lead by example” or that you garner from your reading. I prefer that you omit names of those observed.

e. Development plan results (written): At the end of the course, you will submit a written report that captures the results of your action plan. Recap your leadership definition, self-assessment, and development plan. Questions to consider include: What did you achieve? Did your plan cause you to modify your self-assessment? Did you find that you needed to adjust your plan? If so, how? What leadership development opportunities might you seek in the future? My expectation is a four- to five-page paper (double-spaced).

f. Development plan results (briefing): You will brief the results of your development plan to the class using the professional military briefing style taught in class. My expectation is a five- to six-minute briefing.

5. Midterm/final exams: The midterm and final exams will be a compilation of multiple choice, fill-in-the-blank, and true/false questions. The final exam will not be comprehensive.

Grading

You will have opportunity to earn the following points:

- Classroom participation	15 points
- Field training memorandum	5 points
- Extemporaneous speaking	5 points
- Midterm exam	15 points
- Leadership project	45 points
- Definition (5)	
- Self-assessment (10)	
- Leadership development plan (10)	
- Development plan results (written) (10)*	
- Development plan results (briefing) (10)*	
- Final exam	15 points

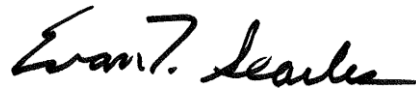
* Points awarded for format, content, and presentation, not whether the plan was “successful.”

I will assign letter grades as follows based on 100 total possible points:

<u>UW-Madison / Edgewood</u>		<u>UW-Whitewater/MBBC/MATC</u>			
A	100 – 93	A	100-93	C-	72-70*
AB	92 – 88	A-	92-90	D+	69-66
B	87 – 83	B+	89-87	D	65-63
BC	82 – 78	B	86-83	D-	62-60**
C	77 – 70*	B-	82-80	F	59-0
D	69 – 60**	C+	79-77		
F	59 – 0	C	76-73		

*Minimum passing grade for Cadets

** Minimum passing grade for academic only students



EVAN T. SEARLES, Capt, USAF
Assistant Professor of Aerospace Studies

Attachment:

1. Class Schedule
2. Common Paper and Briefing Errors

Attachment 1 – Class Schedule

Class #	Date	Subject	Readings
1	3 Sep	Course Overview Introduction to Leadership Theory	<ul style="list-style-type: none"> • LS Lesson 1 • AU-24, pp. 5-7
2	5 Sep	AF Core Values: The Price of Admission	<ul style="list-style-type: none"> • LS Lesson 2
3	10 Sep	AF Core Values: The Price of Admission (cont.) Due: Field Training memorandum	<ul style="list-style-type: none"> • LS Lesson 2
4	12 Sep	Air Force Leadership	<ul style="list-style-type: none"> • LS Lesson 3 • AFDD 1-1, pp. 1-9, pp. 22-23, pp. 27-36 and pp. 53 - 60
5	17 Sep	Profession of Arms Due: Initial leadership definition Receive: DiSC Assessment	<ul style="list-style-type: none"> • LS Lesson 4 • AFO Ch. 1
6	19 Sep	Self-Assessment Due: DiSC Assessment	<ul style="list-style-type: none"> • LS Lesson 5 • DiSC Assessment
7	24 Sep	Stress Management and Resiliency	<ul style="list-style-type: none"> • LS Lesson 6
8	26 Sep	Stress Management and Resiliency (cont.)	<ul style="list-style-type: none"> • LS Lesson 6 •
9	1 Oct	Team Building Due: Self-assessment	<ul style="list-style-type: none"> • LS Lesson 7
10	3 Oct	Team Building (cont.)	<ul style="list-style-type: none"> • LS Lesson 7
11	8 Oct	Sexual Assault Prevention & Response I	<ul style="list-style-type: none"> • LS Lesson 8
12	10 Oct	Sexual Assault Prevention & Response I (cont.)	<ul style="list-style-type: none"> • LS Lesson 8
13	15 Oct	Motivation	<ul style="list-style-type: none"> • LS Lesson 9
14	17 Oct	Followership Due: Leadership development plan	<ul style="list-style-type: none"> • LS Lesson 10
15	22 Oct	Air Force Effective Writing , Writing Strategies and Editing Your Draft	<ul style="list-style-type: none"> • LS Lessons 11, 12 and 21 • T&Q ch. 2, ch. 7 ch. 8 and ch. 12 • T&Q Part VI • T&Q Appendix 1
16	24 Oct	Midterm Exam	<ul style="list-style-type: none"> • None
17	29 Oct	Basics of Briefing	<ul style="list-style-type: none"> • LS Lesson 13 • T&Q ch. 10
18	31 Oct	Full Range Leadership	<ul style="list-style-type: none"> • LS Lesson 14
19	5 Nov	Situational Leadership	<ul style="list-style-type: none"> • LS Lesson 15
20	7 Nov	Introduction to Critical Thinking	<ul style="list-style-type: none"> • LS Lesson 16 • AU-24, pp. 271-278
21	12 Nov	AF Smart Operations (read only) Problem Solving	<ul style="list-style-type: none"> • LS Lesson 17 • LS Lesson 18

22	14 Nov	Problem Solving (cont.)	<ul style="list-style-type: none"> • LS Lesson 18
23	19 Nov	Management Functions and Principles	<ul style="list-style-type: none"> • LS Lesson 19
24	21 Nov	Change Management	<ul style="list-style-type: none"> • LS Lesson 20
25	26 Nov	Professional / Unprofessional Relationships	<ul style="list-style-type: none"> • LS Lesson 22
26	28 Nov	Thanksgiving Break—no class	<ul style="list-style-type: none"> • None
27	3 Dec	Professional / Unprofessional Relationships Case Studies	<ul style="list-style-type: none"> • LS Lesson 23
28	5 Dec	Student Briefings	<ul style="list-style-type: none"> • None
29	10 Dec	Student Briefings (cont.)	<ul style="list-style-type: none"> • None
30	12 Dec	Final Exam Due: Leadership project. Submit final version of 1) leadership definition, 2) self-assessment, and 3) development plan results.	<ul style="list-style-type: none"> • None

Attachment 2--Common Paper and Briefing Errors

Not following syllabus!!!

Grammar! Punctuation!

“Like Pakistan English is used frequently in industry and in the government.” WRONG

“Like Pakistan, English is used frequently in industry and in the government.” Correct

Not putting commas after dates.

Putting apostrophes in years—“During the 1800’s there were no airplanes.” WRONG

“During the 1800s, there were no airplanes.”

Run-on sentences—“Since 2005, North Korea has continually expressed a desire to enter negotiations with its neighboring countries and the US, but after each argument or treaty, North Korea has committed actions which contradict these agreements and bring North Korea’s intentions into question.” WRONG

“Since 2005, North Korea has continually expressed a desire to enter negotiations with its neighboring countries and the US. Unfortunately, after each argument or treaty, North Korea has committed actions which contradict these agreements. This brings North Korea’s intentions into question.”

Double words in sentence: “Allow myself to introduce myself.”

Spelling out numbers less than or equal to 10, spell out. Greater than 10, write the number.

“Two hundred seventy three thousand four hundred and ninety seven dollars” WRONG

“\$273,497” correct

An “a” sub-bullet without a “b”

Using contractions—do not do it. It is a formal paper.

Common Briefing Errors

- Standing behind podium—do not do it. You should not be reading off notes. That is the only reason to stand behind a podium. The use of a notecard to assist in “jogging your memory” is acceptable and advisable, but don’t use it as a crutch. Print only main points in the order you are planning on speaking to those points. This will help in a smooth flow and to ensure you do not inadvertently delete areas of focus from your briefing.

- Reading off “the wall”—do not stare at slides projected on wall and read verbatim. Know your material! You can glance at wall/slides to keep your place and use as memory jogger. You can also use laser pointer to point out things on a picture or map.

- Exorbitant amount of umms and ahs—practice (chair fly) your brief! Get a buddy to watch and critique you.

- Shuffling and pounding your feet—you would be surprised how many people did this. It is really loud and distracting.

- Do not chew gum!

- Do not look at your watch several times throughout brief—have a buddy out in the crowd that signals time.

Air Force Aerospace Studies 304/Leadership 302: Leadership Studies II

UW-Madison, UW-Whitewater, Maranatha Baptist Bible College (MBBC), Edgewood College, Madison Area Technical College (MATC)

Major Evan T. Searles

Assistant Professor of Aerospace Studies, Air Force ROTC Detachment 925

Phone: 608-265-5194

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Spring 2014; Tues & Thurs, 1600-1715 hours; 1433 Monroe Street, Room 140

Course Description

Leadership involves influencing people to achieve a goal. Through course readings, case studies, and seminar discussion, you will gain a better understanding of the leadership process, with its oftentimes-complex interaction among leaders, followers, and circumstances. Additionally, you will improve your own leadership abilities through reflection and practice. Air Force cadets will gain further practice and feedback through leadership laboratories and other cadet wing activities. The course will also focus on developing your communication skills.

Course Objectives

1. Respond to the importance of understanding and using the principles and concepts of conflict management.
2. Respond to the importance of understanding the use of power to influence others.
3. Respond positively to the need for dynamic subordinancy among all followers.
4. Respond positively to the role of the Military Equal Opportunity Program.
5. Value the supervisor's role of diminishing discrimination in the Air Force.
6. Respond positively to the importance of executing effective supervision.
7. Respond to the importance of the Air Force mentoring program.
8. Respond to the importance of understanding the concepts of leadership authority and responsibility.
9. Respond positively to techniques for corrective supervision.
10. Respond positively to the concept of developing and practicing effective counseling techniques.
11. Value the need for ethical and accountable behavior in the military.
12. Value the proper use of leadership and management theories and principles.
13. Respond positively to a discussion on the dynamics of group process.
14. Respond positively to the need for ethics training.
15. Respond to the significance of effective supervisory skills as a commissioned officer in the United States Air Force.
16. Value the importance of morals and ethics for military leaders.
17. Value the relationship of the AS 300 curriculum as it relates to the movie Remember the Titans.

Texts / Reading Assignments

As readings provide a framework and background for class discussion, I strongly recommend you read the assigned selections and complete the assigned preparatory work before the relevant lecture. AFROTC provides all required texts for this course via electronic means on the www.HolmCenter.com website. Students will need a unique alphanumeric "token" provided by the cadre and either a Google or Yahoo account to register with the website. Your log in from the fall semester should still work for the spring term. You must contact me if your login no longer functions or you do not have access to the appropriate course material. The texts include the following:

Primary Text:

- AS 300 Student Guide, *Leadership Studies (LS)*, 2013-2014

Secondary Texts and Helpful References:

- AFH 33-337, *The Tongue and Quill (T&Q)*, 2004 with 2012 supplement
- AFOCD, *Air Force Officer Classification Directory (AFOCD)*, 2013
- AFO, *The Armed Forces Officer (AFO)*, 2006
- AFDD 1-1, *Leadership and Force Development (AFDD 1-1)*, 2011
- HCTM, T-700, *Holm Center Training Manual (HCTM)*, 1994
- AU-24, *Concepts for Air Force Leadership (AU-24)*, 2008

Classroom Rules of Engagement for Air Force Cadets

1. Attendance: Air Force cadets must attend 80% of class sessions to receive credit for this course. As in the operational Air Force, simply meeting minimum standards is typically unacceptable. I ask that you attend every class unless a legitimate conflict arises. In order to arrange alternate course work, please coordinate with me as early as possible if you expect to miss a class. If you are late to class, you will receive ½ of an absence. Academic-only and special students have no minimum attendance requirements (in accordance with university guidelines); however, excessive absences will negatively affect class participation grades.

2. Uniform wear: on Tuesdays, Air Force cadets will wear the uniform as prescribed in the Leadership Laboratory operations order. Uniforms are optional on Thursdays (business casual attire required) unless you are presenting a formal briefing on that day (Service Dress uniform required in that case).

3. Military protocol: Air Force cadets will observe military customs and courtesies at all times. Call the room to attention when the instructor (or a military officer senior to the instructor) enters or leaves the room.

4. Food and drink: feel free to bring either or both.

Assignments

1. Classroom participation: I require your active participation. We each possess ideas on leadership, whether gained through direct leadership or followership experience, observation of others, or personal reflection. This course is about sharing, expanding, and perhaps altering those ideas. Take the opportunity to both influence and be influenced through classroom involvement. In other words, take the opportunity to lead!

2. Memorandum: Air Force cadets will write a two-page official memorandum that outlines their goals for their cadet wing position this semester. Possible topics include, but are not limited to, areas for personal development, opportunities to improve cadet wing processes and functions, and mentorship of GMC cadets. Non-cadet students will write a two-page official memorandum that outlines their personal goals for this semester and what they expect to get out of this class. Ensure to review the attached document on common paper and briefing errors (Attachment 2) when preparing your memorandum.

3. Extemporaneous speaking: you will present a number of short briefings and discussion topics to the class. I will not announce these assignments in advance. They may include beginning a class session by

giving a brief overview of the readings, leading a class exercise, presenting results of a group exercise, or detailing how you would address one of the case studies.

4. Midterm/final exams: the midterm and final exams will be a compilation of multiple choice, fill-in-the-blank, true/false, and essay questions. The final exam will not be comprehensive.

5. Formal briefing: you will present a formal informative briefing, 5-6 minutes in length, on a current military event/topic. This is a topic of your choice; all topics must be approved to prevent duplication. Ensure to review the attached document on common paper and briefing errors (Attachment 2) when preparing your briefing.

Grading

You will have opportunity to earn the following points:

- Classroom participation	15 points
- Memorandum	15 points
- Extemporaneous speaking	5 points
- Midterm exam	20 points
- Final exam	20 points
- Formal briefing	25 points

I will assign letter grades as follows:

<u>UW-Madison / Edgewood</u>		<u>UW-Whitewater / MBBC</u>	
A	100-93	A	100-93
AB	92-88	A-	92-90
B	87-83	B+	89-87
BC	82-78	B	86-83
C	77-70	B-	82-80
D	69-60	C+	79-77
F	59-0	C	76-73
		C-	72-70
		D+	69-66
		D	65-63
		D-	62-60
		F	59-0

Air Force cadets must achieve a minimum grade of C (Madison and Edgewood) or C- (Whitewater and MBBC) to pass this course and remain in AFROTC. Academic-only students must achieve a minimum grade of D to pass this course.

//SIGNED, ets, 2014-01-24//
EVAN T. SEARLES, Maj, USAF
Assistant Professor of Aerospace Studies

Attachment:

1. Class Schedule
2. Common Paper and Briefing Errors

Attachment 1 – Course Schedule

Class #	Date	Subject	Readings: Special Instructions
1	21 Jan	Overview Conflict Management	LS - Lesson 25: Read Only
2	23 Jan	Conflict Management (cont.)	LS - Lesson 25: Read Only
3	28 Jan	Power and Influence	LS - Lesson 26: Read Only
4	30 Jan	Caine Mutiny Due: Official Memorandum	LS - Lesson 27: Read Only
5	4 Feb	Caine Mutiny (cont.)	LS - Lesson 27: Read Only
6	6 Feb	Caine Mutiny (cont.)	LS - Lesson 27: Read Only
7	11 Feb	AF Military Equal Opportunity	LS - Lesson 28: Answer all case questions before class.
8	13 Feb	AF Military Equal Opportunity (cont.)	LS - Lesson 28: Answer all case questions before class.
9	18 Feb	Effective Supervision	LS - Lesson 29: Read Only
10	20 Feb	Mentoring	LS - Lesson 30: Read Only
11	25 Feb	Leadership Authority and Responsibility	LS - Lesson 31: Read Only
12	27 Feb	Leadership Authority and Responsibility (cont.)	LS - Lesson 31: Read Only
13	4 Mar	Corrective Supervision and Counseling	LS - Lesson 32: Complete the student exercises prior to class
14	6 Mar	Counseling and Practicum	LS - Lesson 33: Read Only
15	11 Mar	Counseling and Practicum (cont.)	LS - Lesson 33: Read Only
16	13 Mar	Midterm Exam	None
SB	18 Mar	Spring Break	None
SB	20 Mar	Spring Break	None
17	25 Mar	Standards and Accountability	LS - Lesson 34: Read Only
18	27 Mar	Leadership and Management Case Studies	LS - Lesson 35: Review Case Studies
19	1 Apr	Leadership and Management Case Studies (cont.)	LS - Lesson 35:
20	3 Apr	12 Angry Men	LS - Lesson 36: Review lessons 6, 7, 18, 19, 25, and 26 prior to class.
21	8 Apr	12 Angry Men (cont.)	LS - Lesson 36
22	10 Apr	Joint Ethics Supervisor's In-Basket	LS - Lesson 37: Read Only LS - Lesson 38: Complete the Supervisor's "In-Basket" Exercise prior to class
23	15 Apr	Supervisor's In-Basket (cont.)	LS - Lesson 38: Complete the exercise prior to class
24	17 Apr	Ethical and Moral Leadership in the Military	LS - Lesson 39: Read Only
25	22 Apr	Ethical and Moral Leadership in the Military (cont.)	LS - Lesson 39: Read Only
26	24 Apr	Capstone: Remember the Titans	LS - Lesson 40: Read Only
27	29 Apr	Capstone: Remember the Titans (cont.)	LS - Lesson 40: Read Only
28	1 May	Capstone: Remember the Titans (cont.) Briefings	LS - Lesson 40: Read Only
29	6 May	Briefings	None
30	8 May	Final Exam	None

Attachment 2--Common Paper and Briefing Errors

Not following syllabus!!!

Grammar! Punctuation!

“Like Pakistan English is used frequently in industry and in the government.” WRONG

“Like Pakistan, English is used frequently in industry and in the government.” Correct

Not putting commas after dates.

Putting apostrophes in years—“During the 1800’s there were no airplanes.” WRONG

“During the 1800s, there were no airplanes.”

Run-on sentences—“Since 2005, North Korea has continually expressed a desire to enter negotiations with its neighboring countries and the US, but after each argument or treaty, North Korea has committed actions which contradict these agreements and bring North Korea’s intentions into question.” WRONG

“Since 2005, North Korea has continually expressed a desire to enter negotiations with its neighboring countries and the US. Unfortunately, after each argument or treaty, North Korea has committed actions which contradict these agreements. This brings North Korea’s intentions into question.”

Double words in sentence: “Allow myself to introduce myself.”

Spelling out numbers less than or equal to 10, spell out. Greater than 10, write the number.

“Two hundred seventy three thousand four hundred and ninety seven dollars” WRONG

“\$273,497” correct

An “a” sub-bullet without a “b”

Using contractions—do not do it. It is a formal paper.

Common Briefing Errors

- Standing behind podium—do not do it. You should not be reading off notes. That is the only reason to stand behind a podium. The use of a notecard to assist in “jogging your memory” is acceptable and advisable, but don’t use it as a crutch. Print only main points in the order you are planning on speaking to those points. This will help in a smooth flow and to ensure you do not inadvertently delete areas of focus from your briefing.

- Reading off “the wall”—do not stare at slides projected on wall and read verbatim. Know your material! You can glance at wall/slides to keep your place and use as memory jogger. You can also use laser pointer to point out things on a picture or map.

- Exorbitant amount of umms and ahs—practice (chair fly) your brief! Get a buddy to watch and critique you.

- Shuffling and pounding your feet—you would be surprised how many people did this. It is really loud and distracting.

- Do not chew gum!

- Do not look at your watch several times throughout brief—have a buddy out in the crowd that signals time.

Instructor: Fischer, Thomas A., SFC

email: fischert@uww.edu

Phone: 262-472-5255 (Office)

262-224-1487 (Mobile)

Course Description

This is an academically challenging course where you will study, practice, and apply the fundamentals of Army leadership, Officership, Army values and ethics, personal development, and small unit tactics at the team and squad level. At the conclusion of this course, you will be capable of planning, coordinating, navigating, motivating and leading a team or squad in the execution of a tactical mission during a classroom PE, a Leadership Lab, or during a Situational Training Exercise (STX) in a field environment. Successful completion of this course will help prepare you for success at the ROTC Leader Development and Assessment Course (LDAC) which you will attend this summer at Fort Knox, KY. This course includes reading assignments, homework assignments, small group assignments, briefings, case studies, and practical exercises, a mid-term exam, and a final exam. You will receive continued systematic and specific feedback on your leader attributes values and core leader competencies from your instructor and other ROTC cadre and MS IV Cadets who will evaluate you using the ROTC Leader Development Program (LDP) model.

Learning Objectives

The overall objective of this course is to integrate the principles and practices of effective leadership, military operations and personal development in order to adequately prepare you to assume active leadership of a small element of personnel. This course has specific learning objectives for the five tracks listed below.

Leadership

- Apply situational leadership actions in leading a small unit
- Analyze the factors that motivate soldiers

Values and Ethics

- Explain the Rules of Engagement and the Law of Land Warfare
- Apply the Warrior Ethos

Personal Development

- Apply principles of time management, effective writing and communications
- Present effective briefing's

Officership

- Describe the Brigade Combat Team
- Explain Army Full Spectrum Operations

Tactics and Techniques

- Apply the Operations Orders Process
- Demonstrate knowledge of Platoon tactical operations
- Explain FOB Operations

Course Requirements

Reading

- Student Text: MSL 301, Applied Team Leadership, Pearson Custom Publishing, 2008
- Selected readings available online at: <http://www.usapa.army.mil>
 - Leadership Development Program Handbook, Jul 2008
 - Field Manual 6-22, Army Leadership, Oct 06
 - Field Manual 3-21.8, The Infantry Rifle Platoon and Squad, Mar 07
 - Field Manual 3-0, Operations, Feb 08
 - Field Manual 21-20, Physical Fitness Training, Oct 98
 - ARTEP 7-1, Warrior Battle Drills, Jul 06
 - ARTEP 7-8, Battle Drills for the Infantry Platoon and Squad, Feb 02
 - Student Handout (SH) 21-76, Ranger Handbook, Jul 06
 - Selected books and articles as determined by professor

Class participation

You are expected to participate actively in learning through critical reflection, inquiry, dialogue, and group interactions. This includes participating in class discussion, sharing personal perspectives and experiences related to principles discussed in class or reading, working with fellow students to engage in class exercises, and leading lab exercises.

Contracted Cadets are required to participate in all ROTC activities as stated in their contract, this includes participating in physical training 3 days per week unless otherwise excused. Students auditing this class or not yet contracted are encouraged but not required to participate in ROTC activities outside of the classroom.

ABSENCE FOR UNIVERSITY SPONSORED EVENTS: University policy adopted by Faculty Senate and the Whitewater Student Government states that students will not be academically penalized for missing class in order to participate in university-sanctioned events. They will be provided an opportunity to make up any work that is missed; and if class attendance is a requirement, missing class in order to participate in a university-sanctioned event will not be counted as an absence. A university-sanctioned event is defined to be any intercollegiate athletic contest or other such event as determined by the Provost. Activity sponsors are responsible for obtaining the Provost's prior approval of an event as being university sanctioned and for providing an official list of participants. Students are responsible for notifying their instructors in advance of their participation in such events.

ABSENCES: Absences are considered excused when there are circumstances beyond your control. Unexcused are circumstances within your control or ones that you are unable to prove why you missed class: the instructor may grant excused absences in advance.

Excused absences will be treated as follows:

Coordinate all absences with your **MS instructor** and cadet chain of command no later than **(NLT)** one-week prior.

All excused absences **must have a written document** stating reason, i.e.. Doctors note

Mid-Term Exam

A mid-term exam will be given to assess your knowledge achieved during the first half of the semester.

Final Exam

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

Group OPORD/ Lab Instruction

Cadets will form into groups of 3 to 4 each. As a group the cadets will complete a full OPORD with all applicable annexes for a topic to be determined by the instructor.

Weekly Assignments/ Presentations

Each cadet will be assigned four weekly written assignments and/ or presentations. Each is worth 50 points each.

Physical Fitness Leader Assessment

Each cadet will lead Battalion physical fitness at least once during the semester. Cadets will be evaluated on planning, preparation, and execution.

Class Participation & Attendance

Cadets are expected to come to class fully prepared to discuss the material to be covered. Attendance makes up 50% of this score. The other half is cadet contribution in class.

Evaluation and Grading

Class Participation & Attendance	100 points
Physical Fitness Leader Assessment	100 points
Mid-Term Exam	200 points
Group OPORD	200 points
Final Exam	200 points
Weekly Assignments/ Presentations	200 points
Total	1000 points

The University of Wisconsin-Whitewater plus/minus grading scale will be used.

A	1000	940	C	769	730
A-	930	900	C-	729	700
B+	899	870	D+	699	670
B	869	830	D	669	640
B-	829	800	D-	639	600
C+	799	770	F	599	Below

All late papers and assignments will receive a 10% reduction in grade for each week the assignment is late.

Course Design

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

Collaboration

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

Office Hours and Appointments

Office Hours are variable M-F

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

Special Needs: If anyone in this class requires any special needs, please bring it to the attention of the instructor after class or during office hours.

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Changes

The instructor has the option to make necessary changes to facilitate the learning process. Changes will be noted by the instructor prior to implementation.

SFC Thomas A. Fischer

Email: fischert@uww.edu

Phone: 262-472-5255 (Office)

262-224-1487 (Mobile)

Class Day and Times: Class will meet Wednesday evening from 1830-2100

Course Description

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Excused absences will be treated as follows:

Coordinate all absences with your **MS instructor** and cadet chain of command no later than **(NLT)** one-week prior.

All excused absences **must have a written document** stating reason, i.e... Doctors note

Attendance and Participation

You are expected to attend all class sessions and fully participate. Participation in small and large group sessions will be the key component of this grading category.

Research Paper and Presentation

A three to five page research paper will be due the second to last class session of the term. The research paper consists of primarily three categories. A particular event, the leader involved, and how that leader had an influence on the outcome of the event. Student will also be giving a five to seven minute presentation on the research paper. Presentation will consist of PowerPoint slides and use of audio/ video in the presentation. Use of audio/ video is limited to a minimum/ maximum of 1 to 2 minutes.

Garrison OPORD and Lab Instruction

Once a semester MSIII's plan and execute one normal lab session. Selected individuals will serve as planners and others will serve as instructors. Producing a well formatted garrison operations order with all the necessary coordinating instructions and appendixes will be required. Instructors will be partnered up to instruct a group of MSI's and II's. The 20140226 US Weapons lab at the armory will be the lab for which this assignment will take place.

STX and Patrol Evaluations

There will be a total of four evaluated squad STX and Patrol STX evaluations given for each MSIII throughout the semester either on campus or at CFTX. Each of these are worth a maximum 100 points per evaluations. Grading will be based upon overall evaluation and individual dimensions.

Mid-Term Exam

A mid-term exam will be given to assess your knowledge achieved during the first half of the semester.

Final Exam

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

Evaluation and Grading

Garrison OPORD/ Lab Instruction	200 points	
STX and Patrol Evaluations (from Lab)	200 points	(2 of them at 100 points per)
Mid-Term Exam	200 points	
Physical Fitness Leader Evaluation	100 points	
Participation/ Attendance	100 points	
Final Exam	200 points	
Total	1000 points	

The University of Wisconsin-Whitewater plus/minus grading scale will be used.

A	1000	930	C	769	730
A-	929	900	C-	729	700
B+	899	870	D+	699	670
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Changes

The instructor has the option to make necessary changes to facilitate the learning process. Changes will be noted by the instructor prior to implementation.

Inclement Weather

University policy for inclement weather will remain in effect.

LDRSHP 320, Spring Semester 2014

Schedule

All assignments are due the week following the dates indicated here at the beginning of the students MS class.

<u>Dates</u>	<u>Topics</u>	<u>Assignment</u>
22 Jan	Overview & LDAC Brief Review of 1 st Semester	
29 Jan	Leadership Assessment Report Garrison and Tactical OPORD review	
05 Feb	No Class	
12 Feb	FOB OPS TACSOP Call for Fire	
19 Feb	Weapons Familiarization/ EST (off site at UW Madison) Depart 1600 from UWW, return approximately 2030	
26 Feb	IED Training/ Cultural awareness SQD STX-RECON SQD STX-Ambush SQD STX-Squad Attack SQD STX- Movement to Contact	
05 Mar	Platoon Operations Orders Platoon Recon Patrol Platoon Ambush Platoon Cordon & Search	
12 Mar	Platoon Attack Platoon Defense	
19 Mar	Land Nav and Map Reading review Advanced land navigation techniques Mission Planning Mid-term review	

LDRSHP 320, Spring Semester 2014

02 Apr	Map reading assessment Land Navigation assessment (mission planning) TACSOP assessment (midterm)
09 Apr	FTX Review/ CFTX Preview Platoon Operations Review
16 Apr	CFTX Review Accessions Briefing
23 Apr	MSIII Superlab Full platoon operations Final Exam review
30 Apr	NO Class
07 May	Final Exam

Thomas A. Fischer
Email: fischert@uww.edu
Michael Nyenhuis
nyenhuim@uww.edu
Office Hours: MWF 12:30 PM – 2:00 PM

Fall 2014

HISTORY OF THE UNITED STATES MILITARY LDRSHP 350

Class Day and Time: Tuesday 1230-1345, online

Requirements:

Class Goals

The study of United States Military History is not simply the memorization of timelines (dates), the recitation of important generals, or the regurgitation of specific armies and what they did at a particular battle. These certainly are components of military history. They have their place in understanding “**WHAT**” happened. However, I contend that the “what” is not nearly as important as the “**WHY**” or the “**CONSEQUENCES**” of what happened.

To understand the role of the United States on the world stage in the 21st Century requires a basic understanding of the past. Military history offers up one perspective that is helpful for understanding. Furthermore, the military is a human institution. The study of military history is also an investigation of the people in that military as much as it is an analysis of tactics. Finally, the study of military history has application and relevance to understanding the contemporary world and current military operations.

Class Attendance - Consistent attendance is essential for success in this course.

Students are expected to attend all classes. The class roll will be called daily. Those who miss **more than two classes** without a verifiable written excuse will be dropped one level on their final grade. (e.g. from a B+ to a B). All excuses for absences must be turned in no later than 10 days after the absence.

Class Protocol – Our classroom is a place of mutual respect and civility. This means that we must ALL conduct ourselves with respect and civility. The proper type of class environment demands that those who are speaking need not worry about competing with other conversations, cell phones, etc. I ask that you refrain from carrying on secondary discussions during class. I ask that you turn off and put away cell phones and other electronic devices once class starts. **Each time a cell phone goes off in class, I will deduct 10 points from the owner’s final grade.**

Exams – One mid-term exam and one final exam will be given. The exams will consist of both multiple choice and short essay questions from lectures and the readings. The essay questions will come from a study sheet I will provide to you a week before each exam. The final exam will not be comprehensive. Make-up exams will be given only to those who are forced to miss the scheduled exams because of an emergency. Students will be required to provide written proof of such emergencies. Students must make every effort to notify the instructor of the emergency **before** the exam. Those who miss the scheduled exams without doing so risk receiving a zero for their exam grade. Those who miss the final exam and fail to provide proof of an emergency will fail the course. Each examination will be worth 200 points each.

Online Lessons – There will be 32 online lessons throughout the course. Students are expected to complete all lessons. Each lesson completion will be worth 6.25 points for a total of 200 points of your grade. Students are expected to complete the lessons prior to video and discussion dates listed on the last page of the syllabi. Online lessons can be accessed via <https://rotc.blackboard.com/webapps/portal/frameset.jsp> and login information will be put out by the instructor.

Battle Analysis Presentation or Paper – Each student will be given a particular Battle from the course studies from the instructor. Students are allowed to request an individual battle however the final decision rests with the instructor. Students will present a 5-7 minute presentation using powerpoint slide presentation and video. Student will have the option to instead write a 5-7 paper analysis of the battle using a specific framework. Papers will be typed, double-spaced and have standard one-inch margins. The grade of the presentation or the paper will be based on the content and clarity of the analysis. Spelling and grammar will also affect the review's final grade. Presentation will take place outside of class time. Due date for this assignment is 05 December 2014. This assignment is worth 200 points.

Course Reader Discussion – No later than 01 October 2014, students will select one of the articles listed under the course reader tab accessed through the blackboard site. Students will then create a forum in the discussion board option in Blackboard. Students will be required to contribute to the discussion board of two additional forums throughout the semester. Course reader discussions will need to be completed NLT 05 Dec 2014. This paper is worth 100 points and will be graded upon content and grammar.

Medal of Honor Recipient Paper –NLT 15 October 2014, students will select one Medal of Honor recipient to write a 3-5 page, 12 font Times New Roman, double spaced paper upon. The paper will be due NLT 09 December 2014. Additional information will be distributed to the students regarding the requirements and format of this paper.

Academic Integrity – All students must ensure that all work turned in for this class is their OWN work. That includes quizzes, tests, worksheets and papers. Those students who borrow the words or ideas from others without properly documenting that fact are guilty of plagiarism. This includes papers downloaded from the internet, **articles posted on websites, or sections of websites that are copied and pasted into student work.** Discovery of plagiarism will result in course failure.

Extra Credit work – Students are allowed to complete a maximum of three online lessons for 10 points each/ 30 point maximum.

GRADING

Mid Term Exam	200 points
Battle Analysis Presentation	200 points
Online Lessons	200 points
Final Exam	200 points
Course Reader Discussion	100 points
Medal of Honor Recipient Paper	100 points
Total Grade Points	1000 points

The University of Wisconsin-Whitewater plus/minus grading scale will be used.

A	1000	940	C	759	730
A-	939	910	C-	729	700
B+	909	880	D+	699	670
B	879	840	D	669	640
B-	839	790	D-	639	600
C+	789	760	F	600	Below

All late papers and assignments will receive a 10% reduction in grade for each week the assignment is late.

SCHEDULE OF ONLINE COURSE LESSONS

Week 1 (10SEP)	Lessons 1-3
Week 2 (17SEP)	Lessons 4-5
Week 3 (24SEP)	Lessons 9-10
Week 4 (01OCT)	Lessons 11-12, 15
Week 5 (08OCT)	Lessons 18-21
Week 6 (15OCT)	Mid-Term Examination
Week 7 (22OCT)	Lessons 22-24
Week 8 (29OCT)	Lessons 25-26
Week 9 (05NOV)	Lessons 27-28
Week 10 (12NOV)	Lessons 29-31

Week 11 (19NOV)	Lessons 32-34
Week 12 (26NOV)	Lessons 35-38
Week 13 (03DEC)	Lessons 39, 41-42
Week 14 (10DEC)	Final Exam

Air Force Aerospace Studies 401: National Security Affairs and Preparation for Active Duty

Lieutenant Colonel Gregory J. Goar
Professor of Aerospace Studies, Air Force ROTC Detachment 925
goar@wisc.edu
(608) 262-3440

Fall 2013; Monday & Wednesday, 1600 – 1715; AFROTC Building, Rm. 140
1433 Monroe St, Madison, WI

Course Description:

This course introduces the basic elements of US national security organization, process and policy. Through readings, lecture and guided discussion, you will also gain a better understanding of current international issues affecting the military profession. The course further focuses on developing the communication skills required of an Air Force officer.

Course Objectives:

1. Comprehend the basic elements of national security process and policy.
2. Comprehend the air and space power functions and competencies.
3. Understand selected roles of the military in society and current issues affecting the military profession.
4. Understand selected provisions of the military justice system.
5. Comprehend the responsibility, authority, and functions of an Air Force commander.
6. Apply listening, speaking, and writing skills in Air Force-centric formats and situations with accuracy, clarity, and appropriate style.
7. Understand the factors that facilitate a smooth transition from civilian to military life.
8. Increase understanding of language and culture differences of other regions of the world where the United States has interests.

Texts / Reading Assignments: As readings will provide a framework for class discussion, I strongly recommend you read the assigned selections before the relevant lecture. There may be a ‘pop-quiz’ or activities that will require you to be familiar with the information.

T- 408 - National Security Affairs and Preparation for Active Duty, 2013/2014 Edition
AFH 33-337 “The Tongue and Quill”

All reading assignments can be found on the Holm Center website (<http://holmcenter.com>). A Yahoo or Google e-mail address is required to access the site material.

Classroom Rules of Engagement

1. Attendance: Cadets must attend at least **80 percent** of scheduled class sessions to achieve a passing grade. However, you should certainly strive to attend ALL classes, as doing the minimum necessary is not encouraged either in AFROTC or in the operational Air Force. Academic only students (non-AFROTC students) do not have a minimum attendance percentage. However, your class participation grade will be influenced by your attendance.

2. Uniform: Uniform wear is not mandatory for each class period (but dress will be according to the Detachment 925 Commander's discretion). When giving a formal presentation (briefing), cadets will be required to wear their Air Force service dress uniform. Academic only students will wear business formal attire.

3. Military protocol: Cadets - observe military customs and courtesies at all times. Call the room to attention when the instructor (or a military officer senior to your instructor) enters or leaves the room. If an officer senior to your instructor enters the room during a lecture from your instructor, do not call the room to attention. Academic only students are not required to come to attention, but please stand along with your classmates for uniformity.

4. Food and drink: Feel free to bring either, but enough to share. Just clean up after yourself. Please refrain from eating and drinking during any presentations by fellow classmates.

5. NO CELL PHONES ALLOWED IN THE CLASSROOM!

6. Leadership Lab (LLAB) is required for all cadets enrolled in AS 400. LLAB is held every Tuesday 0630-0830, but may be held at other times for special events (i.e. Dining Out).

Assignments:

1. Classroom Participation: I encourage and expect your active participation.

2. Unified Combatant Command Assignment: The Unified Combatant Commands we will cover this semester include AFRICOM, CENTCOM and PACOM. You will be required to present a formal briefing on a minimum of two cultural domains associated with a country in your assigned AOR, lasting 8-10 minutes. Choose a country and at least two cultural domains from attachment two of this syllabus. Deconflict with your classmates (no two cadets will brief the same country). Additionally, you will write a one to two page background paper on your subject that will be due on the day of your briefing. Use the Tongue and Quill pp. 215-216 for Background Paper format. Cite references in your work using the Tongue and Quill pp. 344-346. Use the "Textnotes" means of identifying your sources on p. 345, and follow the "Guide to Typing a Bibliography" on p. 346. **Your bibliography will be a separate page from the bullet background paper.**

3. Computer Based Training (CBT): As you will find in the active duty Air Force, CBTs are commonplace to provide primary and ancillary training. The material in the CBTs is testable.

4. Exams/Quizzes: Exams will be a compilation of multiple choice, fill in the blank and essay questions. Quizzes on readings or topics covered in class, will be given as "no notice" or via the Learn@UW website.

Grading:

You will have opportunity to earn the following points:

- Classroom participation	10 points
- Quizzes (pop quizzes/Learn@UW)	10 points
- Unified Combatant Command Assignment	
-- Formal Cultural Awareness Briefing	20 points
-- Cultural Awareness Background Paper	20 points
- Exam #1	20 points
- Exam #2	20 points
Total	100points

Based on 100 total points, I will assign letter grades as follows:

<u>UW-Madison / Edgewood</u>		<u>UW-Whitewater/MBBC/MATC</u>			
A	100 – 93	A	100-93	C-	72-70*
AB	92 – 88	A-	92-90	D+	69-66
B	87 – 83	B+	89-87	D	65-63
BC	82 – 78	B	86-83	D-	62-60**
C	77 – 70*	B-	82-80	F	59-0
D	69 – 60**	C+	79-77		
F	59 – 0	C	76-73		

*Minimum passing grade for Cadets

** Minimum passing grade for academic only students

///Signed///GJG///

GREGORY J. GOAR, Lt Col, USAF
Professor of Aerospace Studies

Attachments:

1. Class Schedule
2. Regional Studies topics
3. Common student mistakes

Attachment 1 - Class Schedule

Date	Subject	Readings	Notes
Week 1 4 Sep	Intro to AS 400 The Air Force Complaint and Fraud, Waste, and Abuse Program	Lesson 1 Lesson 2	Handout syllabus
Week 2 9 Sep	Substance Abuse Control Program The US Constitution	Lesson 3 Lesson 4	
11 Sep	Terrorism Due: Country for briefing/paper	Lesson 6	TOPICS DUE!
Week 3 16 Sep	Roles of the President, Executive Branch, Congress and Civilian Control of the Military	Lesson 5	
18 Sep	The Need For Cross-Cultural Competence Relating and Communicating Cross Culturally	Lesson 7 Lesson 8	
Week 4 23 Sep	Relating & Communicating Cross Culturally (cont)	Lesson 8	
25 Sep	Cultural Visual Expeditionary Skills Training	Lesson 9	
Week 5 30 Sep	Cultural Visual Expeditionary Skills Training (cont) Setting the World Stage	Lesson 9 Lesson 10	
2 Oct	USCENTCOM Area of Responsibility	Lesson 11	
Week 6 7 Oct	USCENTCOM Continued Southwest Asia Briefs	Lesson 11	BRIEFS
9 Oct	US Policy	Lesson 12	
Week 7 14 Oct	Making Strategy	Lesson 13	
16 Oct	Principles of War & Tenets of Air & Space	Lesson 14	
Week 8 21 Oct	The Evolving Nature of War	Lesson 15	
23 Oct	Exam #1	(Lessons 1-15)	EXAM

Week 9 28 Oct	The Department of Defense	Lesson 16	
30 Oct	Department of the Army (Guest Instructor) The US Coast Guard	Lesson 24 Lesson 27	
Week 10 4 Nov	Department of the Navy (Guest Instructor) US Marine Corps (Guest Instructor)	Lessons 25 Lesson 26	
6 Nov	USAFRICOM Area of Responsibility	Lesson 23	
Week 11 11 Nov	USAFRICOM Continued Africa Briefs	Lesson 23	BRIEFS
13 Nov	USPACOM Area of Responsibility	Lesson 22	
Week 12 18 Nov	USPACOM Continued East Asia Briefs	Lesson 22	BRIEFS
20 Nov	Citizen Airmen: The Total Force USAF Major Commands	Lesson 17 Lesson 21	
Week 13 25 Nov	Air Force Core Functions	Lesson 18	
27 Nov	Air and Space System Capabilities	Lesson 19	
28 Nov – 1 Dec	Thanksgiving Break		
Week 14 2 Dec	Force Packaging USAF Major Commands	Lesson 20 Lesson 21	
4 Dec	Joint Operations	Lesson 28	
Week 15 9 Dec	Law of Armed Conflict (Guest Speaker) UCMJ	Lesson 29 Lesson 30	
11 Dec	Exam #2	(lessons 16-30)	EXAM

Attachment 2 – Regional Studies Topics

Countries to choose from:

CENTCOM

Egypt
Iran
Iraq
Pakistan
Saudi Arabia
Syria
Yemen

AFRICOM

Algeria
Dem Rep of Congo
Ethiopia
Mali
South Africa
Sudan
Tunisia

PACOM

China
India
North Korea
South Korea
Vietnam
Japan
Burma

Cultural domains

- Students must choose a minimum of two domains as briefing main points

1. Family & Kinship
2. Religion & Spirituality
3. Sex & Gender
4. Politics & Social Relations
5. Economics & Resources
6. Language & Communication
7. Technology & Material
8. History & Myth
9. Sustenance & Health
10. Aesthetics & Recreation
11. Learning & Knowledge

Brief and paper must include discussion on US relationship with country!

Attachment 3--Common Paper Errors

Not following syllabus!!!

Grammar! Punctuation!

“Like Pakistan English is used frequently in industry and in the government.” WRONG

“Like Pakistan, English is used frequently in industry and in the government.” Correct

Not putting commas after dates.

Putting apostrophes in years—“During the 1800’s there were no airplanes.” WRONG

“During the 1800s, there were no airplanes.”

Run-on sentences—“Since 2005, North Korea has continually expressed a desire to enter negotiations with its neighboring countries and the US, but after each argument or treaty, North Korea has committed actions which contradict these agreements and bring North Korea’s intentions into question.” WRONG

“Since 2005, North Korea has continually expressed a desire to enter negotiations with its neighboring countries and the US. Unfortunately, after each argument or treaty, North Korea has committed actions which contradict these agreements. This brings North Korea’s intentions into question.”

Double words in sentence: “Allow myself to introduce myself.”

Spelling out numbers less than or equal to 10, spell out. Greater than 10, write the number.

“Two hundred seventy three thousand four hundred and ninety seven dollars” WRONG

“\$273,497” correct

An “a” sub-bullet without a “b”

Using contractions—do not do it. It is a formal paper.

Common Briefing Errors

- Standing behind podium—do not do it. You should not be reading off notes. That is the only reason to stand behind a podium. The use of a notecard to assist in “jogging your memory” is acceptable and advisable, but don’t use it as a crutch. Print only main points in the order you are planning on speaking to those points. This will help in a smooth flow and to ensure you do not inadvertently delete areas of focus from your briefing.

- Reading off “the wall”—do not stare at slides projected on wall and read off of it. Know your material! You can glance at wall/slides to keep your place and use as memory jogger. You can also use laser pointer to point out things on a picture or map.

- Exorbitant amount of umms and ahs—practice (chair fly) your brief! Get a buddy to watch and critique you.

- Shuffling and pounding your feet—you would be surprised how many people did this. It is really loud and distracting.

- Do not chew gum!

- Do not look at your watch several times throughout brief—have a buddy out in the crowd that signals time.

Air Force Aerospace Studies 402: Preparation for Active Duty

Lieutenant Colonel Gregory J. Goar
Air Force ROTC Detachment 925
goar@wisc.edu
(608) 262-3440

Spring 2014; Mon/Wed 1600-1715; University of Wisconsin-Madison
1433 Monroe St., Madison, WI

Course Description

This course introduces the basic elements of feedback, the Enlisted/Officer Evaluation System and effective writing. Additionally, we will explore the areas of sexual harassment and suicide awareness – critical topics in the United States Air Force. We will seek to understand our mission from the perspective of our crucial enlisted force and civilians. Through readings, lecture, and guided discussion, you will also gain a better understanding of current international issues affecting the military profession. The course further focuses on developing the communication skills required of an Air Force officer.

Course Objectives

1. Know the basic elements of national security process and policy.
2. Know the air and space power functions and competencies.
3. Understand the selected roles of the military in society and current issues affecting the military profession.
4. Understand selected provisions of the military justice system.
5. Comprehend the responsibility, authority, and functions of an Air Force commander.
6. Apply listening, speaking, and writing skills in Air Force particular formats and situations with accuracy, clarity, and appropriate style.
7. Understand the factors that facilitate a smooth transition from civilian to military life.

Texts / Reading Assignments:

As readings will provide a framework for class discussion, I strongly recommend you read the assigned selections before the relevant lecture. There may be a ‘pop-quiz’ or activities that will require you to be familiar with the information.

T- 408 - National Security Affairs and Preparation for Active Duty, 2013/2014 Edition
AFH 33-337 “The Tongue and Quill”

All reading assignments can be found on the Holm Center website (<http://holmcenter.com>). A Yahoo or Google e-mail address is required to access the site material.

Classroom Rules of Engagement

1. Attendance: Cadets must attend at least **80 percent** of scheduled class sessions to achieve a passing grade. However, you should certainly strive to attend ALL classes, as doing the minimum necessary is not encouraged either in AFROTC or in the operational Air Force. Academic only students (non-AFROTC students) do not have a minimum attendance percentage. However, your class participation grade will be influenced by your attendance.
2. Uniform: Uniform wear is not mandatory for each class period (but dress will be according to the Detachment 925 Commander's discretion). When giving a formal presentation (briefing), cadets will be required to wear their Air Force service dress uniform. Academic only students will wear business formal attire.
3. Military protocol: Cadets - observe military customs and courtesies at all times. Call the room to attention when the instructor (or a military officer senior to your instructor) enters or leaves the room. If an officer senior to your instructor enters the room during a lecture from your instructor, do not call the room to attention. Academic only students are not required to come to attention, but please stand along with your classmates for uniformity.
4. Food and drink: Feel free to bring either, but enough to share. Just clean up after yourself. Please refrain from eating and drinking during any presentations by fellow classmates.
5. **NO CELL PHONES ALLOWED IN THE CLASSROOM!**
6. Leadership Lab (LLAB) is required for all cadets enrolled in AS 400. LLAB is held every Tuesday 0630-0830, but may be held at other times for special events (i.e. Dining Out).

Assignments

1. Classroom Participation: I encourage and expect your active participation. Forming an educated opinion on various topics is paramount in your development. Come to class ready to share yours! Additionally, current events for each class period will be led by students in a rotating basis.
2. Briefing: You will be required to present an advocacy briefing on a topic in the Air Force. This briefing should last 5-9 mins and you will advocate your position using guidance as discussed in Lesson 42. Suggested advocacy topics are listed in Lesson 42, but in no way limit you on what topic you may want to cover. See me if there is a topic you would rather speak/write on.
3. Papers: 1) Write a three to four page, double spaced position paper on the same topic as your advocacy briefing. You may come up with your own topic, but I must approve it first. Use the Tongue and Quill pp. 217-218 for Position Paper format. Cite references in your work using the Tongue and Quill pp. 345-347. Use the "Textnotes" means of identifying your sources on p. 345, and follow the Air University Style Guide for your bibliography.
2) Write a one to two page Official Memorandum using the Tongue and Quill pp. 135-138. The topic is your goals; short term (1-4 years) and long term (5-10 years). Your goals do not have to be strictly limited to the Air Force.
4. Exams/Quizzes: Exams will be a compilation of multiple choice, fill in the blank and essay questions plus. Quizzes will be given to ensure understanding of course material between exams.

Grading

You will have opportunity to earn the following points:

- Classroom participation	10 points
- Quizzes	10 points
- Advocacy Briefing	15 points
- Position Paper	15 points
- Official Memo Paper	10 point
- Exam 1	20 points
- Exam 2	20 points

Based on 100 total points, I will assign letter grades as follows:

<u>UW-Madison/Edgewood</u>		<u>MBBC/UW-Whitewater</u>	
A	100 – 93	A	100 – 93
AB	92 – 88	A-	92 – 90
B	87 – 83	B+	89 – 87
BC	82 – 78	B	86 – 83
C	77 – 70	B-	82 – 80
D	69 – 60	C+	79 – 77
F	59 – 0	C	76 – 73
		C -	72 – 70
		D+	69 – 66
		D	65 – 63
		D-	62 – 60
		F	59 – 0

Minimum passing grade for cadets is a C-. For academic only credit, minimum grade is a D-.

//signed//GJG//

GREGORY J. GOAR, Lt Col, USAF
Professor of Aerospace Studies
AFROTC Det 925

Attachments:

1. Class Schedule
2. Common Mistakes

Attachment 1 - Class Schedule

Date	Subject	Readings and Assignments
Week 1 22 Jan	Overview / Advocacy Briefing Prep	Lesson 42
Week 2 27 Jan 29 Jan	Military Law Military Law Case Studies	Lesson 31, Lesson 32, Advocacy topic due
Week 3 3 Feb 5 Feb	Bullet Statements with Impact Bullet Statements Practicum	Lesson 35 Lesson 36
Week 4 10 Feb 12 Feb	Evaluation Concepts Enlisted Evaluation System/Officer Eval System	Lesson 41 Lesson 39/40
Week 5 17 Feb 19 Feb	Sexual Harassment/Bystander Intervention (guest spkr) Suicide Prevention	Lessons 44 Lesson 46
Week 6 24 Feb 26 Feb	Advocacy Briefs /Information Assurance, Computer Security, and Info Ops Reading Advocacy Briefs /Nuclear Operations Reading	Lesson 45 Lesson 55
Week 7 3 Mar 5 Mar	Civilian Personnel Performance Feedback	Lesson 49, Position Paper Due Lesson 37
Week 8 10 Mar 12 Mar	Exam 1 USSOUTHCOM Area of Responsibility	Lessons covered to date Lesson 43
Week 9 17 Mar 19 Mar	Spring Break (UW-M) – NO CLASS!	
Week 10 24 Mar 26 Mar	Enlisted Force (TSgt Dominguez/TSgt Greenhow) NCO Perspective (TSgt Dominguez/TSgt Greenhow)	Lesson 38 Lesson 48

Week 11 31 Mar 2 Apr	USEUCOM Area of Responsibility USEUCOM cont	Lesson 34 Lesson 34
Week 12 7 Apr 9 Apr	Defense Support of Civil Authorities Financial Education – Prep for AD	Lesson 51, Official Memo Due None
Week 13 14 Apr 16 Apr	USNORTHCOM Area of Responsibility USNORTHCOM cont	Lesson 50 Lesson 50
Week 14 21 Apr 23 Apr	Cyberspace Air and Space Expeditionary Force	Lesson 54 Lesson 56
Week 15 28 Apr 30 Apr	Air Force Employment Exercise The Code of Conduct (Col Don Heiliger)	Lesson 57 Lesson 33
Week 16 5 May 7 May	ORM/The Oath of Office Exam 2	Lesson 47/52 Lessons since Exam 1

Attachment 2--Common Paper Errors

Not following syllabus!!!

Write in an active/concise voice. Do not get overly wordy.

Grammar! Punctuation!

“Like Pakistan English is used frequently in industry and in the government.” WRONG

“Like Pakistan, English is used frequently in industry and in the government.” Correct

Not putting commas after dates.

Putting apostrophes in years—“During the 1800’s there were no airplanes.” WRONG

“During the 1800s, there were no airplanes.”

Run-on sentences—“Since 2005, North Korea has continually expressed a desire to enter negotiations with its neighboring countries and the US, but after each argument or treaty, North Korea has committed actions which contradict these agreements and bring North Korea’s intentions into question.” WRONG

“Since 2005, North Korea has continually expressed a desire to enter negotiations with its neighboring countries and the US. Unfortunately, after each argument or treaty, North Korea has committed actions which contradict these agreements. This brings North Korea’s intentions into question.”

Double words in sentence: “Allow myself to introduce myself.”

Spelling out numbers less than or equal to 10, spell out. Greater than 10, write the number.

“Two hundred seventy three thousand four hundred and ninety seven dollars” WRONG

“\$273,497” correct

An “a” sub-bullet without a “b”

Using contractions—do not do it. It is a formal paper.

Common Briefing Errors

- Not following syllabus!!!

- Give me an attention-getter! “Hello, my name is” is mandatory and nice, but it doesn’t really make me interested in your topic. Get me involved, and wanting to receive your brief.

- Standing behind podium—do not do it. You should not be reading off notes. That is the only reason to stand behind a podium. The use of a notecard to assist in “jogging your memory” is acceptable and advisable, but don’t use it as a crutch. Print only main points in the order you are planning on speaking

to those points. This will help in a smooth flow and to ensure you do not inadvertently delete areas of focus from your briefing.

- Reading off “the wall”—do not stare at slides projected on wall and read off of it. Know your material! You can glance at wall/slides to keep your place and use as memory jogger. You can also use laser pointer to point out things on a picture or map.

- If you put too much information on your slides, it may (will) cause you to begin reading off the slides. Stick to main points that will jog your memory.

- **Cite references (verbally or on a slide)!!**

- A little humor in the brief can go a long way...

- Exorbitant amount of umms and ahs—practice (chair fly) your brief! Get a buddy to watch and critique you.

- Shuffling and pounding your feet—you would be surprised how many people did this. It is really loud and distracting.

- Do not chew gum!

- Do not look at your watch several times throughout brief—have a buddy out in the crowd that signals time.

- Give me a summary at the end. What do you think about the topic you just briefed? If the briefing is to help me decide a course of action, give me your recommendation at the end.



MISSION COMMAND & THE ARMY AS A PROFESSION
MSL 410
FALL 2014



INSTRUCTOR:

Lieutenant Colonel Carl C. Meredith
University of Wisconsin at Whitewater
Army ROTC
MH 421
Office Phone: 262-472-1727
School Email: mereditc@uww.edu
Army Enterprise Email: carl.c.meredith2.mil@mail.mil
Cell (Emergencies: 414-405-1185)

CLASS MEETING:

STAFF CALLS: Alternating Monday/Tuesday 8-9 a.m., WC 183A
CLASS MEETING: TUE/THR 2-3:15pm
CLASS LOCATION: MH 401

OFFICE HOURS:

Tuesdays & Thursdays 1000-1200 or by appointment

COURSE DESCRIPTION (OVERVIEW):

MSL 401 introduces Cadets to the challenges of mission command and gaining an understanding of the Army Profession. Cadets learn the basics of what mission command is and how it is used in Army operations. Students will examine the Army Profession and what it means to be a professional in the U.S. Army. The overall focus is on developing basic knowledge and comprehension of Army leadership while gaining a big picture of understanding the Reserve Officers' Training Corps (ROTC) program, its purpose in the Army, and its advantages for the student.

This course is a practical application of the leadership skills and techniques you have learned thus far in the program. Throughout the semester, students are assigned the duties and responsibilities of an Army Officer and must practically apply the fundamentals of principles of training, the training management, the Army writing style and military decision making to weekly training meetings. During these weekly training meetings, the student will plan, execute and assess ROTC training and recruiting events.

Students will study the special trust proposed to Army Officers by the US Constitution and the President of the United States--a special trust given to no other civilian professions. Students will study how Army values and leader ethics are applied in the Contemporary Operating Environment and how these values and ethics are relevant to everyday life. The student will study the Army officer's role in the Uniform Code of Military Justice, the counseling of subordinates, administrative actions and the management of an Army Officer's career. Students will be given numerous opportunities to train, mentor and evaluate underclass students enrolled in the ROTC Basic Course while being mentored and evaluated by experienced ROTC cadre.

The LDRSHP 410 course is designed to include multiple opportunities for student-centered learning, to include, but not limited to student reading assignments; homework assignments; participation in small group

assignments, practical exercises and case studies; student delivered briefings and operations orders; and a variety of student assessments discussions, surveys, personal reflections, essays, and digital media products. In addition, students will receive detailed and constructive feedback on their leader attributes and core leader competencies from experienced cadre.

Focus:

This course is one of the final steps on your pathway to commissioning. The focus of the curriculum, activities, and discussions this semester will be on what it takes to be an effective leader of our nation's finest young men and women. We will not spend time on tactical discussion or preparation for battle drills, but instead, on the functional actions and administrative duties of a young officer.

You are now the leaders of the Warhawk Battalion. As such, in addition to the academic demands placed on you, you are responsible to train mentor and lead the rest of the Cadets - preparing them to one day do the things you are about to.

The assignments, homework load and expectations for your performance are extremely high. This is not the easy "A" ROTC course - this is your last step to prepare to lead, and the course is designed to stretch you and take you beyond your comfort zones to new levels of leadership and learning.

Format:

This course is being offered in an enhanced/hybrid format this semester. This is primarily to allow for maximum use of face-to-face time, and flexibility for completion of additional coursework requirements outside of class.

Why is this course being offered in the hybrid learning format?

The goals of this format are to:

1. Promote active, self-directed learning by providing you with an effective combination of in-class teaching and online learning.
2. Shift some topics into the online format with a resultant reduction in the necessity to cover certain material during classroom time.
3. Use D2L to focus on certain material that can be more effectively presented in an online format.
4. Provide you with more flexibility by allowing you to do more of your work from home/out-of-class and to complete online learning activities at times that best suit your weekly schedule and learning preferences.

What are some of the challenges that students might face in a hybrid learning course?

It is important to remember that:

1. All students in this course must have almost daily access to the Internet. You must use the D2L site regularly between classes to keep up with the announcements and to complete the assigned activities.
2. Less time spent in class does NOT mean less work. You may find that the time spent in online activities will be considerable, but it is expected that your active participation will enhance your learning.
3. Learning is not a spectator sport. You are expected to take the responsibility to actively use the online learning material and to manage your time so that you complete assigned reading and online activities between the face-to-face sessions.



Content:

We will cover all the basic content for the semester via out-of-class reading, research and group projects, and in-class discussions and activities. This course is designed in a way that you absolutely must complete the pre-reading and out-of-class work in order to maximize your participation and learning experiences in class. Your participation and commitment to doing the hard work outside of class will ensure the most fruitful learning

experiences and challenges in class. Attendance to both class and Staff Call (part of your overall class seat time) is essential, and failure to be at class, Staff Call, or Leadership Lab will be noted and impact your performance as well as grade.

In addition to the basic content, we will explore the basics of a liberal education that is essential to a well-rounded and intelligent officer. We will also frequently practice the critical skills that I believe are hallmarks of the Army Officer - critical thinking and problem solving, adapting, communication (both oral and written), reflection, and learning from experience (application). Many of our exercises and activities will be directly tied to these areas and the overall course content, and some are designed to expand your skills and knowledge by exposing you to new and different experiences.

COURSE MAP:

 <h2 style="text-align: center;">MSL401 Course Map</h2> 											
<p>MSL 401: Mission Command and the Army Profession</p>											
Lesson 1	Lesson 4	Lesson 7	Lesson 10	Lesson 13	Lesson 16	Lesson 19	Lesson 22	Lesson 25	Lesson 28	Lesson 31	Lesson 34
Course Overview	Military Decision Making Process	Training Units and Developing Leaders	Mission Command Case Study 1	Mission Command Discussion	Operations Order Practical Exercise	The Army as a Profession	Army Leader Ethics Case Studies	SHARP	Officer Evaluation Report (OER)	Civil-Military Relations	The Uniform Code of Military Justice (UCMJ)
Lesson 2	Lesson 5	Lesson 8	Lesson 11	Lesson 14	Lesson 17	Lesson 20	Lesson 23	Lesson 26	Lesson 29	Lesson 32	Lesson 35
Introduction to Mission Command	Operations Orders	Unit Training Management	Mission Command Case Study 2	Risk Management	Operations Order Practical Exercise	The Officer as a Moral Exemplar	Organizational Ethics	Personal Financial Management	NCO Evaluation Report (NCOER)	Media Relations	Administrative Discipline and Separation
Lesson 3	Lesson 6	Lesson 9	Lesson 12	Lesson 15	Lesson 18	Lesson 21	Lesson 24	Lesson 27	Lesson 30	Lesson 33	Lesson 36
Commander and Staff Organization and Operations	Rehearsals	Conduct Training Meeting	Mission Command Forum (Guest Speaker)	Law of Land Warfare and Rules of Engagement (ROE)	Information Brief	Army Leader Ethics	Equal Opportunity	Officer Career Planning	Leader & Self-Development	Professionalism Forum (Guest Speaker)	Information Briefing
Lab 01	Lab 02	Lab 03	Lab 04	Lab 05	Lab 06	Lab 07	Lab 08	Lab 09	Lab 10	Lab 11	Lab 12
Introduction to Mission Command	Analyze the Battle of Ia Drang OPOD	Conduct Company Training Meeting	Mission Command River Crossing at Nijmegen	Assess the Lieber Code as ROE	Army Briefings	Ethical Case Studies in COIN Operations	Financial Planning Brief	SHARP	Write OER Support Form/NCOER Counseling	Assess Defense Support to Civil Authorities during Reconstruction	Commander's Time
The Army Profession	Professional Competence		Adaptability		Teamwork		Lifelong Learning		Comprehensive Fitness		Overview & Assessment

LEARNING OBJECTIVES:

The Advance Course is designed to develop the student into a leader imbued with the Warrior Ethos, who can think critically and will be capable of leading Soldiers in the Contemporary Operating Environment (COE) at their first unit of assignment, and to produce a junior officer who embraces and demonstrates the following six learning objectives with associated outcomes below:

1. The Army Profession

- *Synthesizes all aspects of Army Values and Warrior Ethos required to succeed as an Army Officer.*
 - o Apply military professional ethics in decision making.
 - o Identify Army policy pertaining to EO and SHARP programs
 - o Relate the Law of Warfare and rules of engagement to Army operations.
 - o Explain your obligations as a US service member under the Code of Conduct.
 - o Understand your role in the UCMJ process.

2. Professional Competence

- ***Demonstrates the ability to plan, prepare, execute, and assess platoon-level training strategies including individual and collective tasks to enable mission accomplishment.***
 - Apply the training management process through OPORD's, rehearsals, and rock drills.
 - Apply the military decision making process (MDMP) to Cadet Battalion training meetings/staff calls, training and operations.
 - Understand and explain the duties of staff organization roles and responsibilities.
 - Perform the duties of a member of a battalion staff.
 - Conduct staff call utilizing the Operations Process and the Army's Design Methodology.
 - Incorporate the risk management process into battalion activities.
 - Counsel, mentor and develop underclass Cadets to improve battalion pride, unity, esprit de core and mission accomplishment.
 - Mentor, evaluate and counsel underclass Cadets during garrison and tactical operations utilizing a 4856.
 - Keep and present a leadership journal on the growth and development of Cadets in your battle group.
 - Write an Officer Evaluation Report Developmental Support Form.
 - Explain the importance of actively managing your career as an Army Officer.

3. Adaptability

- ***Recognizes and analyzes ambiguous situations and develops solutions to tactical, ethical, and leadership problems.***
- ***Demonstrates ability to apply agile and adaptive decisions in a complex and ambiguous environment.***

4. Teamwork

- ***Demonstrates the ability to build and sustain multi-functional teams in a complex, uncertain environment and able to accomplish the mission within the commander's intent.***
- ***Assesses the impacts of cultural differences on military operations and anticipates the consequences.***
- ***Analyzes and synthesizes the communication process to effectively communicate as a leader.***

5. Life Long Learning

- ***Applies the principles of lifelong learning and continued education ensuring personal, professional, and organizational improvement.***
 - Identify Resiliency Training skills in the Comprehensive Soldier Fitness (CSF) Program
 - Identify methods to reduce/manage stress as a leader
 - Write a memorandum that effectively communicates using Army writing standards
 - Draft a personal Leadership Development Plan for use/application during the academic school year to set goals, track and manage your progress/success.
 - Maintain a Leadership Journal to reflect upon and track growth and progress of leadership development experiences throughout the semester.
 - Utilize the Army Writing Standard and LDP cards to evaluate subordinate Cadets
 - Prepare and submit a personal Digital Story which highlights your growth and development as a leader throughout your college tenure and participation in ROTC.

6. Comprehensive Fitness

- ***Demonstrate leader responsibilities in the Comprehensive Soldier and Family Fitness program to reduce and manage stress (spiritual, psychological, physical).***

COURSE POLICIES:

Course Design: I conduct this class in an interactive manner. Everyone will be responsible for contributing to the success of the learning experience. Questions and comments are encouraged! You will have small group discussions and exercises throughout the class. I will shape our time in class to consist of maximum interaction, sharing, group work and collaboration.

You will have required readings, research and work outside of class, which must be completed in advance of each class period. Bottom line up front – you must do your pre-work and home work to excel in this course. Failure to do so will result in your being unprepared and unable to contribute to in-class interaction. The bulk of the assessment and learning in the course is presented in small chunks, and will come at a very fast pace. You cannot count on the Midterm and Final to pull you through! This not only provides the opportunity to learn many things across a wide range of topics, but it also replicates life outside of college as a young officer, where you will have more to accomplish than you think you can and will need to plan your time to meet all of your suspense's.

Liberal Arts and Professional Focus: Two parallel objectives of this course, and your MSIV year, are to develop in you the essential skills an officer must possess, and deepen your understanding of the world around you. These efforts will take many forms – multiple required briefings, use of technology, frequent writing, and research and critical analysis of aspect from through the scope of a liberal education.

My job as a senior officer and mentor is not only to train you in the technical basics of our profession. Those things are transitory and most often handled by your NCOs and soldiers. My job is to forge you into a competent, intelligent officer who can think critically and lead well.

A basic understanding and familiarity with classical and civic knowledge, literature, science, politics, world religion, and common culture all are important for effective professional leaders. We will cover all of these things in addition to the core topics in the curriculum.

Late Work: The maximum possible score on a late assignment is 75%. All point deductions will start from that score. Assignments due dates, expectations, and submission requirements will be communicated clearly. Missed exams may be made in the event of an emergency.

Class Participation: You are expected to participate actively in learning through critical reflection, inquiry, dialogue, and group interactions. This includes participating in class discussion, sharing personal perspectives and experiences related to principles discussed in class or reading, working with fellow students to engage in class and online exercises, and leading lab exercises.

Uniforms and Appearance: You are expected to wear ACUs (Army Combat Uniform) to all Staff Calls and Leadership Labs unless otherwise directed by the PMS and adhere to Army Regulation 670-1 and associated ALARACT messages with regard to uniforms and appearance changes.

Required Course Technology: D2L will serve as the primary method of course management, announcements and information dissemination, assignment submission, and posting of grades. All assignments, projects, and exercises will require your use of D2L, WebEx, Skype, and Google Hangout. Each cadet is required to have their own computer, access to the Internet (broadband access required in most cases), headset and microphone (built in or external), and be comfortable with the use of email, D2L, WebEx, Skype, Google Hangout, and various other Internet based programs. You are expected to bring an Internet Connected Device (laptop, iPod Touch, iPad, etc.) to class with you every day. We will make use of cell phones and Internet devices in many

classes. **Unless otherwise stated ALL assignments will be submitted through D2L; feedback and grades are provided back through D2L exclusively.**

REQUIRED TEXTS/ MANUALS:

1. MSIV TEXTBOOK

The MSIV text has been converted to an e-Book format AND IS NO LONGER OFFERED IN PDF FORMAT. It can be now be accessed via the internet or downloaded to your computer for reading on your PC. To access the ROTC e-Book, Click on <http://www.rotcebooks.net> to open website (Note: Initially you must access the ".net" site to view each eBook). Your browser must be IE9 or higher, Firefox 20 or higher or Google Chrome. Your Compatibility View settings should be off. **The password is MOHILTBurke** and must be typed exactly as shown.

2. ARMY COMMANDER AND STAFF OFFICER GUIDE ATTP5-0.1

This is one of your primary references as an Army Officer in training, and it contains essential information that you will need to access concerning Staff Operations, the Military Decision Making Process, Briefings, Rehearsals, and most importantly plans and orders - it contains the latest format for WARNORD's, OPORD's, and Annexes. **BLUF - USE IT AS IT WILL BE THE STANDARD BY WHICH WE ASSESS YOUR WRITTEN AND BRIEFING PRODUCTS.** A link to an online version can be found at <https://rdl.train.army.mil/catalog/view/100.ATSC/EFF31997-E33F-46A2-B639-BDD8270EE884-1319121660400/toc.htm>.

ADDITIONAL REQUIRED TEXTS:

MANUAL	TITLE
FM 1:	The Army
FM 1-02	Operational Terms and Graphics (INCL C1)
FM 3-25.26:	Map Reading and Land Navigation
FM 5-0:	Army Planning and Orders Production
FM 6-0:	Mission Command: Command and Control of Army Forces
FM 6-22	Army Leadership: Competent, Confident, And Agile
FM 7-0	Training Units and Developing Leaders for Full Spectrum Operations
FM 7-22.7	The Army Non-Commissioned Officer Guide
FM 21-20:	Army Physical Readiness
MANUAL	TITLE
<i>ADRP 5-0</i>	<i>The Operations Process</i>
<i>ADRP 6-0</i>	<i>Mission Command</i>
<i>ADRP 6-22</i>	<i>Army Leadership</i>
ATTP 10.1	S-1 Operations
MANUAL	TITLE
ATP 3-90.90	Army Tactical Standard Operating Procedures
MANUAL	TITLE
TC 3-21.5	Drill and Ceremonies
TC 3-22.20	Army Physical Readiness Training
MANUAL	TITLE

Acronyms: ADP - Army Doctrine Publications, ATTP - Army Tactics, Techniques, and Procedures, ATP - Army Techniques Publications, ADRP - Army Doctrine Reference Publications, FM - Field Manual

ACADEMIC REQUIREMENTS:

Class Participation, Attendance, and APFT (10%): Class participation (to include in-class, online group discussions, PT, staff call, course attendance and interaction, leadership lab, and all other assigned activities) will account for 10% of your overall grade. Students are expected to participate actively in learning through critical reflection, inquiry, dialogue, and group interactions. This includes participating in class discussion, sharing personal perspectives and experiences related to principles discussed in class or reading, and working with fellow students to engage in class exercises. Attendance at all class meetings is mandatory. Absences are considered excused when they are due to circumstances beyond your control. Contact the instructor prior to being absent to be excused from class. Unexcused absences will result in the loss of 10 points per absence and a point penalty on any work that was due that class period. A number of activities will be conducted outside of normal class sessions. Attendance is mandatory and graded. **APRT** – All Contracted Cadets are required to participate in all SROTC activities as stated in their contract. Students auditing this class or not yet contracted are encouraged but not required to participate in SROTC activities outside of the classroom. As a future officer, you are expected to maintain solid physical readiness according to Army regulations. Your participation and performance in PT will count toward your final grade.

Leadership (20%): MSL410 is the first of two ROTC capstone leadership courses, and as such, cadet leadership will be evaluated extensively. You will be evaluated on your teamwork and successful planning, organization, coordination and effectiveness of Staff Calls, Leadership Labs, Mentoring of your assigned Battle Group mentees, applying the MDMP process, and your overall leadership performance. An objective assessment of your performance in your assigned duty position will be made at the end of the semester.

Presentations & Briefings (27.5%): Throughout this course students will give and be evaluated on a number of presentations and briefings both individually and in a group. These will include Coordinated Staff OPORD briefs for weekly Leadership Labs, a Fall FTX and Ranger Challenge, planning a VBS2 Exercise, a Dining In Exercise, and Fall Commencement. You will also be required to conduct several briefings on a variety of topics designed to assess your basic understanding of a variety of course related subjects, and your ability to stand and deliver presentations. As future Army leaders, students are expected to continually improve both their written and oral presentation skills with research and rehearsal in areas such as:

- Voice inflection (can you be heard; do you project confidence)
- Body Language (are you doing something distracting; are you animated)
- Organization (basic organization, logical flow, supported by facts)

Papers/Projects (22.5%): There are several different writing assignments in this course, as well as several group projects. These assignments are designed to challenge you to reflect on your experience and growth as a leader and learner. You will learn to apply the Army Writing Style, and the art of oral and written counseling by submitting both an OER and NCOER based on a case study. You will write an Individual Leadership Development Program which outlines your plan to develop and challenge yourself as a newly Commissioned Officer. Finally, you will be required to keep a Leadership Journal for the duration of the semester and submit four posts from your journal for review.

Quizzes & Exams (NA): There will be several low-stakes, ungraded surveys, checks-on learning, and pop quizzes randomly exercised during the semester to assess your comprehension of course material.

Final Term Projects (10%): There will be two individual term projects for this course. You will submit a Leadership essay on your overall growth as a leader based on research and selection of a primary leadership resource. The second Project will consist of a Group Digital Story, designed and created individually to tell your story and your journey as a student, leader and participant in Army ROTC. The final product will be posted on our department website and Facebook page. Detailed requirements for both projects will be provided via D2L.

GRADING SCALE:

100 -93% A, 92-90% A-
89-87% B+, 86-83% B, 82-80% B-
79-77% C+, 76-73% C, 72-70% C-
69-67% D+, 67-73% D, 62-60% D-
59% and below Failing

1000 total points are possible. Grading is based on absolute points, no curve will be used.

The class grading criteria and sequence of instruction are subject to change. All changes will be communicated and will not disadvantage any students.

Course Requirements:

ATTENDANCE/ PARTICIPATION	PTS	ASSIGNMENT	SUBMIT WHERE	%
D2L Profile update and Picture	NA	Update profile add picture on D2L	D2L	NA
Weekly class attendance	50	Sign-in Roster or online via WEBEX	Class	5%
Monthly Diagnostic and Record PT performance	50	You will be required to take a diagnostic APFT at the beginning of the fall semester and a for-record APFT at the end of the semester. The higher of the two APFTs will be used for 5% of your final grade.	S1	5%
SUBTOTAL	100			10%
LEADERSHIP	PTS	ASSIGNMENT	SUBMIT WHERE	%
Leadership Lab	25	As members of cadet staff plan/execute/participate in leadership labs	In Lab	2.5%
Mentoring	50	Effectively lead mentoring initiative/mentor battle groups regularly	In Class	5.0%
Staff Calls	50	As members of cadet staff plan/execute staff calls	In Class	2.5%
Class Leadership	75	Leadership Evaluation of performance in assigned position	In Class	7.5%
SUBTOTAL:	200			20%
PRESENTATIONS/ BRIEFINGS	PTS	ASSIGNMENT	SUBMIT WHERE	%
Briefing #1: World events	25	3-5 minute brief on current world event affecting National Security. PPT, 3x5 cards acceptable only	In Class	2.5%
Briefing #2: Mentoring	50	3-5 minute briefing on mentoring progress/experience with your Battle Group. PPT and 3x5 cards acceptable only	In Class	5.0%
Briefing #3: Strengths & Weaknesses	75	3-5 minute briefing on your personal assessment of your leadership strengths and areas/plan for improvement. PPT and 3x5 cards acceptable only.	In Class	7.5%
Briefing #4: Financial Planning	50	3-5 minute briefing on the importance of budgeting, your creation of a monthly budget, and your financial plan upon graduation and commission		5.0%
Fall FTX Support Brief	10	Support plan for Fall UWM Fall FTX	Staff Call	1.0%
Dining In Brief	20	Coordinated Staff Brief (OPORD)	Staff Call	2.0%
VBS2	20	Coordinated staff brief (OPORD)	Staff Call	2.0%
Spring Battalion FTX Mission Analysis and WARNORD Brief	25	You will conduct an MDMP and develop a Mission Analysis Brief for Spring BFTX. You will publish an initial WARNORD of your product. You will be graded on your contribution.	Staff Call	2.5%
SUBTOTAL:	275			27.5%
DISCUSSIONS/ PAPERS & PROJECTS	PTS	ASSIGNMENT	SUBMIT WHERE	%
Graded Discussion #1	25	Online post and discussion on Mission Command and the Battle of Ia Drang	D2L	2.5%
Graded Discussion #2	30	Online post and discussion regarding a Mission Command Case Study	D2L	3.0%
Graded Discussion #3	35	Online post and discussion regarding the Officer as Moral Exemplar		3.5%
OER Support Form	15	You will write and submit an OER Support Form as a Junior Officer	D2L	1.5%
NCOER	15	You will write and critique an NCOER for an enlisted SM	D2L	1.5%
Leadership Journals	60	You will submit 4 excerpts from your personal leadership journal (#1: Expectation, #2: Challenge, #3: Experience, #4: A Success)	D2L	6%
Individual Leadership Development Plan (IDP)	45	You will draft a personal Leadership Development Plan for use/application during the academic school year and beyond to set goals, track and manage your progress/success.	D2L	4.5%
SUBTOTAL:	225			22.5%
FINAL TERM PROJECT	PTS	ASSIGNMENT	SUBMIT WHERE	%
Individual Project: Personal Digital Story	100	This will be your final project and done individually – you will design and create a short 3-5 minute Digital Story of your leadership journey and experiences as a student in ROTC and UWW. This product must be of high quality as it will be hosted on our website and Facebook page.	D2L	10%
Leadership Essay	100	You will write a 5-7 page term paper on Leadership. This will consist of identifying a book, resource, personal development tool, etc. and evaluating it in the context of your own leadership growth and development.	D2L	10%
SUBTOTAL:	200			20%
TOTAL POINTS	1000			100%

FURTHER READING (NOT EXHAUSTIVE):

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.

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

Maxwell, John. (2011). The Five Levels of Leadership: Proven Steps to Maximize your Potential. New York: Center Street.

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.

ABSENCE FOR UNIVERSITY SPONSORED EVENTS:

University policy states that students will not be academically penalized for missing class in order to participate in university sanctioned events. Activity sponsors are responsible for obtaining the Provost's prior approval of an event as being university sanctioned and for providing an official list of participants. Students are responsible for notifying their instructors in advance of their participation in such events. More information can be found in the Bulletin and the Student Handbook.

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and nondiscriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special accommodations, Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events. (For details please refer to the Undergraduate and Graduate Timetables; the "Rights and Responsibilities" section of the Undergraduate Bulletin; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Bulletin; and the "Student Academic Disciplinary Procedures" [UWS Chapter 14]; and the "Student Nonacademic Disciplinary Procedures" [UWS Chapter 17]).



LEADERSHIP IN A COMPLEX WORLD
MS Leadership 420
Spring 2014



INSTRUCTOR:

Lieutenant Colonel Carl C. Meredith

University of Wisconsin at Whitewater

Army ROTC

McCutchan Hall, Room 421

Office Phone: 262-472-1727

School Email: mereditc@uww.edu

AKO Email: carl.meredith@us.army.mil

Cell (Emergencies: 414-405-1185)

CLASS MEETING:

ARRANGED DTG: Staff Call: Tuesday's 1230-1330 (1hr), Class Instruction: Thursday's 1215-1415 (2hrs)

OFFICE HOURS:

Tuesdays & Fridays 0930-1130 or by appointment

TEXTS OR MANUALS:

Text Book: Pearson Custom Publishing, Leadership in a Complex World, Military Science text (Provided).

Additional Text Required:

1. Patrick Lencioni, The Five Temptations of a CEO, available for purchase at the UWW Bookstore or online
2. ATTP 5-0.1 Army Commander and Staff Officer Guide. Link:
<https://rdl.train.army.mil/catalog/view/100.ATSC/EFF31997-E33F-46A2-B639-BDD8270EE884-1319121660400/toc.htm>.

COURSE DESCRIPTION (OVERVIEW):

MSL 420 explores the dynamics of leading in the complex situations of current military operations in the full spectrum operations (FSO). You will examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. Additionally you will explore aspects of interacting with non-government organizations, civilians on the battlefield, and host nation support.

The course places significant emphasis on preparing you for BOLC B, and your first unit of assignment. It uses case studies, scenarios, and "What Now, Lieutenant?" exercises to prepare you to face the complex ethical and practical demands of leading as a commissioned officer in the United States Army. This semester, you will:

- Explore Military Professional Ethics and ethical decision making facing an Officer
- Gain practical experience in Cadet battalion leadership roles
- Demonstrate personal skills in operations and communications
- Evaluate and develop MSL III small unit leaders and examine issues of force protection in FSO

- Interview a current Company or Field Grade Officer, develop a Personal Leadership Philosophy, and create a Professional Portfolio for use in sharpening your focus on your development as a leader and helping to prepare you for commissioning as a Second Lieutenant.
- Prepare for the transition to a career as an Army Officer

LEARNING OBJECTIVES:

The overall objective of this course is to prepare the student for success at the Basic Officer Leader Course (BOLC) Phase B, (which the student will attend upon graduation and commissioning) and to develop the student into a leader imbued with the Warrior Ethos, who can think critically and will be capable of leading Soldiers in the Contemporary Operating Environment (COE) at their first unit of assignment. This course has specific learning objectives for the five tracks listed below:

1) LEADERSHIP

- Apply Army leader attributes and core leader competencies as Cadet Battalion leaders.
- Evaluate underclass Cadets using the Leadership Development Program (LDP).
- Mentor underclass Cadets through the Cadet Mentoring Initiative Battle Groups
- Demonstrate an understanding of the workings of a *Platoon Command Team*
- Explain the different installation support services available to Soldiers and Family members

2) VALUES AND ETHICS

- Demonstrate a working knowledge of the Army's programs on *Equal Opportunity (EO)* and *Sexual Harassment/Assault Response and Prevention (SHARP) Program*
- Demonstrate proper leader ethics and analyze Army leader ethics case studies

3) PERSONAL DEVELOPMENT

- Identify a current Company or Field Grade Officer and conduct a personal interview assessing how their leadership styles, challenges, lessons learned and meaningful experiences inform you in your own leadership development.
- Maintain a Leadership Journal to reflect upon and track growth and progress of leadership development experiences throughout the semester, and create a Personal Leadership Philosophy based on your leadership experiences as a Senior Cadet.

4) OFFICERSHIP

- Develop and present a *Battle Analysis Case Study-Brief* of a historic military battle
- Explain how *Cultural Awareness* can impact a unit and mission
- Identify and explain the characteristics and *Culture of Terrorism*
- Understand the different *Non-Gov Orgs, Civilians, and Host Nation Support* that can impact unit operations
- Explain the different *Installation Support Services* available
- Demonstrate good management of *Personal Finances*
- Apply correct procedures in *Supply and Maintenance Operations*
- Counsel, mentor and develop underclass Cadets to improve battalion pride, unity, esprit de core and mission accomplishment.

5) TACTICS AND TECHNIQUES

- Apply the principles of force protection and operational security in Full Spectrum Operations (FSO)
- Explain counterinsurgency operations in FSO

- c) Conduct CASEVAC procedures at unit level
- d) Mentor and evaluate (write blue cards) underclass Cadets during garrison and tactical operations.
- e) Apply the military decision making process (MDMP) to Cadet Battalion training meetings/staff calls, training and operations.

COURSE POLICIES:

Course Design: I conduct this class in an interactive manner. Everyone will be responsible for contributing to the success of the learning experience. Questions and comments are encouraged! You will have small group discussions and exercises throughout the class. I do not normally provide time during class to discuss and work on projects.

The bulk of the assessment and learning in the course is presented in small chunks, and will come at a very fast pace. You cannot count on the Midterm and Final to pull you through! This not only provides the opportunity to learn many things across a wide range of topics, but it also replicates life outside of college as a young officer, where you will have more to accomplish than you think you can and will need to plan your time to meet all of your suspense's.

Late Work: The maximum possible score on a late assignment is 75%. All point deductions will start from that score. Assignments due dates, expectations, and submission requirements will be communicated clearly. Missed exams may be made in the event of an emergency.

Required Course Technology: A number of assignments, projects, and exercises will require your use of D2L, WebEx, Skype, and Google Hangout. Each cadet is required to have their own computer, access to the Internet (broadband access required in most cases), headset and microphone (built in or external), and be comfortable with the use of email, D2L, WebEx, Skype, Google Hangout, and various other Internet based programs. You are expected to bring an Internet Connected Device (laptop, iPod Touch, iPad, etc.) to class with you every day. We will make use of cell phones and Internet devices in many classes. **Unless otherwise stated ALL assignments will be submitted through D2L; feedback and grades are provided back through D2L exclusively.**

ACADEMIC REQUIREMENTS:

Class Participation and Attendance (12.5%): Students are expected to participate actively in learning through critical reflection, inquiry, dialogue, and group interactions. This includes participating in class discussion, sharing personal perspectives and experiences related to principles discussed in class or reading, and working with fellow students to engage in class exercises. Attendance at all class meetings is mandatory. Absences are considered excused when they are due to circumstances beyond your control. Contact the instructor prior to being absent to be excused from class. Unexcused absences will result in the loss of 10 points per absence and a point penalty on any work that was due that class period. A number of activities will be conducted outside of normal class sessions. Attendance is mandatory and graded. Attendance and Participation will account for 12.5% of your total grade. **STAFF-RIDE** – All MSIV's are required to participate in a staff ride to a historical battlefield. You will be assigned a topic to research prior to the staff ride and will present information on your topic to your fellow Cadets during the staff ride. **APRT** – All Contracted Cadets are required to participate in all SROTC activities as stated in their contract. Students auditing this class or not yet contracted are encouraged but not required to participate in SROTC activities outside of the classroom. As a future officer, you are expected to maintain solid physical readiness according to Army regulations. Your participation and performance in PT will count toward your final grade.

Leadership (25%): MSL420 is the ROTC capstone leadership course, and as such, cadet leadership will be evaluated extensively. MSIV's will be evaluated on their successful planning, organization, coordination and effectiveness of Staff Calls, Leadership Labs, Mentoring of their assigned Battle Groups, applying the MDMP process, and their overall leadership performance. A subjective assessment of your performance in your assigned duty position will be made at the end of the semester.

Presentations & Briefings (12.5%): Throughout this course students will give and be evaluated on a number of presentations and briefings both individually and in a group. These will include Coordinated Staff OPORD briefs for a VBS2 Exercise, Military Ball, the Joint FTX, and a Battle Analysis Briefing. Additionally you will prepare a capstone final group project in the form of a Digital Story and present this on the last day of class, and again at the May Commissioning Ceremony. As future Army leaders, students are expected to continually improve their presentation skills with research and rehearsal in areas such as:

- Voice inflection (can you be heard; do you project confidence)
- Body Language (are you doing something distracting; are you animated)
- Organization (basic organization, logical flow, supported by facts)

Papers/Projects (15%): There are four writing requirements for record in the course, as well as several group projects. You will write a 2-3 page essay reviewing the Five Temptations of a CEO. This essay will evaluate the concepts in the book and their applicability to platoon level leadership. You will research and conduct a formal battle analysis of a famous historical battle. The written product will be 5-7 pages. A Comprehensive briefing and presentation of your Battle Analysis will comprise the second half of the requirement. Details on the format will be provided separately. You will research, identify and select a current Company or Field Grade Officer to conduct a personal interview assessing his/her leadership styles, challenges, lessons learned and meaningful experiences from which you can draw on in your own leadership development. Finally, you will be required to keep a Leadership Journal for the duration of the semester and submit four posts from your journal for review, of which the final post will consist of your Personal Leadership Philosophy.

Quizzes & Exams (15%): There will be two Quizzes and a Comprehensive Exam. Combined they will be worth 15% of your grade. Graded quizzes will be unannounced.

Final Term Projects (20%): There will be two term projects for this course – one individual and the other as part of a group. You will submit a **Personal ROTC Leadership E-Portfolio** via D2L at the end of the semester, which will be available for review during the Spring Commissioning Ceremony. The second Project will consist of a **MSIV Group Digital Story**, designed and created as a team to tell your story as this past year's class leadership. The final product will be shown during the Spring Commissioning Ceremony. Detailed requirements for both projects will be provided via D2L.

GRADING SCALE:

100 -93% A, 92-90% A-
89-87% B+, 86-83% B, 82-80% B-
79-77% C+, 76-73% C, 72-70% C-
69-67% D+, 67-73% D, 62-60% D-
59% and below Failing

1000 total points are possible. Grading is based on absolute points, no curve will be used.

The class grading criteria and sequence of instruction are subject to change. All changes will be communicated and will not disadvantage any students.

Course Requirements:

ATTENDANCE/ PARTICIPATION	PTS	ASSIGNMENT	SUBMIT WHERE	%
Weekly class attendance	50	Sign-in Roster or online via WEBEX	Class	5%
Weekly PT performance	75	Assess weekly PT participation and diagnostic/record performance	S1	7.5%
SUBTOTAL	125			12.5%
LEADERSHIP	PTS	ASSIGNMENT	SUBMIT WHERE	%
Staff Calls	50	As members of cadet staff plan/execute staff calls	In Class	5%
Leadership Lab	50	As members of cadet staff plan/execute leadership labs	In Lab	5%
Mentoring	75	Effectively lead mentoring initiative/mentor battle groups regularly	In Class	7.5%
Class Leadership	75	Leadership Evaluation of performance in assigned position	In Class	7.5%
SUBTOTAL:	250			25%
PRESENTATIONS/ BRIEFINGS	PTS	ASSIGNMENT	SUBMIT WHERE	%
VBS2	25	Coordinated staff brief (OPORD)	Staff Call	2.5%
Military Ball	25	Coordinated Staff Brief (OPORD)	Staff Call	2.5%
Joint FTX	25	Coordinated Staff Brief (OPORD)	Staff Call	2.5%
Battle Analysis (Individual Briefing)	50	You will research and conduct a formal battle analysis of a famous historical battle, which will constitute a comprehensive briefing and presentation. Details on the format will be provided separately	Classroom	5%
SUBTOTAL:	125			12.5%
PAPERS/ PROJECTS	PTS	ASSIGNMENT	SUBMIT WHERE	%
Book Essay	30	You will write a 2-3 page essay reviewing The Five Temptations of a CEO. This essay will evaluate the concepts in the book and their applicability to platoon level leadership.	D2L	3%
Battle Analysis (Written)	50	This is the written product of your BA, which will be 5-7 pages in length. Details on the format will be provided separately.	D2L	5%
Leadership Interview	50	You will research, identify and select a current Company or Field Grade Officer to conduct a personal interview assessing his/her leadership styles, challenges, lessons learned and meaningful experiences from which you can draw on in your own leadership development	D2L	5%
Leadership Journal	20	You will maintain a Leadership Journal to reflect upon and track your personal growth and progress in leadership development experiences throughout the semester and your emerging leadership philosophy, and submit 4 posts on assigned topics with the final consisting of your personal leadership philosophy.	D2L	2%
SUBTOTAL:	150			15%
QUIZES/EXAMS	PTS	ASSIGNMENT	SUBMIT WHERE	%
Quiz #1	50	You will be tested on your comprehension of the MS420 PPTs	D2L	5%
Quiz #2	50	You will be tested on your comprehension of the MS420 PPTs	D2L	5%
Comprehensive Exam	50	Comprehensive of all materials in class	D2L	5%
SUBTOTAL:	150			15%
FINAL	PTS	ASSIGNMENT	SUBMIT WHERE	%
Personal E-Portfolio	100	You will create and submit via D2L a professional leadership e-portfolio that includes a resume, your leadership philosophy, and select components of your previous coursework to be made available for review during the Commissioning Ceremony.	In Class	10%
Group Project: Digital Story	100	This will be your final project and done as a group project – your class will design and create a short Digital Story of your leadership in ROTC for showing at Commissioning Ceremony	D2L	10%
SUBTOTAL:	200			20%
TOTAL POINTS	1000			100%

RECCOMENDED MANUALS (NOT EXHAUSTIVE):

MANUAL	TITLE
FM 1:	The Army
FM 1-02	Operational Terms and Graphics (INCL C1)
FM 3-25.26:	Map Reading and Land Navigation
FM 5-0:	Army Planning and Orders Production
FM 6-0:	Mission Command: Command and Control of Army Forces
FM 6-22	Army Leadership: Competent, Confident, And Agile
FM 7-0	Training Units and Developing Leaders for Full Spectrum Operations
FM 7-22.7	The Army Non-Commissioned Officer Guide
FM 21-20:	Army Physical Readiness
MANUAL	TITLE
ADP 5-0	The Operations Process
ADP 6-0	Mission Command
ADP 6-22	Army Leadership
MANUAL	TITLE
ADRP 5-0	The Operations Process
ADRP 6-0	Mission Command
ADRP 6-22	Army Leadership
ATTP 10.1	S-1 Operations
MANUAL	TITLE
ATP 3-90.90	Army Tactical Standard Operating Procedures
MANUAL	TITLE
TC 3-21.5	Drill and Ceremonies
TC 3-22.20	Army Physical Readiness Training
MANUAL	TITLE
DA Pam 640-1	Officers Guide to the Officer Record Brief

Acronyms: ADP - Army Doctrine Publications, ATTP - Army Tactics, Techniques, and Procedures, ATP - Army Techniques Publications, ADRP - Army Doctrine Reference Publications, FM - Field Manual

FURTHER READING (NOT EXHAUSTIVE):

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.

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

Maxwell, John. (2011). The Five Levels of Leadership: Proven Steps to Maximize your Potential. New York: Center Street.

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.

LIBERAL ARTS AND PROFESSIONAL FOCUS:

Two parallel objectives of this course, and your MSIV year, are to develop in you the essential skills an officer must possess, and deepen your understanding of the world around you. These efforts will take many forms – multiple required briefings, use of technology, frequent writing, and research and critical analysis of aspect from through the scope of a liberal education.

My job as a senior officer and mentor is not only to train you in the technical basics of our profession. Those things are transitory and most often handled by your NCOs and soldiers. My job is to forge you into a competent, intelligent officer who can think critically and lead well.

A basic understanding and familiarity with classical and civic knowledge, literature, science, politics, world religion, and common culture all are important for effective professional leaders. During the course of the semester, we will cover all of these things in addition to the core topics in the curriculum.

ABSENCE FOR UNIVERSITY SPONSORED EVENTS:

University policy states that students will not be academically penalized for missing class in order to participate in university sanctioned events. Activity sponsors are responsible for obtaining the Provost's prior approval of an event as being university sanctioned and for providing an official list of participants. Students are responsible for notifying their instructors in advance of their participation in such events. More information can be found in the Bulletin and the Student Handbook.

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and nondiscriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special accommodations, Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events. (For details please refer to the Undergraduate and Graduate Timetables; the "Rights and Responsibilities" section of the Undergraduate Bulletin; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Bulletin; and the "Student Academic Disciplinary Procedures" [UWS Chapter 14]; and the "Student Nonacademic Disciplinary Procedures" [UWS Chapter 17]).

Air Force Aerospace Studies 461/501: Leadership Laboratory Syllabus—R1

UW-Madison, UW-Whitewater, Maranatha Baptist Bible College (MBBC), Edgewood College, Madison Area Technical College (MATC)

Major Evan T. Searles

Operations Officer, Air Force ROTC Detachment 925 (Det 925/DO)

Phone: 608-265-5194

Email: esearles@wisc.edu

Spring 2014; Tues 0630 - 0830; location varies (see weekly Operations Order)

Course Information

1. Welcome to Air Force ROTC (AFROTC) and Leadership Laboratory (LLAB)! LLAB has a long tradition as the single part of the AFROTC curriculum that centers on the cadet wing. LLAB is cadet planned, directed, and executed. The concept of student-centered activities—planned and managed within the framework of the cadet wing—is the main thrust of LLAB. LLAB provides cadets an environment to practice the many concepts learned in the classroom (leadership, followership, time management, etc.). It is a planned progression of cadet experiences, beginning with fundamentals and advancing to complex interrelationships, designed to accomplish the AFROTC mission of “Developing Quality Leaders for the Air Force.”
2. For leadership application purposes, most class sessions and training will be conducted by Professional Officer Course (POC) cadets. However, I will be the instructor of record and am ultimately responsible for all grades and any issues that may arise.
3. The first LLAB session will be held on Tuesday, 21 January 2014, from 0630 to 0830. Thereafter, LLAB will normally be held each Tuesday from 0630 to 0830.

Course Description

1. AFROTC categorizes AS100 and AS200 cadets as General Military Course (GMC) cadets. GMC LLAB courses include study of Air Force customs and courtesies, drill and ceremonies, military commands, Air Force and AFROTC grade structure and insignia, the AFROTC honor code, and proper flag procedures. LLAB also includes studying the environment of an Air Force officer and learning about opportunities available to commissioned officers. For AS200 cadets, there will be greater emphasis on preparing for field training through Expeditionary Leadership Problems and classes on dorm set-up procedures, warrior knowledge, inspections, verbal responses, and parade procedures.
2. AFROTC categorizes AS300 and AS400 cadets as Professional Officer Course (POC) cadets. POC LLAB courses consist of activities classified as leadership and management experiences. They involve planning and controlling military activities of the cadet corps, and preparing and presenting briefings and other oral/written communications. LLAB also includes interviews, feedback, and guidance designed to increase understanding, motivation, and performance of other cadets.

Course Objectives

1. All LLAB lesson objectives will be presented during the 2013 – 2014 academic year. Each individual is responsible for accomplishing the specific objectives for their corresponding AS level; merely attending LLAB does not constitute accomplishment of that objective. Once each person has satisfied the objective, as determined by the cadet wing staff or Operations Officer (Det 925/DO), the cadet wing staff will document completion in a tracking system. When planning LLABs, the POC should keep in mind that the objectives table below reflects the objectives for the entire year, not just the current semester.

#	LLAB LESSON OBJECTIVES	100	200	300	400	ECL
1	Know the Air Force and AFROTC grade structure and insignia.	X				
2	Know the Air Force and AFROTC chain of command.	X				
3	Know the AFROTC Honor Code.	X				
4	Apply proper courtesies and procedures associated with the United States flag.	X				
5	Apply individual and flight drill positions.	X				
6	Apply basic individual and flight drill movements.	X				
7	Apply effective followership and teamwork skills.	X	X			
8	Know the environment of an Air Force officer.	X	X			
9	Apply correct guidon procedures during cadet drill & ceremonies practice and official functions.		X			
10	Apply the principles of advanced individual and flight drill movements in LLAB.		X			
11	Apply the skills needed to be an effective flight commander.		X			
12	Know road guard procedures.		X			
13	Apply proper individual drill evaluation (IDE) procedures.		X			
14	Know proper dorm maintenance procedures and requirements.		X			
15	Know the mental, physical, and administrative requirements of Field Training.		X			
16	Apply proper open ranks inspection procedures.		X			
17	Know key personnel parade procedures.		X			
18	Know Field Training military decorum.		X			
19	Apply learned information during esprit de corps activities.	X	X	X	X	X
20	Comprehend the principles of the Holm Center Training Manual (HCTM).	X	X	X	X	X
21	Apply leadership and followership skills through a cadet mentor program.	X	X	X	X	X
22	Know the principles of Air Force Health and Wellness.	X	X	X	X	X
23	Apply proper Air Force customs and courtesies.	X	X	X	X	X
24	Apply proper Air Force dress and grooming standards.	X	X	X	X	X
25	Know the proper procedures and history behind the Air Force Dining-In/Out.	X	X	X	X	X
26	Know how to effectively execute all functions associated with the reveille (flag-raising) ceremony, retreat ceremony, and parade.	X	X	X	X	X
27	Apply the AFROTC Awards and Decorations program in a formal awards ceremony.	X	X	X	X	X
28	Apply leadership and management skills in supervising the cadet corps or through advanced leadership experiences.			X	X	X
29	Apply proper feedback and performance evaluation skills.			X	X	X
30	Know topics of importance to cadets about to enter active duty.				X	
31	Apply leadership, management, and problem-solving skills in special projects/positions.					X
32	Know issues and topics given in a Commander's Call environment.	X	X	X	X	X

33	Physical Training (PT).	X	X	X	X	X
34	Know the Expeditionary Requirements of Field Training.		X			
35	Introduction to AFEX and The Virtual Staff Ride				X	

2. LLAB details, including time, event, place, and uniform of the day, will be posted each week in an Operations Order (OPORD). OPORDS are delivered each week to you via the Cadet Wing weekly email. You can also access the weekly OPORD online at www.afrotc.wisc.edu in the cadet area of the website or see the printed copy posted on the bulletin board. LLAB times may occur outside the normal scheduled times in order to meet training and logistical requirements. A notional schedule for the Spring 2014 Semester is provide below and is subject to change based the weekly LLAB OPORD.

Week (Date)	Time	Location	GMC	POC
1 (21 Jan)	0630-0830	UW-Madison	CC Call, Marching Review	CC Call, Semester Goals
2 (28 Jan)	0630-0830	UW-Madison	FTP Overview, Flight Positions, Sq Marching, IDE	Housing Opportunities, Reporting to First Assignment
3 (4 Feb)	0630-0830	UW-Madison	IDE Review, Road Guard, Building Procedures, Academic Mentoring	Academic mentoring, Current Events Debate
4 (11 Feb) (GMC Takeover Week)	0630-0830	UW-Madison	Road Guard, Building Procedure Review, DFAC Procedures	HCTM Brief
5 (18 Feb)	0630-0830	UW-Madison	DFAC Procedure Review, ORI Procedures	Leadership Studies Film Viewing (The Fog of War)
6 (25 Feb)	0630-0830	UW-Madison	ORI*,Dorm Maintenance	Leadership Studies Film Viewing, ORI*
7 (4 Mar)	0630-0830	UW-Madison	Dorm Maintenance Review, Situational Marching	Base, Job Briefs
8 (11 Mar)	0630-0830	UW-Madison	FTP Exercise	Guest Speaker
18 Mar	N/A	N/A	Spring Break UW	Spring Break UW
25 Mar	N/A	N/A	Spring Break UWW	Spring Break UWW
9 (1 Apr)	0630-0830	UW-Madison	GMC Chosen Topics, POC mentoring*	POC Mentoring
(4 Apr-6 Apr)	All Day	Fort McCoy	FTP Weekend (Non-Mandatory PMT)	FTP Weekend (Non-Mandatory PMT)
10 (8 Apr)	0630-0830	UW-Madison	Expeditionary Overview, Mission Organization	Active Duty Brief Guest Speaker
11 (12 Apr)	Evening	Union South	Dining Out	Dining Out
12 (15 Apr)	0630-0830	UW-Madison	Expeditionary Exercise	Wargames
13 (22 Apr)	0630-0830	UW-Madison	ORI, Reveille, FTP mentoring	ORI, Reveille, FTP Mentoring
14 (29 Apr)	0630-0830	UW-Madison	Final Parade Practice	Leadership Studies Film Viewing, Guest Speaker*
14.5 (3 May)	Morning	UW-Whitewater	Badger Challenge	Badger Challenge
15 (6 May)	0630-0830	UW-Madison	Final Parade/Awards	Final Parade/Awards

Attendance

1. Unless classified as a special student, all students enrolled in Aerospace Studies courses must also enroll in LLAB to be considered an AFROTC cadet.
2. Cadets must attend 80 percent of scheduled LLABs or substitute activities. The Det 925/DO is the sole authority to approve absences as excused and determines if substitute activities are acceptable. Only excused absences can be made up in order to achieve 80 percent attendance. Any cadet who does not attend at least 80 percent of LLABs or substitute activities will receive a failing grade.
3. Physical training (PT) is a component of LLAB; therefore, cadets must also attend at least 80 percent of required PT activities.

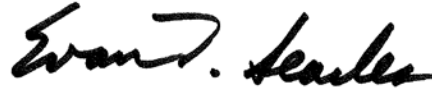
Grading

1. LLAB is graded on a Pass/Fail system and will not affect your AS course grade or vice versa. However, students failing LLAB may become ineligible to pursue an officer's commission in the Air Force. As a minimum, each student must satisfy the following requirements in order to receive a passing grade for LLAB:
 - a. Attend a minimum of 80 percent of scheduled LLAB classes or substitute (make-up) activities.
 - b. Take the AFROTC physical fitness assessment (PFA). A failing score on the PFA does not constitute a failure in LLAB; however, PFA failure may affect membership and/or scholarship eligibility and status.
 - c. Not show indifference to military training. Normally, a cadet demonstrating a problem with attitude or ability to adjust to the military environment will have multiple counseling sessions that document cadet staff and cadre attempts to correct the behavior. All counseling sessions will be documented on an AFROTC Form 16. Note: this requirement is assumed to be met by all cadets unless otherwise documented.
2. Quizzes will be conducted throughout the semester to evaluate learning and comprehension of material, but they will not be used for grade determination.
3. AFROTC Form 16 will be used to document substandard LLAB performance. The Det 925/DO will use completed cadet evaluation forms to supplement his own observations. For cadets to fail LLAB due to poor performance, sufficient documentation must be present to justify persistent indifference to military training.

Miscellaneous

1. Office Hours. As in any military organization, cadets should always use their cadet chain of command to resolve complaints and problems. Cadets having problems that cannot be resolved by the cadet chain of command may come see me in my office. My regular office hours are 0900-1600, Monday-Friday. A prearranged appointment is preferred.
2. Food and Drink: LLAB is a professional setting where personal food and drink is not needed. During marching sessions or any physical LLAB activities, there will be opportunities to hydrate.

3. Leadership has been defined as “the ability to affect human behavior so as to accomplish a mission.” This course is a stepping-stone in leadership development and toward eventual commission in the Air Force. By taking this course, you demonstrate a rare willingness to learn what it means to be part of the United States institution determined by Gallup polls to be one of the most respected organizations in our country: the U.S. military! Becoming an officer takes hard work and dedication. Put forth your maximum effort, learn from your mistakes, and continue to build on your successes. Most importantly, as you participate in AFROTC, I encourage you to have fun!

A handwritten signature in black ink that reads "Evan T. Searles". The signature is written in a cursive, flowing style.

EVAN T. SEARLES, Maj, USAF
Operations Officer



MSL 101: SY 2013-14

Leadership and Personal Development

Course Overview

MSL 101 introduces Cadets to the personal challenges and competencies that are critical for effective leadership. Cadets learn how the personal development of life skills such as critical thinking, goal setting, time management, stress management, and comprehensive fitness relate to leadership, officership, and the Army profession.

The focus is on developing basic knowledge and comprehension of Army leadership dimensions while gaining a big picture understanding of the ROTC program, its purpose in the Army, and its advantages for the student.

Course Objectives

Leadership

- Understand the importance of leadership and personal challenge

Personal Development

- Explain the importance of goal setting and time management
- Define the basic elements of stress and stress management
- Identify benefits of healthy nutrition and diet in a personal fitness program
- Develop short & long-term goals for a personal health and fitness program

Values and Ethics

- Explain the Warrior Ethos
- List and define the Seven Army Values

Officership

- Explain the importance of being a model citizen as an Army officer
- React to passing colors, National music, and approaching officers
- Identify Army customs, courtesies, and Cadet rank structure
- Understand the impact of different cultures on leader development

Tactics and Techniques

- Identify symbols and colors on a military map
- Work effectively in teams with fellow Cadets

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11	Lesson 12
Course Overview & Rank Structure	Intro to Stress Management	Time Management	Goal Setting	US Military Customs & Courtesies	Midterm Exam	Officership & the Army Profession	Intro to Warrior Ethos	Intro to Map Reading	Health & Fitness	Intro to Cultural Awareness	Final Exam
Lab 1	Lab 2	Lab 3	Lab 4	Lab 5	Lab 6	Lab 7	Lab 8	Lab 9	Lab 10	Lab 11	Lab 12
Drill & Ceremony	Combat Water Survival	Land Navigation I	Land Navigation II	Individual & Squad Movement Techniques	Employ Hand Grenades & Claymore Mines	Battle Drills	Squad Tactics I	Squad Tactics II	Squad Tactics III	Fieldcraft & Pre-Combat Checks & Inspections	Cmndr's Time

TRACK LEGEND:

Leadership

Personal Development

Values & Ethics

Officership

Tactics & Techniques

Overview & Assessment



MSL101 Course Map

MSL 101 Introduction to the Army and Critical Thinking
 (12 contact hours plus 12 hours in Lab)

MSL 101 introduces Cadets to the personal challenges and competencies that are critical for effective leadership. Cadets learn how the personal development of life skills such as critical thinking, goal setting, time management, stress management, and comprehensive fitness relate to leadership, officership, and the Army profession.

L01: Course Overview
L02: US Military Customs and Courtesies
L03: Introduction to I AM STRONG
L04: How to Study and Learn
L05: R2C
L06: Mid-Term
L07: Goal Setting
L08: Time Management
L09: Health and Fitness
L10: Introduction to Critical Thinking
L11: Apply Critical Thinking
L12: Final Exam

The Army Profession	Comprehends and accepts the Army as a values based organization that embraces the Warrior Ethos.
Professional Competence	Understands the concept of professionalism and demonstrates proficiency of select individual military skills (within curriculum).
Adaptability	Defines and uses the problem solving process in military and non-military problems.
Teamwork	Demonstrates the individual's roles and responsibilities in support of team efforts.
	Appreciates and values the contributions of different and diverse cultures as they apply in the Army and on the college campuses.
Lifelong Learning	Demonstrates an introductory level of writing and speaking proficiency and basic negotiation strategies required for effective leadership.
	Understands the principles of lifelong learning through an appreciation of learning styles and knowledge of adult learning principles.
Comprehensive Fitness	Comprehends the basic elements of Comprehensive Soldier and Family Fitness and exhibits a functional knowledge of resiliency factors.

NEWS OF FALL 2014



MSL 102: SY 2013-14

Introduction to Tactical Leadership

Course Overview

MSL 102 overviews basic leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback, and using effective writing skills. Cadets explore dimensions of leadership attributes and core leader competencies in the context of practical, hands-on, and interactive exercises.

Cadets receive continued emphasis on recruitment and retention. Cadre role models and the building of stronger relationships among the Cadets (through common experience and practical interaction) are critical aspects of the MSL 102 program.

Course Objectives

Leadership

- Describe the relationship between leader character and competence
- Distinguish between leadership attributes and core leader competencies
- Illustrate how an Army leader leads, develops, and achieves excellence

Personal Development

- Describe the communication process
- Explain the basic elements for effective Army communication

Values and Ethics

- Understand how the Seven Army Values impact leadership

Officership

- Understand the importance of exhibiting professionalism as an officer

Tactics and Techniques

- Determine elevation and distance on a map
- Develop land navigation skills
- Describe the components of a fire team and squad
- Describe the three individual movement techniques

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11	Lesson 12
ROTC & Course Overview	Map Reading II	Intro to Land Navigation	Intro to Army Leadership	Army Leadership - Character and Presence	Army Leadership - Leader Intellect	Army Leadership - Core Leader Competencies	Midterm Exam	Intro to Effective Army Communication	Intro to Tactics I	Intro to Tactics II	Final Exam
Lab 13	Lab 14	Lab 15	Lab 16	Lab 17	Lab 18	Lab 19	Lab 20	Lab 21	Lab 22	Lab 23	Lab 24
Commander's Time	First Aid	Leader Reaction Course	Squad Tactics IV	Platoon Movement	Platoon Tactics – Patrolling I	Platoon Tactics – Patrolling II	Land Navigation III	Land Navigation IV	Weapons - Pre-Marksmanship Instruction	Tactical Communication, Reporting, & Call for Fire	First Aid – Casualty Evacuation (CASEVAC)

TRACK LEGEND:

Leadership

Personal Development

Values & Ethics

Officership

Tactics & Techniques

Overview & Assessment



MSL 102 Course Map

MSL 102:

Introduction to the Profession of Arms

<u>Lesson 1</u> Course Overview	<u>Lesson 2</u> The US Army	<u>Lesson 3</u> Seven Army Values & Warrior Ethos	<u>Lesson 4</u> Warrior Ethos Case Study	<u>Lesson 5</u> Profession of Arms	<u>Lesson 6</u> Army Leadership	<u>Lesson 7</u> Mid-term Exam	<u>Lesson 8</u> Communication	<u>Lesson 9</u> Army Writing Style	<u>Lesson 10</u> Persuasive Communication	<u>Lesson 11</u> Communications Practical Exercise	<u>Lesson 12</u> Final Exam
<u>Lab 13</u> Equal Opportunity	<u>Lab 14</u> Profession of Arms	<u>Lab 15</u> Team Building Exercise	<u>Lab 16</u> Team Building Exercise	<u>Lab 17</u> VBS Exercise	<u>Lab 18</u> First Aid I	<u>Lab 19</u> First Aid II	<u>Lab 20</u> Cultural Property Protection (CPP)	<u>Lab 21</u> Ethics Problem Solving Process (Case Studies)	<u>Lab 22</u> Orienteering	<u>Lab 23</u> VBS Exercise	<u>Lab 24</u> Summer Training Preparation

The Army Profession	Comprehends and accepts the Army as a values based organization that embraces the Warrior Ethos.
Professional Competence	Understands the concept of professional competence and demonstrates proficiency of select individual military skills (within curriculum).
Adaptability	Defines and uses the problem solving process in military and non-military problems.
Teamwork	Demonstrates the individual roles and responsibilities in support of team efforts.
	Appreciates and values the contributions of different and diverse cultures as they apply in the Army and on the college campuses.
	Demonstrates a satisfactory level of writing and speaking proficiency and basic negotiation strategies required for effective leadership.
Lifelong Learning	Understands the principles of lifelong learning through an appreciation of learning styles and knowledge of adult learning principles.
Comprehensive Fitness	Comprehends the basic elements of Comprehensive Soldier and Family Fitness and exhibits a functional knowledge of resiliency factors.

The Army Profession	Professional Competence	Adaptability	Teamwork	Lifelong Learning	Comprehensive Fitness	Overview & Assessment
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MSL 201: SY 2013-14 Foundations of Leadership

Course Overview

MSL 201 explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army leadership framework (trait and behavior theories). Cadets practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises and participating in leadership labs.

Focus is on continued development of the knowledge of leadership attributes and core leader competencies through an understanding of Army rank, structure, duties and basic aspects of land navigation and squad tactics. Case studies provide tangible context for learning the Soldier's Creed and Warrior Ethos.

Course Objectives

Leadership

- Describe the three stages of team development
- Identify different leadership theories that contributed to the Army Leadership Framework
- Develop a PRT schedule

Personal Development

- Describe tools a leader or group can use to manage time
- Describe effective communication
- Deliver a formal information briefing

Officership

- Demonstrate customs and courtesies of the Army Profession

Tactics and Techniques

- Practice map reading techniques
- Practice land navigation techniques
- Describe the seven steps of problem solving
- Describe the eight troop leading procedures
- Understand the linkage between Troop Leading Procedures (TLP), the Military Decision Making Process (MDMP), and the Operation Order (OPORD)
- Demonstrate knowledge of tactical movement under different METT-TC scenarios
- Define Warrior Tasks and Battle Drills
- Understand the Purpose of the Offense
- Define the purpose of pre-combat checks and inspections

Values and Ethics

- Apply Values and Ethics principles

Lesson 1a ROTC & Course Overview	Lesson 2a Map Reading I	Lesson 3a Land Navigation I	Lesson 4a Intro to Problem Solving	Lesson 5a Intro to Plans and Orders	Lesson 6a Intro to Battle Drills	Lesson 7a The Offense	Lesson 8a Team Building	Lesson 9a Interpersonal Communication	Lesson 10a Leadership Traits & Behaviors	Lesson 11a Culture Briefs I	Lesson 12a Intro to First Aid
Lesson 1b Army Physical Readiness Training Program	Lesson 2b Map Reading II	Lesson 3b Land Navigation II	Lesson 4b Intro to Troop Leading Procedures	Lesson 5b Squad Movement	Lesson 6b Midterm Exam	Lesson 7b Intro to Pre-Combat Checks & Inspections	Lesson 8b Time Management	Lesson 9b Effective Army Briefing	Lesson 10b Leadership Theory Discussion	Lesson 11b Culture Briefs II	Lesson 12b Final Exam
Lab 1 Drill & Ceremony	Lab 2 Combat Water Survival	Lab 3 Land Navigation I	Lab 4 Land Navigation II	Lab 5 Individual & Squad Movement Techniques	Lab 6 Employ Hand Grenades & Claymore Mines	Lab 7 Battle Drills	Lab 8 Squad Tactics I	Lab 9 Squad Tactics II	Lab 10 Squad Tactics III	Lab 11 Fieldcraft & Pre-Combat Checks & Inspections	Lab 12 Commander's Time



MSL 202: SY 2012-13

Foundations of Leadership

Course Overview

MSL 202 examines the challenges of leading tactical teams in the operational environment. The course highlights dimensions of operation orders, terrain analysis, and patrolling. Further study of the theoretical basis of the Army Leadership Requirements Model explores the dynamics of adaptive leadership in the context of military operations.

MSL 202 prepares Cadets for MSL 301. Cadets develop greater self awareness as they assess their own leadership styles and practice communication and team building skills. Practical exercises give insight into the importance and practice of teamwork and tactics in real-world scenarios

Course Objectives

Leadership

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

Values and Ethics

- Explain the relationship Army Values and the Army's Equal Opportunity program

Personal Development

- Practice effective writing techniques in accordance with the Army standard for effective writing

Officership

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

Tactics and Techniques

- Explain the five-paragraph format for an operations order
- Interpret an operation order
- Demonstrate terrain analysis and route planning skills
- List and describe the five aspects of military terrain using (OAKOC)
- Explain how squads and platoons plan for and conduct patrols
- Describe the characteristics of the defense

<u>Lesson 01a</u> ROTC & Course Overview	<u>Lesson 02a</u> Operations Orders	<u>Lesson 03a</u> Navigational Methods & Route Planning	<u>Lesson 04a</u> Introduction to Terrain Analysis	<u>Lesson 05a</u> Introduction to Patrolling	<u>Lesson 06a</u> Threat Awareness and Reporting	<u>Lesson 07a</u> The Defense	<u>Lesson 08a</u> Effective Writing	<u>Lesson 09a</u> Situational Leadership	<u>Lesson 10a</u> Leadership Analysis	<u>Lesson 11a</u> Assessing Your Own Leadership	<u>Lesson 12a</u> Leadership Development Program
<u>Lesson 01b</u> Army Values & the Army Equal Opportunity Program	<u>Lesson 02b</u> OPORD Practical Exercise	<u>Lesson 03b</u> Land Navigation Practical Exercise	<u>Lesson 04b</u> Terrain Analysis Practical Exercise	<u>Lesson 05b</u> Patrol Base Operations	<u>Lesson 06b</u> Introduction to Protection and Emergency Management	<u>Lesson 07b</u> Midterm Exam	<u>Lesson 08b</u> Transformational Leadership	<u>Lesson 09b</u> Adaptive Leadership	<u>Lesson 10b</u> Leadership Capstone Presentations	<u>Lesson 11b</u> Leadership Forum Lecture	<u>Lesson 12b</u> Final Exam
<u>Lab 13</u> Commander's Time	<u>Lab 14</u> First Aid	<u>Lab 15</u> Leader Reaction Course	<u>Lab 16</u> Squad Tactics IV (Practical Exercise)	<u>Lab 17</u> Platoon Movement	<u>Lab 18</u> Platoon Tactics – Patrolling I	<u>Lab 19</u> Platoon Tactics – Patrolling II	<u>Lab 20</u> Land Navigation III	<u>Lab 21</u> Land Navigation IV	<u>Lab 22</u> Weapons - Pre-Marksmanship Instruction	<u>Lab 23</u> Tactical Communication, Reporting, & Call for Fire	<u>Lab 24</u> First Aid - Casualty Evacuation (CASEVAC)



Course Map

MSL 301:

Adaptive Team Leadership

Overview

MSL 301 challenges cadets to study, practice, and evaluate adaptive leadership skills as they are presented with challenging scenarios related to squad tactical operations. Cadets receive systematic and specific feedback on their leadership attributes and actions. Based on such feedback, as well as their own self-evaluations, cadets continue to develop their leadership and critical thinking abilities.

The focus is developing cadets' tactical leadership abilities to enable them to succeed at ROTC's summer Leadership Development and Assessment Course (LDAC).

Course Objectives

Leadership

- Explain the Leadership Development Program (LDP) evaluation cycle
- Write a self evaluation of leader actions taken during Leadership Labs

Values and Ethics

- Observe the Warrior Ethos in fellow cadets/cadres
- Embody the Warrior Ethos in Leadership Labs and cadet interactions

Personal Development

- Define standards for the Army Physical Fitness Test (APFT)
- Write short-term and long-term goals to prepare for APFT
- Describe the factors of Suicide Prevention
- Deliver one or more of the four types of Military Briefings

Officership

- Apply the composite risk management process in the orders process
- Apply the fundamentals of Drill and Ceremony to squad formation

Tactics and Techniques

- Apply troop leading procedures to accomplish squad operations
- Apply map reading, land navigation and terrain analysis to squad operations
- Apply fundamentals of Army Operations
- Pass CWST

<u>Lesson 1a</u> ROTC & Course Overview/ Accessions	<u>Lesson 2a</u> Army Briefing Techniques	<u>Lesson 3a</u> Map Reading I	<u>Lesson 4a</u> Troop Leading Procedures Overview	<u>Lesson 5a</u> Squad Tactical Movement	<u>Lesson 6a</u> Battle Drills	<u>Lesson 7a</u> Midterm Exam	<u>Lesson 8a</u> Squad Tactics - Ambush	<u>Lesson 9a</u> Squad Tactics - Attack (Practical Exercise)	<u>Lesson 10a</u> Squad Tactics - Capstone (Practical Exercise I)	<u>Lesson 11a</u> Leadership Behavior & Peer Evaluations	<u>Lesson 12a</u> Officership Forum / Lecture Series
<u>Lesson 1b</u> Warrior Ethos Overview	<u>Lesson 2b</u> Intro to Team Dynamics	<u>Lesson 3b</u> Map Reading II	<u>Lesson 4b</u> Combat Orders	<u>Lesson 5b</u> Squad Tactics - Patrolling (Patrol Base)	<u>Lesson 6b</u> Squad Tactics - Offensive Operations	<u>Lesson 7b</u> Squad Tactics - Reconnaissance	<u>Lesson 8b</u> Squad Tactics - Ambush (Practical Exercise)	<u>Lesson 9b</u> Squad Tactics-Defense	<u>Lesson 10b</u> Squad Tactics - Capstone (Practical Exercise II)	<u>Lesson 11b</u> Leadership & Culture	<u>Lesson 12b</u> Course Review
<u>Lesson 1c</u> Leadership Development Program	<u>Lesson 2c</u> Suicide Prevention	<u>Lesson 3c</u> Terrain Analysis	<u>Lesson 4c</u> Application of Troop Leading Procedures	<u>Lesson 5c</u> Squad Tactics - Patrolling (Practical Exercise)	<u>Lesson 6c</u> Squad Tactics - Offensive Operations (Practical Exercise)	<u>Lesson 7c</u> Squad Tactics - Recon (Practical Exercise)	<u>Lesson 8c</u> Squad Tactics - Attack	<u>Lesson 9c</u> Squad Tactics - Defense (Practical Exercise)	<u>Lesson 10c</u> The Army Leader	<u>Lesson 11c</u> Leadership (Practical Exercise)	<u>Lesson 12c</u> Final Exam
<u>Lab 1</u>	<u>Lab 2</u>	<u>Lab 3</u>	<u>Lab 4</u>	<u>Lab 5</u>	<u>Lab 6</u>	<u>Lab 7</u>	<u>Lab 8</u>	<u>Lab 9</u>	<u>Lab 10</u>	<u>Lab 11</u>	<u>Lab 12</u>
Drill & Ceremony	Combat Water Survival	Land Navigation I	Land Navigation II	Individual & Squad Movement Techniques	Employ Hand Grenades & Claymore mines	Battle Drills	Squad Tactics I	Squad Tactics II	Squad Tactics III	Fieldcraft & Pre-Combat Checks & Inspections	Commander's Time

TRACK LEGEND:	Leadership	Personal Development	Officership	Tactics & Techniques	Values & Ethics	Overview & Assessment
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Course Map

MSL 302:

Applied Team Leadership

Overview

MSL 302 uses increasingly intense situational applying team leadership challenges to build cadet awareness an skills in leading tactical operations at the small unit level. Cadets review aspects of full spectrum operations. They also conduct military briefings and develop proficiency in the operation orders process.

The focus is on exploring, evaluating, and developing skills in decision-making, persuading, and motivating team members in the contemporary operating environment (COE). MSL 302 cadets are evaluated on what they know and do as leaders as they prepare to attend the ROTC summer Leader Development Assessment Course (LDAC).

Course Objectives

Leadership

- Apply situational leadership actions in leading a small unit
- Analyze the factors that motivate Soldiers

Values and Ethics

- Explain rules of engagement and the Law of Land Warfare
- Apply the Warrior Ethos

Personal Development

- Apply principles of time management, effective writing, and communication
- Present effective briefings

Officership

- Describe the Brigade Combat Team (BCT)
- Explain Unified Land Operations

Tactics and Techniques

- Apply the Operations Orders Process
- Demonstrate knowledge of platoon tactical operations
- Explain Operating Bases

<u>Lesson 1a</u> Course Overview	<u>Lesson 2a</u> Warrior Ethos in Action	<u>Lesson 3a</u> Unified Land Operations	<u>Lesson 4a</u> Principles of War – Case Study	<u>Lesson 5a</u> Call For Fire	<u>Lesson 6a</u> Cordon & Search	<u>Lesson 7a</u> Attack	<u>Lesson 8a</u> Land Navigation	<u>Lesson 9a</u> OPORD PE	<u>Lesson 10a</u> Team Dynamics	<u>Lesson 11a</u> Branch Brief	<u>Lesson 12a</u> Officership Forum/ Lecture Series
<u>Lesson 1b</u> Introduction to the Brigade Combat Team	<u>Lesson 2b</u> Law of Land Warfare & Rules of Engagement	<u>Lesson 3b</u> Terrorism Awareness	<u>Lesson 4b</u> Problem Solving	<u>Lesson 5b</u> Patrol Base Ops	<u>Lesson 6b</u> Raid	<u>Lesson 7b</u> Midterm Exam	<u>Lesson 8b</u> Operating Bases	<u>Lessons 9b</u> Peer Leadership	<u>Lesson 10b</u> Applied Situational Leadership	<u>Lesson 11b</u> Branch Brief	<u>Lesson 12b</u> Course Review
<u>Lesson 1c</u> Officership Forum/ Lecture Series	<u>Lesson 2c</u> Officership Forum/ Lecture Series	<u>Lesson 3c</u> Officership Forum/ Lecture Series	<u>Lesson 4c</u> TLP's & Operations Orders	<u>Lesson 5c</u> Recon	<u>Lesson 6c</u> Ambush	<u>Lesson 7c</u> Map Reading	<u>Lesson 8c</u> Operating Bases	<u>Lessons 9c</u> Motivating Soldiers	<u>Lesson 10c</u> Branch Brief	<u>Lesson 11c</u> Warrior Forge Brief	<u>Lesson 12c</u> Final Exam
Lab 13	Lab 14	Lab 15	Lab 16	Lab 17	Lab 18	Lab 19	Lab 20	Lab 21	Lab 22	Lab 23	Lab 24
Commander's Time	First Aid	Leaders Reaction Course	Squad Tactics IV PE	Platoon Movement	Platoon Tactics – Patrolling I	Platoon Tactics – Patrolling II	Land Navigation III	Land Navigation IV	Weapons - Pre-Marksmanship Instruction	Tactical Communication, Reporting, & Call for Fire	First Aid

TRACK LEGEND:	Leadership	Personal Development	Officership	Tactics & Techniques	Values & Ethics	Overview & Assessment
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MSL 401: SY 2013-14

Adaptive Leadership

Course Overview

The MSL 401 course transitions the focus of student learning from being trained, mentored and evaluated as an MSL III Cadet, to learning how to train, mentor and evaluate underclass Cadets. MSL IV Cadets will learn the duties and responsibilities of an Army staff officer and apply the Military Decision Making Process (MDMP), the Army Writing Style and the Army's Training Management and METL Development processes during weekly Training Meetings to plan, prepare, execute, and assess battalion training events. Cadets will learn how to safely conduct this training by understanding and employing the Risk Management Process. MSL IV Cadets will learn how to use the Comprehensive Soldier Fitness (CSF) program to reduce and manage stress.

Cadets will learn about the special trust proposed by the US Constitution to Army Officers-a trust above and beyond other professions. Cadets will learn Army Values and Ethics and how to apply them to everyday life as well as in Operating Environments. The MSL IV Cadet will learn about the officer's role in the Uniform Code of Military Justice, with Counseling Subordinates, Administrative Discipline and Separations, and methods for Officer Career Management.

Course Objectives

Leadership

- Apply Army leader attributes and core competencies as Cadet battalion leaders
- Evaluate underclass Cadets using the leadership development program (LDP), while performing the duties in a Cadet battalion staff position

Values and Ethics

- Apply Army leader ethics in decision making
- Enforce Army policy pertaining to EO and SHARP programs
- Relate the law of land warfare and rules of engagement to Army operations
- Explain your obligations as a US service member under the code of conduct
- Understand your role in the UCMJ process/explain the types of admin discipline and separations

Personal Development

- Explain the Comprehensive Soldier Fitness program and identify leader responsibilities
- Identify Resiliency Training skills in the Comprehensive Soldier Fitness (CSF) Program
- Identify methods to reduce/manage stress as a leader
- Write a memorandum that effectively communicates using Army Writing Standards
- Utilize the Army Writing Standard and LDP cards to evaluate subordinate Cadets

Officership

- Incorporate the risk management process into training activities
- Explain the profession of arms and officership as it relates to civilian professions
- Understand the duties of staff organization roles and responsibilities
- Counsel underclass Cadets to improve performance
- Write an officer evaluation report support form
- Explain the importance of actively managing your career as an Army officer
 - Conduct training meetings utilizing the Operation Process and the Army's Design

Methodology

Tactics and Techniques

- Mentor and evaluate underclass Cadets during tactical operations
- Apply the training management process through OPORDs, rehearsals and rock drills
- Apply the Military Decision Making Process at battalion training meetings

Lesson 1a Course Overview/ LDACAAR Review	Lesson 2a Leadership Development Program II	Lesson 3a Effective Writing for Officers	Lesson 4a Train for Unified Land Ops II (METL Development)	Lesson 5a Company and Battalion OPORD	Lesson 6a Risk Management Process	Lesson 7a Counseling II	Lesson 8a Officer Career Management	Lesson 9a Combat Stress Management	Lesson 10a Army Leader Ethics - Case Studies I	Lesson 11a Code of Conduct	Lesson 12a Administrative Discipline and Separation
Lesson 1b Staff Organization Roles and Responsibilities	Lesson 2b Counseling I	Lesson 3b Train for Unified Land Ops I (Training Management)	Lesson 4b Military Decision Making Process (MDMP)	Lesson 5b Mission Rehearsals and Rock Drills	Lesson 6b Midterm Exam	Lesson 7b Officer Evaluation Report (OER) Process & Support Forms	Lesson 8b NCO Evaluation Report (NCOER) & Counseling Process	Lesson 9b Army Leader Ethics	Lesson 10b Law of Land Warfare and Rules of Engagement (ROE)	Lesson 11b The Uniform Code of Military Justice (UCMJ)	Lesson 12b Army Leader Ethics - Case Studies II
Lesson 1c Conduct of a Training Meeting	Lesson 2c Applied Leadership - Training Meeting	Lesson 3c Applied Leadership - Training Meeting	Lesson 4c Applied Leadership - Training Meeting	Lesson 5c Applied Leadership - Training Meeting	Lesson 6c Officership Forum I (Lecture Series)	Lesson 7c Applied Leadership - Training Meeting	Lesson 8c Applied Leadership - Training Meeting	Lesson 9c Officership Forum II (Lecture Series)	Lesson 10c Applied Leadership - Training Meeting	Lesson 11c Applied Leadership - Training Meeting	Lesson 12c Final Exam
Lab 1	Lab 2	Lab 3	Lab 4	Lab 5	Lab 6	Lab 7	Lab 8	Lab 9	Lab 10	Lab 11	Lab 12
Drill & Ceremony	Combat Water Survival	Land Navigation I	Land Navigation II	Individual & Squad Movement Techniques	Employ Hand Grenades & Claymore Mines	Battle Drills	Squad Tactics I	Squad Tactics II	Squad Tactics III	Field craft & Pre-Combat Checks & Inspections	Commander's Time



MSL401 Course Map



MSL 401:

Mission Command and the Army Profession

Lesson 1 Course Overview	Lesson 4 Military Decision Making Process	Lesson 7 Training Units and Developing Leaders	Lesson 10 Mission Command Case Study 1	Lesson 13 Mission Command Discussion	Lesson 16 Operations Order Practical Exercise	Lesson 19 The Army as a Profession	Lesson 22 Army Leader Ethics Case Studies	Lesson 25 SHARP	Lesson 28 Leader Evaluation Report (OER)	Lesson 31 Civil-Military Relations	Lesson 34 The Uniform Code of Military Justice (UCMJ)
Lesson 2 Introduction to Mission Command	Lesson 5 Operations Orders	Lesson 8 Unit Training Management	Lesson 11 Mission Command Case Study 2	Lesson 14 Risk Management	Lesson 17 Operations Order Practical Exercise	Lesson 20 The Officer as a Moral Exemplar	Lesson 23 Organizational Ethics	Lesson 26 Personal Financial Management	Lesson 29 NCO Evaluation Report (NCOER)	Lesson 32 Media Relations	Lesson 35 Administrative Discipline and Separation
Lesson 3 Commander and Staff Organization and Operations	Lesson 6 Rehearsals	Lesson 9 Conduct Training Meeting	Lesson 12 Mission Command Forum (Guest Speaker)	Lesson 15 Law of Land Warfare and Rules of Engagement (ROE)	Lesson 18 Information Brief	Lesson 21 Army Leader Ethics	Lesson 24 Equal Opportunity	Lesson 27 Officer Career Planning	Lesson 30 Leader & Self-Development	Lesson 33 Professionalism Forum (Guest Speaker)	Lesson 36 Information Briefing
Lab 01 Introduction to Mission Command	Lab 02 Analyze the Battle of Ia Drang OPOD	Lab 03 Conduct Company Training Meeting	Lab 04 Mission Command River Crossing at Nijmegen	Lab 05 Assess the Lieber Code as ROE	Lab 06 Army Briefings	Lab 07 Ethical Case Studies in COIN Operations	Lab 08 Financial Planning Brief	Lab 09 SHARP	Lab 10 Write OER Support Form/ NCOER Counseling	Lab 11 Assess Defense Support to Civil Authorities during Reconstruction	Lab 12 Commander's Time
The Army Profession	Professional Competence		Adaptability		Teamwork		Lifelong Learning		Comprehensive Fitness		Overview & Assessment

NEW AS OF FALL 2014



MSL 402: SY 2013-14

Leadership in a Complex World

Course Overview

MSL 402 explores the dynamics of leading Soldier's in Unified Land Operations in the Operating Environment (OE). Cadets examine differences in Customs and Courtesies, Principles of War, and Rules of Engagement in the face of Terrorism. They also explore aspects of interacting with Non-Government Organizations, Civilians on the Battlefield, and Host Nation Support and explore Counterinsurgency Operations. Cadets will learn what Support Services are available to assist Soldiers and their Families in times of need such as; Red Cross, CFC, AER, etc. MSL IVs will develop and present a Battle Analysis and participate in a Staff Ride at an historic military site.

The course places significant emphasis on preparing Cadets for their first unit of assignment. It uses case studies, scenarios, and "What Now, Lieutenant?" exercises to prepare Cadets to face the complex ethical and practical demands of leading as commissioned officers in the United States Army.

Course Objectives

Leadership

- Apply Army leader attributes and core competencies as Cadet battalion leaders
- Mentor the personal development of underclass Cadets
- Explain the different installation support services available to Soldiers and Family members

Values and Ethics

- Demonstrate a working knowledge of the Army's programs on equal opportunity (EO) and Sexual Harassment/Assault and Response Prevention (SHARP)

- Demonstrate proper leader ethics and analyze Army leader ethics case studies

Personal Development

- Prepare a personal developmental plan using the junior officer developmental support form and officer evaluation report model

Officership

- Develop and present a battle analysis case study brief of a historic military battle
- Explain how cultural awareness can impact a unit and mission
- Identify and explain the culture of terrorism
- Understand the different non-gov. orgs, civilians on the battlefield, and host nation support that can impact unit operations
- Demonstrate good management of personal finances
- Explain the correct procedures in the supply and maintenance process

Tactics and Techniques

- Apply the principles of force protection and operational security in Unified Land Operations
- Explain counterinsurgency operations in Unified Land Operations
- Conduct CASEVAC procedures at unit level

<u>Lesson 1a</u>	<u>Lesson 2a</u>	<u>Lesson 3a</u>	<u>Lesson 4a</u>	<u>Lesson 5a</u>	<u>Lesson 6a</u>	<u>Lesson 7a</u>	<u>Lesson 8a</u>	<u>Lesson 9a</u>	<u>Lesson 10a</u>	<u>Lesson 11a</u>	<u>Lesson 12a</u>
Course Overview	Army Customs & Courtesies	Introduction to Battle Analysis	Cultural Awareness	Counter-insurgency	Non-Govt. Organizations, Civilians on the Battlefield, & Host Nation Support	Supply Operations	Battle Analysis Case Studies - Briefs	Officer Forum	Platoon Command Team	Equal Opportunity (EO)	Financial Management
<u>Lesson 1b</u>	<u>Lesson 2b</u>	<u>Lesson 3b</u>	<u>Lesson 4b</u>	<u>Lesson 5b</u>	<u>Lesson 6b</u>	<u>Lesson 7b</u>	<u>Lesson 8b</u>	<u>Lesson 9b</u>	<u>Lesson 10b</u>	<u>Lesson 11b</u>	<u>Lesson 12b</u>
The Army Officer	Unit Level Medical Operations	Army Leader Ethics - Case Studies III	Culture of Terrorism	Force Protection in the FSO and Operational Security	Midterm Exam	Maintenance Operations	Staff Ride	Senior NCO Forum	BOLC Overview	Sexual Harassment/ Assault Response Prevention (SHARP) Program Pt 1	Installation Support Services for Soldiers and Family Members
<u>Lesson 1c</u>	<u>Lesson 2c</u>	<u>Lesson 3c</u>	<u>Lesson 4c</u>	<u>Lesson 5c</u>	<u>Lesson 6c</u>	<u>Lesson 7c</u>	<u>Lesson 8c</u>	<u>Lesson 9c</u>	<u>Lesson 10c</u>	<u>Lesson 11c</u>	<u>Lesson 12c</u>
Applied Leadership - Training Meeting	Applied Leadership - Training Meeting	Applied Leadership - Training Meeting	Applied Leadership - Training Meeting	Applied Leadership - Training Meeting	Officership Forum III (Lecture Series)	Applied Leadership - Training Meeting	Applied Leadership - Training Meeting	Officership Forum IV (Lecture Series)	Applied Leadership - Training Meeting	Sexual Harassment/ Assault Response Prevention (SHARP) Program Pt 2	Final Exam
Lab 13	Lab 14	Lab 15	Lab 16	Lab 17	Lab 18	Lab 19	Lab 20	Lab 21	Lab 22	Lab 23	Lab 24
Commander's Time	First Aid	Leader Reaction Course	Squad Tactics IV PE	Platoon Movement	Platoon Tactics-Patrolling I	Platoon Tactics-Patrolling II	Land Navigation III	Land Navigation IV	Weapons - Pre-Marksmanship Instruction	Tactical Communication, Reporting, & Call for Fire	First Aid - Casualty Evacuation (CASEVAC)

TRACK LEGEND:

Leadership

Personal Development

Officership

Tactics & Techniques

Values & Ethics

Overview & Assessment



MSL 402 Course Map



MSL 402: Mission Command and the Company Grade Officer

<u>Lesson 1</u>	<u>Lesson 4</u>	<u>Lesson 7</u>	<u>Lesson 10</u>	<u>Lesson 13</u>	<u>Lesson 16</u>	<u>Lesson 19</u>	<u>Lesson 22</u>	<u>Lesson 25</u>	<u>Lesson 28</u>	<u>Lesson 31</u>	<u>Lesson 34</u>	
Course Overview	Army in Transition II (Tactical)	Cultural Awareness	Unified Land Operations II (Defense)	Staff Ride Preparation	Battle Analysis Presentations	Taking Charge 1 (Initial Expectations and Responsibilities)	Being Ready and Resilient (R2C)	Developing Others (Counseling)	The Art of Command (Platoon Level)	Oral Practicum	Oral Practicum	
<u>Lesson 2</u>	<u>Lesson 5</u>	<u>Lesson 8</u>	<u>Lesson 11</u>	<u>Lesson 14</u>	<u>Lesson 17</u>	<u>Lesson 20</u>	<u>Lesson 23</u>	<u>Lesson 26</u>	<u>Lesson 29</u>	<u>Lesson 32</u>	<u>Lesson 35</u>	
Introduction to Battle Analysis	The Operational Environment	Cultural Protection Program	Unified Land Operations III (Stability & DCSA)	Staff Ride Preparation	Decision Briefs	Taking Charge 2 (Your CO Leadership)	Comprehensive Soldier Fitness (CSF2)	Supply and Logistics	Expanding your Sphere of Influence	Oral Practicum	Army ROTC Program Survey (AAR)	
<u>Lesson 3</u>	<u>Lesson 6</u>	<u>Lesson 9</u>	<u>Lesson 12</u>	<u>Lesson 15</u>	<u>Lesson 18</u>	<u>Lesson 21</u>	<u>Lesson 24</u>	<u>Lesson 27</u>	<u>Lesson 30</u>	<u>Lesson 33</u>	<u>Lesson 36</u>	
Army in Transition I (Strategic)	Decisive Action Training Environment	Unified Land Operations I (Offense)	Army Operations Forum (Guest Speaker)	Battle Analysis Presentations	EO/LC B Overview	Taking Charge 3 (Your Relationship with Your Platoon)	Individual and Family Readiness	Maintenance	Platoon Leader Forum (Guest Speaker)	Oral Practicum	Army ROTC Program Survey (AAR)	
<u>Lab 13</u>	<u>Lab 14</u>	<u>Lab 15</u>	<u>Lab 16</u>	<u>Lab 17</u>	<u>Lab 18</u>	<u>Lab 19</u>	<u>Lab 20</u>	<u>Lab 21</u>	<u>Lab 22</u>	<u>Lab 23</u>	<u>Lab 24</u>	
Company Training Meeting	COIN Operations	Assess Stability Operations in the Philippines	Unified Land Operations	Battle Analysis	Mission Command- The Attack on the Ranch House	Company Training Meeting	Army Suicide Awareness	Company Training Meeting	The Mission Command-An Engineer Assault Team Crosses the Meuse	George Washington and the Newburgh Conspiracy	Commander's Time	
The Army Profession		Professional Competence		Adaptability		Teamwork		Lifelong Learning		Comprehensive Fitness		Overview & Assessment

NEW AS OF FALL 2014
UNDER DEVELOPMENT

Summary Table 1
UWW ROTC Goals & Accomplishments Related to the
University's Strategic Plan (2012-2014) and College

For a list of goals and a campus-wide report, see
http://www.uww.edu/acadaff/strategic-planning-goals/2014_strategic_goals.html

Strategic Plan Area	University Strategic Planning Goals (2012-2014)	Your Department Goals & Accomplishments for 2013-14
I. Programs & Learning	<ul style="list-style-type: none"> • Review the current academic program array (undergraduate and graduate), adjusting program size and creating new academic programs that align with the university mission, resources, evolving workforce, institutional plans for growth, and projected state, regional, and national needs. • Develop a comprehensive approach to improved advising that promotes an integrated learning and enhanced general education experience, consistent with our campus LEAP initiative. • Develop an institutional approach to consider assessment data across campus units including strategies to evaluate the data, improve teaching and learning, set curricular and co-curricular goals and methods, and communicate the findings to the campus community. 	<ol style="list-style-type: none"> 1. The Leadership Department continues to offer several courses that provide GENED credit. These courses focus primarily on the physical component of the overall program objectives. These courses include PEGENRL 187 Military Conditioning, and PEGENRL 181 Military Mountaineering and Rappelling. These courses provide access to several military centric skills that are challenging and useful but may not be available if the Leadership department did not provide them. Both are experientially based demanding commitment, effort, and dedication to complete successfully. 1. Worked to assess, strengthen, and align Leadership Minor with LEAP. <ul style="list-style-type: none"> ○ Further developed key learning outcomes for each MS Leadership Course and created/integrated a variety of associated rubrics into curriculum and evaluation 2. Overhauled our internal advising process to ensure all Cadets maintained updated 104R's and were taking appropriate course mix that accentuated their leadership courses and training within the limits of their degree requirements 1. Transitioned department to utilization of online course evaluation process for all courses in order to analyze course satisfaction data more comprehensively and utilize results to for necessary changes/improvements

<p>II. The Educator Scholar Community</p>	<ul style="list-style-type: none"> • Increase support for faculty, staff, and students to engage in research, creative, and scholarly activity. • Collect, review and disseminate data regarding the levels of participation and effectiveness of high-impact educational practices for various student populations, and use these data to improve our high-impact practices. 	<ol style="list-style-type: none"> 1. Successfully requested and received funding to establish undergraduate research student employment opportunity in the department with goal of developing platform for student-led literature review and research leading toward the development of an online/hybrid GENED leadership course offered by the department
<p>III. Diversity & Global Perspectives</p>	<ol style="list-style-type: none"> 1. Increase the understanding of both domestic multiculturalism and international perspectives as central to university curricular and co-curricular priorities. 	<ol style="list-style-type: none"> 1. One student/ROTC Cadet spent 30 days deployed overseas under the Cultural Understanding and Language Proficiency (CULP) program for the specific purpose of immersing himself into the various culture and language of his chosen region to produce the intended outcome of gaining experience in the right blend of language and cultural skills required in support of global operations. 2. CULP is a highly competitive “study abroad internship” type program available to contracted cadets. CULP events provide students with a paid and expense covered 2.5-3 week study abroad experience in which they either work with foreign military units or spend the time conducting cultural immersion activities, or both. This relatively new program is available to all cadets, but selection is competitive based on grade point average, language training and exposure, physical fitness scores, and recommendation of the PMS and there are less than 700 training spots awarded year (out of more than 35K Cadets) 3. This year the following University of Wisconsin-Whitewater Cadets will be involved in the CULP Program. Cadet Eric Moe ~Togo África

	<p>2. Identify, examine and implement models for success for students of opportunity.</p>	<p>4. To prepare for the deployments the Cadets had to complete several online training classes before leaving Wisconsin these classes include Anti-Terrorism Awareness Training, Human Rights and Human Trafficking Awareness training along with other training directed by the Department of Defense. The Cadets also have to do a five page research paper assigned by their Cadre Mentor regarding the area that the Cadets will be visiting.</p> <p>5. Another program that is offered through the University of Wisconsin-Whitewater Army ROTC is the Culture and Language Incentive Pay-Bonus (CLIP-B) Program.</p> <p>6. CLIP-B is a monetary bonus of up to \$3000 a year paid for achieving foreign language competency. All contracted Cadets are eligible for this bonus. In order to increase the number of Cadets taking more difficult strategic languages, a graduated payment scale will be utilized. Finally, Culture and Language Incentive Pay - Bonus, (CLIP-B) directly supports the objectives outlined in the Army Culture and Foreign Language Strategy, (ACFLS). CLIP-B is aimed at promoting the study of languages and cultural studies that are of importance to the Army.</p> <p>1. Partnered with Future Teachers Program, King Chavez and Multicultural Affairs on a campus-wide LEAP diversity project entitled "LEAPing Out of Your Comfort Zone" which focused on helping students of color develop the capacity to build relationships with faculty, staff, and fellow students different from themselves through collaboration with students and other stakeholders across the campus community to develop and increase opportunities for positive connections with and for diverse students.</p> <p>2. Partnered with First Year Experience Pathways to Success program to</p>
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	<p>3. Examine and improve campus policies, procedures, and practices to increase the diversity of students, faculty, and staff, as a way to enhance the learning environment for all.</p>	<p>conduct a Communications and Teambuilding Workshop – led by a small group of our UWW ROTC Cadets</p> <p>3. Partnered with First Year Experience to explore development of a Learning Community for underrepresented males to be launched in the fall of 2014.</p> <p>4. Developed and executed a World of Work Career Fair for the Metropolitan YMCA Black Achievers Program, which focused on exposing underrepresented students to UWW, ROTC, scholarships, and the diverse STEMM careers available in military service.</p> <p>1. Served as part of the Leadership Institute committee with task to develop a framework and set of recommendations for campus-wide leadership initiatives for the Chancellor and his cabinet</p>
<p>IV. Regional Engagement</p>	<p>4. Improve community and regional connections in ways that enhance UW-W capacity to align educational, cultural and athletic programs and services with community and regional needs, and assess the outcomes of these efforts.</p>	<p>1. Continued a joint venture with local manufacturing corporation Universal Electronics and their subsidiary company IR Tactical to field test their IR tactical equipment. In 2013-14 we utilized 170 of their systems to support our 4-day home station field training exercise on Whitewater’s campus. Additionally we utilized their systems in support of our Spring Super Lab to create realistic conditions for Cadets during their patrolling operations. Our program was the first to incorporate the IR M4 system into realistic local training.</p> <p>2. We expanded our partnership with IR Tactical via utilization of their brand new iCOMBAT laser tag facility which was created to mimic the streets of Baghdad. We utilized this new facility to conduct missions in urban terrain (MOUT) training for our Cadets. The facility is state of the art which includes the ability to manipulate sound, weather, sight, and sensory information, all utilized to create non-standard asymmetric conditions to challenge our Cadets in their ability to adapt to increasingly</p>

	5. Increase campus capacity to connect students, faculty, and staff in service engagement, entrepreneurship, and economic development in ways that advance student learning and foster community and regional partnerships.	<p>difficult and different situations. We became the first ROTC program to utilize this facility for this purpose.</p> <p>3. Served as the sole military sponsor for the National Black Student Union Conference</p> <p>1. We strengthened our joint venture with the Wisconsin Department of Natural Resources by expanding our Land Navigation/Geocache course at Kettle Moraine South. We added 16 additional navigation points and developed the corresponding maps with geocache data for use in orienteering by the locals.</p>
V. Professional & Personal Integrity	<p>6. Develop a fair and reasonable structure for workload and compensation for faculty, staff, and students.</p> <p>7. Assess and enhance the campus culture where respect, civility, personal responsibility, and honesty are valued, modeled, and affirmed.</p>	<p>1. N/A</p> <p>1. Continue to represent the Army Values and Leader Ethics while assigned as support Cadre/Faculty on UWW's campus</p>
Goals of your College	Use this area of the table to include department goals and accomplishments that align with the strategic planning goals of your college (if not already listed above).	
OTHER	Use this area of the table to include important department goals and accomplishments that don't align with the SPBC or College strategic planning goals listed above.	1. Sustained contract/commission rate (Avg 7-9 over last 2.5yrs)

**Summary Table 2
Goals & Accomplishments Related to the LEAP ELOs, 2013-2014**

Use this table to insert brief descriptions of goals and accomplishments from your department related to or in support of each of the LEAP Essential Learning Outcome listed below. Examples include ways your department/unit integrated these ELOs into your curriculum, co-curricular activities, assessment systems, and/or faculty and staff development efforts.

Note: the Essential Learning Outcomes below have been endorsed as the learning outcomes that all UW-Whitewater undergraduate students are expected to achieve by the time of graduation, regardless of major, minor, college, or other program.

AAC&U LEAP Essential Learning Outcomes	Your Dept. Goals & Accomplishments for 2013-2014
Knowledge of Human Cultures and the Physical and Natural World <i>Focused by engagement with big questions, both contemporary and enduring</i>	

<p>Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts</p>	<p>MSL 101: Leadership & Personal Development-Personal Development:</p> <ul style="list-style-type: none"> • Define the basic elements of stress and stress management • Identify benefits of healthy nutrition and diet in a personal fitness program • Develop short & long-term goals for a personal health and fitness program <p>MSL101: Leadership & Personal Development-Officership</p> <ul style="list-style-type: none"> • Understand the impact of different cultures on leader development <p>MSL202: Foundations of Leadership-Officership</p> <ul style="list-style-type: none"> • Identify various sources of information about terrorism and to help you make informed decisions in an emergency <p>MSL301: Adaptive Team Leadership-Personal Development</p> <ul style="list-style-type: none"> • Define standards for the Army Physical Fitness Test (APFT) • Write short-term and long-term goals to prepare for APFT • Describe the factors of Suicide Prevention <p>MSL402: Leadership in a Complex World-Officership</p> <ul style="list-style-type: none"> • Develop and present a battle analysis case study brief of a historic military battle • Explain how cultural awareness can impact a unit and mission • Identify and explain the culture of terrorism • Understand the different non-gov. orgs, civilians on the battlefield, and host nation support that can impact unit operations <p>MSL402: Leadership in a Complex World-Tactics and Techniques</p> <ul style="list-style-type: none"> • Explain counterinsurgency operations in Unified Land Operations
<p>Intellectual and Practical Skills <i>Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance</i></p>	
<p>Inquiry & analysis</p>	<ul style="list-style-type: none"> • Cadets had to learn to understand the importance of leadership and personal challenge as it relates to leading. They demonstrated their level of inquiry and analysis via oral and written reflection, introspection and guided discussion. They also had to identify and define the basic elements of stress and stress management as it related to their personal development. We assessed their level of inquiry and analysis through exposure to controlled stress events during leadership labs and field training exercises. Cadets also had to analyze Army leader ethics and case studies, and demonstrate proper leader ethics via situational exercises and decision-making. MSIV's (seniors) also learn and apply the Army's Military Decision Making Process (MDMP) to a variety of different training and development situations in their roles as the battalion class leadership team.
<p>Critical thinking</p>	<ul style="list-style-type: none"> • Critical thinking and decision-making are ELO's that span our curriculum and grade levels. All Cadets are challenged to demonstrate critical thinking as it pertains to leadership (e.g. understanding the importance of leadership and personal challenge; connecting leader character and competence; distinguishing between leader attributes and core leader competencies, illustrating how an Army Leader leads, develops and achieves excellence, etc.), personal development (e.g. goal setting, time management, managing stress-induced situations, physical stamina), values and ethics (e.g. understanding, explaining and demonstrating the Warrior Ethos; listing and defining the Seven Army Values, understanding how they impact leadership, applying them as principles and explaining their relationship to key army programs, etc.), officership (e.g. explaining the importance of being a model citizen as an Army officer; understanding the impact of different

	<p>cultures on leader development; understanding the importance of exhibiting professionalism as an officer; explaining how cultural awareness impacts a unit and mission; demonstrating good management of personal finances, etc.), and tactics & techniques (e.g. working effectively in teams with others to solve problems; navigating on land as a team and individual; learning to issue operations orders; applying troop leading procedures to accomplish missions; mentoring and evaluating underclass Cadets, etc.).</p>
Problem solving	<ul style="list-style-type: none"> We used a variety of different methods to develop and assess our Cadets' abilities to solve problems. Scenario-based leadership labs, classroom situational exercises, virtual simulations, Field Leadership Reaction Courses, individual and group land navigational training, and small group projects are examples. Our MSIV's (Seniors) are installed as Cass Leaders, and are therefore required to assess, plan and execute physical and tactical training, social and mentoring activities for all Cadets in the battalion. Additionally applying the Army's MDMP process is a cornerstone objective that spans each of the ELO's, and particularly the area of problem solving. For example, this year Cadets applied the MDMP for at least five different missions that spanned the entire calendar year.
Written communication	<ul style="list-style-type: none"> Written communication is something that is assessed across our curriculum at all levels. Cadets are given very specific assignments and topics to demonstrate their written communication skills, to include writing research papers on leadership theories and Army leader attributes and core competencies, reflection papers on their personal leadership growth and development, compiling battle analysis research and briefing materials, writing operations orders
Oral communication	<ul style="list-style-type: none"> All Cadets/students are required to demonstrate proficiency in oral communication. This past year we emphasized military briefings based on several requirements including research papers (e.g. leadership requirements model, battle analysis, etc.), application of the troop leading procedures through the operations process, tactical field training exercises (FTX's), Cadet Staff Call meetings, and information/persuasive speeches. We also evaluated Cadets' oral communication abilities using our LDP (Leadership Development Plan) Assessment Report (Blue Card) which assessed their performance based on sixteen different leadership dimensions.
Quantitative literacy	
Information literacy	<ul style="list-style-type: none"> We developed and assessed our Cadets' ability to demonstrate information literacy via a variety of research projects, situational exercises, and in particular utilizing our virtual training scenarios.
Teamwork	<ul style="list-style-type: none"> Teamwork was evaluated via leadership labs, developing and executing a battalion field training exercise, weekly physical fitness training, small group projects, and developing group digital stories. Cadets also had to demonstrate teamwork by working together as the Cadet Battalion leadership team with responsibilities to plan and execute training and operations.
<p>Personal and Social Responsibility <i>Anchored through active involvement with diverse communities and real-world challenges</i></p>	

Civic knowledge (local & global)	<ul style="list-style-type: none"> Several of our Cadets participated in CULP (cultural understanding and language proficiency program) overseas missions. This broadened their knowledge of and exposure to international cultures. Our Cadets also volunteered to support several local community events, including Polar Plunge and other local venues. Our Cadets studied and researched other cultures as part of their broadening experiences to think, learn and act globally.
Civic engagement (local & global)	<ul style="list-style-type: none"> Our Cadets volunteered to support several local community events, including Polar Plunge and other local venues.
Intercultural knowledge & competence	<ul style="list-style-type: none"> This ELO is interspersed throughout the curriculum at all levels, and includes the study of other cultures and applying that knowledge to develop methods to engage and work with a variety of host nation locals in the context of serving overseas conducting host-nation building and counterinsurgency missions.
Ethical reasoning & action	<ul style="list-style-type: none"> Our Cadets engaged in extensive study of ethics and participation in a variety of situational ethics exercises and virtual scenarios in which they were presented with choices and guided through outcomes based on their reasoning and decision-making.
Foundations & skills for lifelong learning	<ul style="list-style-type: none">
Integrative Learning <i>Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems</i>	
Synthesis and advanced accomplishment across general and specialized studies	<ul style="list-style-type: none"> Our Cadets participate in a variety of capstone exercises and events that allow them to test and demonstrate synthesis of acquired skills and knowledge and application in scenario-based contexts. These events include Field Training Exercises, Super Labs, and Combined Field Training Exercises with Cadets from other campuses across 3rd Brigades' footprint, Digital Story projects, research papers, virtual exercises and learning simulations.

Summary Table 3
Goals & Accomplishments Related to Inclusive Excellence, 2013-2014

Inclusive Excellence Areas	Your Dept. Goals & Accomplishments for 2013-2014
<ul style="list-style-type: none"> Recruitment and/or retention of non-traditional students, students of color, and students from other under-represented groups. 	<ol style="list-style-type: none"> Work with First Year Experience to launch new Learning Community (Suite & Tie) for underrepresented males. Continued participation in YMCA Black Achievers program as key sponsor and host of Scholarship Presentations and World of Work Career Fairs. Maintained partnership with FTP and KC program in support of campus-wide LEAP initiative.
<ul style="list-style-type: none"> Faculty/staff recruitment activities to increase unit diversity. 	<ol style="list-style-type: none"> Worked with Wisconsin National Guard to secure an ad-hoc female Cadre to participate in training activities. This helps us establish female presence among our Cadre and demonstrates sensitivity to the needs of our female cadets in particular.
<ul style="list-style-type: none"> Any efforts undertaken to enhance curricular or co-curricular diversity programming. 	

<ul style="list-style-type: none"> Other Inclusive Excellence goals & accomplishments (see the UWW Inclusive Excellence Guidelines at http://www.uww.edu/diversity/reports/). 	
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Summary Table 4
Goals for 2014-2015 Related to the University's Strategic Plan (2012-2014) and College

Strategic Plan Area	University Strategic Planning Goals	Your Department Goals for next year (2014-15)
I. Programs & Learning	<ul style="list-style-type: none"> Review the current academic program array (undergraduate and graduate), adjusting program size and creating new academic programs that align with the university mission, resources, evolving workforce, institutional plans for growth, and projected state, regional, and national needs. Develop a comprehensive approach to improved advising that promotes an integrated learning and enhanced general education experience, consistent with our campus LEAP initiative. Develop an institutional approach to consider assessment data across campus units including strategies to evaluate the data, improve teaching and learning, set curricular and co-curricular goals and methods, and communicate the findings to the campus community. 	<ol style="list-style-type: none"> Further develop the mapping of our Cadet Command curriculum ELO's to those of LEAP. Utilize newly modernized classrooms and technology to expand virtual reach of program to include guest lectures, online course modules, and telepresence learning activities. Explore development of online/hybrid GENED leadership course. <ol style="list-style-type: none"> Overhauled our internal advising process to ensure all Cadets maintained updated 104R's and were taking appropriate course mix that accentuated their leadership courses and training within the limits of their degree requirements <ol style="list-style-type: none"> Continue to fully implement online course evaluations and utilize feedback for course/instruction improvement and potential development of new initiatives.
II. The Educator Scholar Community	<ul style="list-style-type: none"> Increase support for faculty, staff, and students to engage in research, creative, and scholarly activity. Collect, review and disseminate data regarding the levels of participation and effectiveness of high-impact educational practices for various student populations, and use these data to improve our high-impact practices. 	<ol style="list-style-type: none"> Continue to expand student employment opportunities to conduct limited undergraduate research. Will expand student employment research opportunities to focus on developing process to collect longitudinal research on leadership related issues surrounding cadet participation, as well as assist with
III. Diversity & Global Perspectives	<ul style="list-style-type: none"> Increase the understanding of both domestic multiculturalism and international perspectives as central to university curricular and co-curricular priorities. 	<ol style="list-style-type: none"> Continue to support/promote international cultural exposure and education via the CULP and Project Go initiatives offered via Cadet Command. Expand efforts to expose participants post trip presentations to

	<ul style="list-style-type: none"> Identify, examine and implement models for success for students of opportunity. Examine and improve campus policies, procedures, and practices to increase the diversity of students, faculty, and staff, as a way to enhance the learning environment for all. 	<p>broader campus audience for awareness and learning opportunities.</p> <ol style="list-style-type: none"> Expand efforts to partner with Pre-College Programs and the Department of Public Instruction to reach high-school aged, college bound students and expose them to state-of-the art technology and learning opportunities with our newly modernized classrooms and technology. Continue to participate in and support Leadership Institute initiatives, Color of Success Symposium and other campus-wide diversity initiatives.
IV. Regional Engagement	<ul style="list-style-type: none"> Improve community and regional connections in ways that enhance UW-W capacity to align educational, cultural and athletic programs and services with community and regional needs, and assess the outcomes of these efforts. Increase campus capacity to connect students, faculty, and staff in service engagement, entrepreneurship, and economic development in ways that advance student learning and foster community and regional partnerships. 	<ol style="list-style-type: none"> Continue work with IR-Tactical (Universal Electronics) to further expand relationship and use of technology and engineering creativity as a means to uniquely train and develop Cadets. Continue serving as the sole military sponsor for the National Black Student Union Conference. Continue our joint venture with the Wisconsin Department of Natural Resources and add up to 10 more points in our Land Navigation/Geocache course at Kettle Moraine South. Coordinate with other ROTC programs for use of expanded course to train their Cadets.
V. Professional & Personal Integrity	<ul style="list-style-type: none"> Develop a fair and reasonable structure for workload and compensation for faculty, staff, and students. Assess and enhance the campus culture where respect, civility, personal responsibility, and honesty are valued, modeled, and affirmed. 	<ol style="list-style-type: none"> N/A Continue to represent the Army Values and Leader Ethics while assigned as support Cadre/Faculty on UWW's campus
Goals of your College	Use this area of the table to include department goals that align with the strategic planning goals of your college (if not already listed above).	
OTHER	Use this area of the table to include important department goals that don't align with the SPBC or College strategic	<ol style="list-style-type: none"> Sustain Contracted/Commission rates of 7-9 Commissioned Cadets annually Continue innovation of instruction,

	planning goals listed above.	training and development of leaders of character. 3. Continue Expansion of Diversity Recruitment Efforts through campus partnerships, networking with departments and student organizations, and supporting 3 rd Brigade's diversity/STEMM efforts 4. Continue expansion of campus partnerships and visibility. 5. Continue infusion of technology into training, instruction and leadership development 6. Assess, strengthen, and align Leadership Minor with LEAP
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Appendix A: Learning Outcomes Progression for the Officer Career Continuum

Tables 9 thru 14 show the progression of General Learning Outcomes across Army Officer ranks. These tables are meant to be printed on 11in x 17in paper.

Table 9: General Learning Outcomes for Officers within the Army Learning Area “Army Profession”

Army Learning Area	General Learning Outcomes				
<p>The Army Profession</p>	Cadet or Candidate	2 nd LT and 1 st LT	Captain	Major	LTC and Colonel
	<p>THE ARMY PROFESSION: The Army Profession is a vocation comprised of experts certified in the ethical design, generation, support, and application of land combat power, serving under Civilian authority, entrusted to defend the Constitution and the rights and interests of the American people.</p> <p>The general learning outcomes reflected to the right are based on Army Doctrinal Publication – 1 (ADP 1 The Army, SEP 12) and Army Doctrinal Reference Publication - 1 (ADRP-1 The Army Profession), which is available as an information paper at http://cape.army.mil/infopapers.php and is currently out for limited staffing.</p> <p>This publication is a direct result of the information compiled during the CY11 Army Profession Campaign of Learning.</p>	<ul style="list-style-type: none"> ▪ Define, explain, understand, and begin to demonstrate the Army as a Profession, Army Professionals, and the five essential characteristics of the Army Profession. ▪ Define, explain, understand, and begin to demonstrate TRUST as the bedrock and organizing principle of the Army Profession; the Army’s Ethic, and the Army’s Ethos. ▪ Define, explain, understand, and begin to demonstrate MILITARY EXPERTISE, membership in the Army Profession, and certification of Army Professionals. ▪ Describe HONORABLE SERVICE, the seven Army Values, and Warrior Ethos. ▪ Define, explain, understand, and begin to demonstrate STEWARDSHIP of the Army Profession. ▪ Describe ARMY CULTURE and its influences on the profession. ▪ Understand the role of the Non-commissioned Officer. 	<ul style="list-style-type: none"> ▪ Describe how the US Army meets the four requirements of a profession, the dual character of the US Army, and its history as a profession. ▪ Embody the Army’s ethic to build internal TRUST and to sustain effective and ethical mission command. ▪ Develop self and subordinates in PROFESSIONAL IDENTITY, COMPETENCE, CHARACTER, and COMMITMENT. ▪ Develop, promote, and set the example for HONORABLE SERVICE. ▪ Cultivate ESPRIT DE CORPS at team level through sharing the adversity and physical hardship that comes with being an Army professional. ▪ Describe the relationships between the Army, US citizens, and elected and appointed officials and STEWARD the Army Profession and the Army’s resources in all activities. ▪ Affect change at the three levels of team culture to maintain alignment of professional identity, community, and hierarchy. 	<ul style="list-style-type: none"> ▪ Operate professional development programs on Army Profession, Army Ethic, and Character Development at small unit level. ▪ Embody the Army’s Ethic; and explain the framework and the importance of TRUST in leadership. ▪ Develop self and subordinates in PROFESSIONAL IDENTITY, COMPETENCE, CHARACTER, and COMMITMENT. ▪ Develop, promote, and set the example for HONORABLE SERVICE. ▪ Cultivate ESPRIT DE CORPS at small unit level grounded in shared experiences and mutual respect. ▪ Describe the established norms for civil-military interactions, STEWARD the Army Profession and the Army’s resources in all activities. ▪ Affect change at the three levels of unit culture to maintain alignment of professional identity, community, and hierarchy. 	<ul style="list-style-type: none"> ▪ Manage professional development programs on Army Profession, Army Ethic, and Character Development at unit level. ▪ Embody and operate within the framework of the Army’s Ethic and the three primary ethical principles of the use of force; and promote a climate of TRUST. ▪ Develop self and subordinates in PROFESSIONAL IDENTITY, COMPETENCE, CHARACTER, and COMMITMENT. ▪ Develop, promote, and set the example for HONORABLE SERVICE. ▪ Cultivate ESPRIT DE CORPS at organizational level through an open climate of candor, trust and respect. ▪ STEWARD the Army Profession and the Army’s resources at organizational level and operate within established norms for civil-military interactions in engagements with news media. ▪ Manage change at the three levels of organizational culture to maintain alignment of professional identity, community, and hierarchy.

Version dated 7 December 2012 (includes Pre-commissioning input from USACC and USMA)

Appendix A to General Learning Outcomes for Officers

Table10: General Learning Outcomes for Officers within the Army Learning Area “Professional Competence”

Army Learning Area	21 st Century Army Competencies or Attributes	General Learning Outcomes				
		Cadet or Candidate	2 nd LT and 1 st LT	Captain	Major	LTC and Colonel
Professional Competence	<p>➤ The 21st-C Soldier Competency “Professional Competence (Tactical, Operational, Strategic, and Technical in Unified Land Operations (ULO))” is described in TRADOC Pam 525-8-2 (The Army Learning Concept for 2015) as follows:</p> <p><i>“Soldiers and leaders employ tactical and technical skills in full-spectrum operations to accomplish the mission and support the commander’s intent. They are experts on weapons systems, combined arms operations, and train their subordinates to be technically and tactically competent. At lower levels, they are technical experts in their specialty and continue to develop their technical skills and those in their subordinates. As leaders grow, they increase their understanding and application of mission command, operational contexts, systems, and technology while operating in increasingly complex environments.</i></p> <p><i>Soldiers and leaders are prepared to execute offensive, defensive, stability, and civil support missions throughout the continuum of operations and transition between diverse tasks and operational actions as complex and uncertain operational situations are developed through action. Leaders anticipate tactical, operational, and strategic transitions and use mission command to apply lethal and nonlethal effects to achieve the commander’s intent.”</i></p>	<ul style="list-style-type: none"> ▪ Execute to standard individual Warrior Tasks. ▪ Introduce platoon-level maneuver battle drills. ▪ Define marksmanship fundamentals and be able to group and zero. ▪ Explain and begin to execute Army Training Management. ▪ Introduce and apply Risk Management. 	<ul style="list-style-type: none"> ▪ Demonstrate technical skills proficiency for individual branch integration as a member of the combined arms team. As a leader, apply Army training and management systems and sustainment functions. ▪ Make appropriate decisions based on doctrine, assessment, critical thinking, and judgment to provide solutions to tactical problems. Function as a leader in training and employing Warrior Tasks and Battle Drills and branch defined technical and tactical skills. Adapt Troop Leading Procedures and problem-solving skills to mission support requirements. Execute missions through decisive action tasks in support of unified land operations (ULO) enabled by mission command systems. <p>a) Apply Risk Management.</p> <p>b) Understand how tactical actions affect the operational environment.</p> <p>c) Understand the impact of culture and history on the OE and military operations.</p>	<ul style="list-style-type: none"> ▪ Using Mission Command, plan, prepare, execute, and assess simultaneous operations at the tactical level. <p>a) Understand staff organizations, and apply MDMP and other processes using mission command systems in a JIIM environment.</p> <p>b) Understand partner (e.g. Department of State and partner nations) organizational missions and methodologies in order to set conditions for successful UA.</p> <p>c) Understand the impact of culture and history on the OE and military operations.</p> <ul style="list-style-type: none"> ▪ Apply the principles of training and manage training IAW Army doctrine. ▪ Apply analytical and intuitive judgment within an ambiguous and time constrained operational environment while understanding the implications on the operational environment. <p>a) Develop and apply risk management.</p> <ul style="list-style-type: none"> ▪ Identify and reduce tactical / operational vulnerabilities to cyber threats, as appropriate. 	<ul style="list-style-type: none"> ▪ Comprehend how to seize the objective against determined enemies in complex environments. ▪ Comprehend how to translate theater strategies and campaign plans into operational and tactical action. ▪ Understand and analyze the character of armed conflict and how political, cultural and social aspects of that conflict effect and interact with military operations. ▪ Explain relevance of military theory in planning for and conducting military operations. ▪ Lead, train, and manage staffs in the operations process. <p>a) Synthesize the impacts of culture and history in the operations process.</p> <ul style="list-style-type: none"> ▪ Build, lead, train and sustain Army formations in unified land operations (ULO). ▪ Seek to <i>understand</i> and analyze complex problems in the OE and <i>visualize, recommend or decide</i> upon solutions through the application of critical thinking and problem solving models to include the Army Design Methodology. <p>a) Synthesize the impacts of culture and history in the operations process.</p> <p>b) Integrate Risk Management into the operations process.</p> <p>c) Integrate partner (e.g. DOS and partner nations) capabilities in order to set conditions for successful UA.</p> <ul style="list-style-type: none"> ▪ Apply Mission Command and lead in ULO at the operational and tactical levels. ▪ Leverage Mission Command systems to conduct, direct, and assess the operations process. ▪ Identify and reduce operational vulnerabilities to cyber threats, as appropriate. 	<ul style="list-style-type: none"> ▪ Evaluate the roles, relationships and functions of civil authority and the military in formulation of national policy. ▪ Evaluate the theories of war, civil-military relations, and strategy. ▪ Evaluate the application and integration of JIIM systems and processes, against national ends, ways, and means. ▪ Evaluate and manage transitions and risk at the strategic level. ▪ Develop and evaluate the effectiveness of theater strategies, estimates, and campaign plans to employ military power in a JIIM environment. ▪ Synthesize and/or integrate critical elements, partners (e.g. Department of State and partner nations), enablers, and processes that define the strategic environment in peace, conflict and war to set conditions for successful UA.

Version dated 7 December 2012 (includes Pre-commissioning input from USACC and USMA)

Appendix A to General Learning Outcomes for Officers

Table11: General Learning Outcomes for Officers within the Army Learning Area “Adaptability”

Army Learning Area	21 st Century Army Competencies or Attributes	General Learning Outcomes				
		Cadet or Candidate	2 nd LT and 1 st LT	Captain	Major	LTC and Colonel
Adaptability	<p>➤ The 21st-C Soldier Competency “Critical Thinking & Problem Solving” is described in TRADOC Pam 525-8-2 (The Army Learning Concept for 2015) as follows: “Soldiers and leaders analyze and evaluate thinking, with a view to improving it. They solve complex problems by using experiences, training, education, critical questioning, convergent, critical, and creative thinking, and collaboration to develop solutions. Throughout their careers, Soldiers and leaders continue to analyze information and hone thinking skills while handling problems of increasing complexity. Select leaders also develop strategic thinking skills necessary for assignments at the national level.”</p> <p>➤ The 21st-C Soldier Competency “Adaptability and Initiative” is described in TRADOC Pam 525-8-2 (The Army Learning Model) as follows: “a. Soldiers and leaders are comfortable operating in unexpected situations throughout the world. They scan the environment, identify unique or unexpected conditions, and adjust to handle the situation effectively. b. Soldiers and leaders recognize when standard procedures are not an effective solution to a situation and use innovation to develop new procedures, devices, and others, that are necessary to handle the situation. Mental agility and a global mindset allow them to anticipate changes in the operational environment, adapt to the changes, and anticipate the second and third order effects of their actions and decisions. c. Soldiers and leaders take appropriate action and calculated risks in the absence of orders or in situations that require modifying orders to achieve the commander’s intent while also developing initiative and risk taking in subordinates. They anticipate changes in the operational environment assess the situation and use sound judgment to decide when and how to act. Self-awareness allows Soldiers and leaders to monitor and adjust their actions and those of their teams to constantly assess performance and seek improvement.”</p>	<p><i>[Critical Thinking and Problem Solving]</i></p> <ul style="list-style-type: none"> ▪ Demonstrate critical thinking and creative thinking. ▪ Recognize traits exhibited by creative and critical thinkers. ▪ Explain and avoid pitfalls in thinking. ▪ Demonstrate troop leading procedures and the military decision-making process. ▪ Explain multi-criteria decision Analysis. ▪ Define and begin to practice agile thinking. <p><i>[Adaptability]</i></p> <ul style="list-style-type: none"> ▪ Explain adaptability as a leader attribute. ▪ Appreciate the officer’s role in effecting change at the tactical level. ▪ Recognize unexpected conditions that might call for adjustment. ▪ Explain strategies for influencing others to respond appropriately in complex or ambiguous environments when adjustments to the plan occur. <p><i>[Initiative]</i></p> <ul style="list-style-type: none"> ▪ Display the willingness to act autonomously within Commander’s intent. ▪ Explain how an officer creates a leadership climate that encourages subordinate initiative at the tactical level. 	<p><i>Critical Thinking and Problem Solving:</i></p> <ul style="list-style-type: none"> ▪ Demonstrate situational awareness. ▪ Demonstrate clarity and precision in oral communications. ▪ Use tools to enhance critical and creative thinking. ▪ Demonstrate critical thinking. ▪ Employ troop leading procedures. ▪ Explain the steps of MDMP. <p><i>Adaptability:</i></p> <ul style="list-style-type: none"> ▪ Create a climate of readiness to adapt. ▪ Demonstrate the will to effect change at the tactical level. ▪ Adjust a tactical plan in response to unexpected conditions that jeopardize the mission. ▪ Lead others in responding appropriately in complex or ambiguous environments by using appropriate influence techniques when adjustments to the plan occur. <p><i>Initiative:</i></p> <ul style="list-style-type: none"> ▪ Act autonomously within the parameters of the Commander’s intent and guidance. ▪ Interpret tactical intent. ▪ Establish a climate that encourages subordinate initiative. 	<p><i>[Critical Thinking and Problem-Solving]</i></p> <ul style="list-style-type: none"> ▪ Explain how critical thinking relates to mission command. ▪ Explain the components of cognition. ▪ Explain the nature and uses of intuition. ▪ Explain sources of creativity and its relationship to innovation. ▪ Think critically and creatively. ▪ Avoid pitfalls in thinking. ▪ Establish a unit climate that fosters development of leaders who think critically and creatively. ▪ Explain the fundamentals of planning and Army Design Methodology. ▪ Apply the MDMP to produce an operations order. <p><i>[Adaptability]</i></p> <ul style="list-style-type: none"> ▪ Cultivate learning units. ▪ Value collaboration and dialogue among individuals with differing perspectives. ▪ Depict tactical situations as systems composed of actors and dynamics. ▪ Produce mission type orders that enable adaptation at the tactical level. ▪ Demonstrate tolerance of and comfort with uncertainty and ambiguity. <p><i>[Initiative]</i></p> <ul style="list-style-type: none"> ▪ Build trust with subordinates, peers and superiors. ▪ Interpret Commander’s intent. ▪ Convey Commander’s intent. ▪ Act autonomously consistent with a Commander’s intent in response to an opportunity. 	<p><i>[Critical Thinking and Problem-Solving]</i></p> <ul style="list-style-type: none"> ▪ Demonstrate the use of intuition in areas of expertise. ▪ Generate novel ideas. ▪ Analyze policy, strategy, and history. ▪ Avoid pitfalls in thinking. ▪ Establish a unit climate that fosters development of leaders who think critically and creatively. ▪ Apply Army Design Methodology principles to improve understanding of a complex environment. ▪ Lead a team in the activities of the operations process. <p><i>[Adaptability]</i></p> <ul style="list-style-type: none"> ▪ Cultivate learning organizations. ▪ Collaborate across cultural boundaries. ▪ Depict operational situations as systems and sub-systems composed of actors and dynamics. ▪ Produce mission type orders that enable operational adaptability and address uncertainty and ambiguity. ▪ Demonstrate comfort with uncertainty and ambiguity. <p><i>[Initiative]</i></p> <ul style="list-style-type: none"> ▪ Empower subordinates. ▪ Interpret and convey the intent of national leaders and senior military leaders. ▪ Habitually seek opportunities to act autonomously consistent with a Commander’s intent. 	<p><i>[Critical Thinking and Problem-Solving]</i></p> <ul style="list-style-type: none"> ▪ Internalize the importance of reflection and self-awareness to identify the impact of biases, assumptions, and inferences on the decisions strategic leaders make. ▪ Apply analytic decision making. ▪ Trust intuitive decision making where appropriate. ▪ Think strategically. ▪ Translate national policy goals into credible military objectives (ends), concepts (ways), and resources (means). ▪ Formulate policy. ▪ Formulate strategy. ▪ Innovate. ▪ Establish an organizational climate that fosters development of leaders who think critically and creatively. ▪ Lead collaborative application of Army Design Methodology principles and elements of operational art to achieve shared understanding of a complex environment. <p><i>[Adaptability]</i></p> <ul style="list-style-type: none"> ▪ Cultivate learning organizations. ▪ Collaborate productively across cultural and JIIM boundaries. ▪ Depict strategic situations as systems and sub-systems composed of actors and dynamics. ▪ Produce mission type orders that enable adaptation at the strategic level. ▪ Demonstrate professional mastery in environments characterized by uncertainty and ambiguity. <p><i>[Initiative]</i></p> <ul style="list-style-type: none"> ▪ Empower subordinates. ▪ Interpret geo-political intent. ▪ Convey strategic intent. ▪ Create opportunities to act autonomously consistent with a commander’s intent.

Appendix A to General Learning Outcomes for Officers

Table12: General Learning Outcomes for Officers within the Army Learning Area “Teamwork”

Army Learning Area	21 st Century Army Competencies or Attributes	General Learning Outcomes				
		Cadet or Candidate	2 nd LT and 1 st LT	Captain	Major	LTC and Colonel
Teamwork	<p>➤ The 21st-C Soldier Competency “Team building and Collaboration” is described in TRADOC Pam 525-8-2 (The Army Learning Concept for 2015) as follows: “Soldiers and leaders create high-performing formal and informal groups by leading, motivating, and influencing individuals and partners to work toward common goals effectively. They are effective team members, understand team dynamics, and take appropriate action to foster trust, cohesion, communication, cooperation, effectiveness, and dependability within the team. Leaders build teams, seek multiple perspectives, alternative viewpoints, and manage team conflict.”</p> <p>➤ The 21st-C Soldier Competency “Culture and Joint, Interagency, Intergovernmental, and Multinational Competence (JIIM)” is described in TRADOC Pam 525-8-2 (The Army Learning Concept for 2015) as follows: “Soldiers and leaders use cultural fundamentals, self-awareness skills, and regional competence to act effectively in any situation. They use communication, including foreign language, influence, and relational skills to work effectively in varied cultural and joint, interagency, intergovernmental, and multinational contexts. Soldiers and leaders consider and are sensitive to socially transmitted behavior patterns and beliefs of individuals from other communities and/or countries and effectively partner, influence, and operate in complex joint, interagency, intergovernmental, and multinational environments.”</p>	<p><i>[Team building]</i></p> <ul style="list-style-type: none"> Define, explain and understand ESPRIT DE CORPS at the individual, team, organization, and Army levels. Explain the value of effective reception and orientation. Communicate expectations. Listen to and value each team member. Reward positive contributions to the team. Explain the importance of leading by example in character and presence. Explain the importance of self-awareness and humility. <p><i>[Collaboration]</i></p> <ul style="list-style-type: none"> Explain the value in diversity of experience, expertise, perspectives. <p><i>[Culture and JIIM]</i></p> <ul style="list-style-type: none"> Identify joint force capabilities and limitations, interagency capabilities, and multinational and legal considerations in contemporary operations (Intellect - Introduce). Inculcate cultural self-awareness, and understand and appreciate the impact of culture on military operations. Recognize the importance of understanding foundational cultural concepts and aspects of cross-cultural competency (Character - Introduce). Describe the relevance of fundamental cross-cultural skills (Presence - Introduce). 	<p><i>[Team building]</i></p> <ul style="list-style-type: none"> Ensure effective reception and orientation of new members. Communicate expectations. Establish clear lines of authority. Listen to and display genuine concern for team members. Reward positive contributions. Lead by example in character, presence, and intellectual attributes. Develop self-awareness . <p><i>[Collaboration]</i></p> <ul style="list-style-type: none"> Seek advice of team members. Blend humility and confidence to inspire trust. <p><i>[Culture and JIIM]</i></p> <ul style="list-style-type: none"> Discuss joint force capabilities and limitations, interagency capabilities, and multinational and legal considerations in contemporary operations (Intellect - Reinforce). Internalize cultural self-awareness. Explain the context and relevance of multiple layers of culture within a JIIM environment (Character - Introduce). Identify fundamental cultural concepts within a cross-cultural competency framework (Character - Emphasize). Demonstrate fundamental cross-cultural communication skills (Presence - Emphasize). 	<p><i>[Team Building]</i></p> <ul style="list-style-type: none"> Design and implement effective reception and orientation. Communicate expectations. Listen to and display genuine concern for team members. Reward positive contributions Set the example by maintaining a positive attitude. Trust team members and encourage them to develop trust in each other. Reinforce desired team norms. Establish clear lines of authority. Set individual and team goals. Train and employ the team collectively. <p><i>[Collaboration]</i></p> <ul style="list-style-type: none"> Employ technological aids to collaboration. Be comfortable with face-to-face collaboration. Underwrite mistakes. Remove stigma associated with error or ignorance. Recognize and capitalize on individual strengths. Create collaborative environments. Blend humility and confidence to inspire trust. Empower and draw out all team members. <p><i>[Culture and JIIM]</i></p> <ul style="list-style-type: none"> Implement knowledge of joint force capabilities and limitations, interagency capabilities, multinational, and legal considerations in a specific region or country (Introduce). Apply cultural context considerations when interpreting environmental cues in planning and executing operations in a specific region or country (Character - Introduce). Demonstrate enhanced cross-cultural communication and conflict resolution skills in a specific region or country (Character - Introduce). 	<p><i>[Team Building and Collaboration]</i></p> <ul style="list-style-type: none"> Communicate expectations. Listen to and value team members. Reward positive contributions. Set the example by maintaining a positive attitude. Trust team members and encourage them to trust each other. Reinforce desired team norms. Establish clear lines of authority. Set individual and team goals. Train and employ the team collectively. <p><i>[Collaboration]</i></p> <ul style="list-style-type: none"> Employ an array of collaborative approaches. Set conditions for respectful dialogue among individuals with diverse perspectives. Facilitate group interaction. Cultivate constructive competition of ideas. Demonstrate humility. Remove stigma associated with error or ignorance. Engage in strategic communication. <p><i>[Culture and JIIM]</i></p> <ul style="list-style-type: none"> Apply knowledge of joint force capabilities and limitations, interagency capabilities, multinational, and legal considerations in a specific operational environment (Emphasize). Distinguish cross-cultural competency in planning and executing operations (Character - Emphasize). Apply enhanced cross-cultural cultural communication and conflict resolution skills (Presence - Emphasize). 	<p><i>[Team Building and Collaboration]</i></p> <ul style="list-style-type: none"> Form, integrate, and lead multiple diverse teams. Facilitate unity of effort with JIIM team members through cultural awareness. Establish networks to ensure communication. Establish trust among individuals of widely diverse groups, cultures and interests. Accommodate cultural diversity to capitalize on individual strengths. Harness collaborative friction. <p><i>[Culture and JIIM]</i></p> <ul style="list-style-type: none"> Perform strategic leadership in a multi-cultural, JIIM environment. Evaluate cross-cultural competency in synthesizing theater strategies, estimates, and campaign plans employing military power in a unified, joint, multinational and interagency environment. Integrate critical culture elements into all levels of Unified Land Operations. Assess the implications of a unit’s actions and initiate cultural change within a unit to operate effectively within a specific operational environment.

Version dated 7 December 2012 (includes Pre-commissioning input from USACC and USMA)

Appendix A to General Learning Outcomes for Officers

Table12 (Continued): General Learning Outcomes for Officers within the Army Learning Area “Teamwork” (continued)

Army Learning Area	21 st Century Army Competencies or Attributes	General Learning Outcomes				
		Cadet or Candidate	2 nd LT and 1 st LT	Captain	Major	LTC and Colonel
Teamwork (continued)	<p>➤ The 21st-C Soldier Competency “Communication and Engagement (oral, written, and negotiation)” is described in TRADOC Pam 525-8-2 (The Army Learning Concept for 2015) as follows:</p> <p><i>“Soldiers and leaders express themselves clearly and succinctly in oral, written, and digital communications. They use interpersonal tact, influence, and communication to build effective working relationships and social networks that facilitate knowledge acquisition and provide feedback necessary for continuous improvement.</i></p> <p><i>Soldiers and leaders inform and educate U.S., allied, and other relevant publics and actors to gain and maintain trust, confidence, and support. Engagement is characterized by a comprehensive commitment to transparency, accountability, and credibility, and is an imperative of 21st century operations.”</i></p>	<p><i>Communication & Engagement</i></p> <ul style="list-style-type: none"> ▪ Identify and apply the fundamentals of effective communication. ▪ Demonstrate the ability to influence others through interpersonal skills. 	<p><i>[Communications and Engagement]</i></p> <ul style="list-style-type: none"> ▪ Build and lead teams, demonstrate character and competence, and speak and write clearly, concisely, and persuasively. Demonstrate the ability to adapt message to context. <ol style="list-style-type: none"> a) Execute Inform and Influence activities. b) Implement strategic communication. c) Leverage information and technology, to include using human aspects, culture, and history, to acquire and manage knowledge to facilitate decision making. 	<p><i>[Communications and Engagement]</i></p> <ul style="list-style-type: none"> ▪ Build and lead teams, demonstrate character and competence, and speak and write clearly, concisely, and persuasively. ▪ Demonstrate the ability to adapt message to context. <ol style="list-style-type: none"> a) Execute Inform and Influence activities. b) Implement strategic communication. c) Leverage information and technology, to include using human aspects, culture, and history, to acquire and manage knowledge to facilitate decision making. <ul style="list-style-type: none"> ▪ At the tactical level, resolve issues, reach decisions, and influence actions to the mutual satisfaction of professionally and culturally diverse groups. 	<p><i>[Communications & Engagement]</i></p> <ul style="list-style-type: none"> ▪ Communicate clearly, concisely and persuasively in oral, written, and digital media. Demonstrate the ability to adapt message to context. <ol style="list-style-type: none"> a) Develop and execute inform and influence activities. b) Analyze and implement strategic communication in a JIIM environment. c) Leverage information and technology, to include the human dimension, culture, and history, to acquire and manage knowledge to facilitate decision making. <ul style="list-style-type: none"> ▪ At the operational level, resolve issues, reach decisions, and influence actions to the mutual satisfaction of professionally and culturally diverse groups. 	<p><i>[Communications and Engagement]</i></p> <ul style="list-style-type: none"> ▪ Communicate effectively to subordinates, partners, senior leaders and national decision makers. <ol style="list-style-type: none"> a) Demonstrate the ability to adapt message to context. b) Conduct effective strategic communication. c) Synthesize the effects of culture and history to enable effective communication. <ul style="list-style-type: none"> ▪ At the strategic level, resolve issues, reach decisions, and influence actions to the mutual satisfaction of professionally and culturally diverse groups.

Version dated 7 December 2012 (includes Pre-commissioning input from USACC and USMA)

Appendix A to General Learning Outcomes for Officers

Table13: General Learning Outcomes for Officers within the Army Learning Area “Lifelong Learning”

Army Learning Area	21 st Century Army Competencies or Attributes	General Learning Outcomes				
		Cadet or Candidate	2 nd LT and 1 st LT	Captain	Major	LTC and Colonel
Lifelong Learning	<p>➤ The 21st-C Soldier Competency “Lifelong Learner (includes digital literacy)” is described in TRADOC Pam 525-8-2 (The Army Learning Concept for 2015) as follows:</p> <p><i>“Soldiers and leaders continually assess themselves, identify what they need to learn and use skills that help them to effectively acquire and update knowledge, skills, and attitudes. Soldiers and leaders value and integrate all forms of learning (formal, informal) on a daily basis to seek improvement of themselves and their organizations continuously.</i></p> <p><i>Soldiers and leaders access, evaluate, and use information from a variety of sources and leverage technology (hardware and software) to improve their effectiveness and that of their teams while executing the Army’s missions. Digital literacy skills are developed at initial entry and increase progressively at each career level.”</i></p>	<ul style="list-style-type: none"> ▪ Value lifelong learning as fundamental to individual and organizational success. ▪ Demonstrate the ability to operate in the Army Digital environment. ▪ Apply existing learning skills and investigate new learning skills. 	<ul style="list-style-type: none"> ▪ Recognize Army requirements for lifelong learning. ▪ Conduct self-assessment and develop a short-term plan for personal goals. ▪ Access and evaluate the quality and usefulness of information to meet current needs using a variety of digital resources. ▪ Apply existing learning skills and investigate new learning skills. ▪ Demonstrate valuing lifelong learning by seeking advice. ▪ Occasionally conduct a self-assessment; develop and revise a near-term plan. ▪ Learn and apply new learning skills. ▪ Communicate self-assessment requirements to superiors and subordinates. Identify contributions to organization. 	<ul style="list-style-type: none"> ▪ Regularly assess near and mid-term professional and personal learning needs and link planning to meet long-term goals. ▪ Independently identify and access a variety of digital resources to leverage appropriate information, knowledge, and technologies to execute Army missions. ▪ Use learning skills that fit the learning content and context. ▪ Coach and develop subordinates in lifelong learning skills, to include the development and maintenance of an Individual Development Plans (IDP). 	<ul style="list-style-type: none"> ▪ Continually assess professional and personal learning needs to inform long-term planning. ▪ Ensure the organization has plans for assessing individual learning. ▪ Provide expertise on lifelong learning skills for the organization, and integrate learning preferences and skills into organizational training and educational plans. ▪ Explore the information environment to discover valuable resources and enablers, and provide guidance to the organization for acceptable use. ▪ Employ quality information and learning methods to improve the effectiveness of self and team. 	<ul style="list-style-type: none"> ▪ Champion organizational lifelong learning programs and ensure funding. Mentor and model lifelong learning as a strategic leader. ▪ Provide guidance on acceptable use of information and technology to balance the dangers with the benefits of supporting access. ▪ Acknowledge and enable differing individual learner preferences within the organization.

Version dated 7 December 2012 (includes Pre-commissioning input from USACC and USMA)

Appendix A to General Learning Outcomes for Officers

Table14: General Learning Outcomes for Officers within the Army Learning Area **“Comprehensive Fitness”**

Army Learning Area	21 st Century Army Competencies or Attributes	General Learning Outcomes				
		Cadet or Candidate	2 nd LT and 1 st LT	Captain	Major	LTC and Colonel
Comprehensive Fitness	<p>➤ The 21st-C Soldier Competency “Comprehensive Fitness” is described in TRADOC Pam 525-8-2 (The Army Learning Concept for 2015) as follows:</p> <p><i>“Soldiers and leaders develop and maintain individual, as well as that of their subordinates, physical, emotional, social, Family, and spiritual fitness. They display physical, mental, and emotional persistence, quickly recover from difficult situations, and exemplify the resilience necessary to fight and win in any operational situation.”</i></p>	<ul style="list-style-type: none"> • Apply resiliency skills and recognize core competencies that enable mental toughness, optimal performance, strong leadership, and goal achievement • Explain how the five dimensions of Comprehensive Soldier Fitness (CSF) relate to combat readiness • Apply stress management techniques, to include defining stress, describing causes of stress, identifying symptoms of depression and suicide, describing methods to manage stress, recognizing the initial emotions, thoughts, behaviors, and physical reactions of stressful activating events • Describe an adaptive leader, to include describing adaptive leadership, identifying characteristics of adaptive leaders, understanding how to become an adaptive leader, and understanding how gratitude and a positive outlook can improve resiliency and capabilities. • Incorporate peer evaluations for self-development, to include being open to feedback (self-awareness, self-regulation), setting development goals, and communicating assertively. • Understand how to effectively manage combat stress, to include explaining the definition of Combat Stress, identifying Stressors, recognizing Combat Stress Behaviors, recognizing Combat Stress Reactions, and listing the methods used to manage Combat Stress. 	<ul style="list-style-type: none"> ▪ Apply resilience skills and recognize core competencies that enable mental toughness, optimal performance, strong leadership, and goal achievement. ▪ Describe the Comprehensive Soldier Fitness (CSF) program and define the concept of resilience by outlining the “Four Pillars” of CSF and the Institutional Resilience Training program. 	<ul style="list-style-type: none"> ▪ Identify leader principles and skills to mitigate the impact of operations on resilience and mental fitness within an organization ▪ Describe the realities of combat and operational deployments and the role leaders have in ensuring Soldiers are able to function within this environment. ▪ Discuss the critical role leaders have in managing traumatic events and their support of Soldiers when these events occur within an organization. 	<ul style="list-style-type: none"> ▪ Describe a resilient leader. ▪ Explain how leader attributes and competencies relate to resilience. ▪ Understand how leaders can develop resilience in themselves, their units, and their families. 	<ul style="list-style-type: none"> ▪ Identify a strategic leader’s role in fostering organizational readiness. ▪ Understand individual fitness from a holistic perspective. ▪ Recognize the impact of individual fitness on unit resilience and organizational readiness. ▪ Identify how leaders influence organizational resilience.

Version dated 7 December 2012 (includes Pre-commissioning input from USACC and USMA)

Appendix B: Terms of Reference

The nine 21st Century Soldier Competencies outlined in Appendix C of TRADOC Pamphlet 525-8-2 are general areas of competence or attributes required by Soldiers and leaders to prevail in complex, uncertain environments. Together, they provide a foundation for operational adaptability.

General Learning Outcomes for 21st-C Competencies are general statements of the essential knowledge, skills, and attributes resulting from training, education and experience at each Level of Learning along a Career Continuum of Learning.

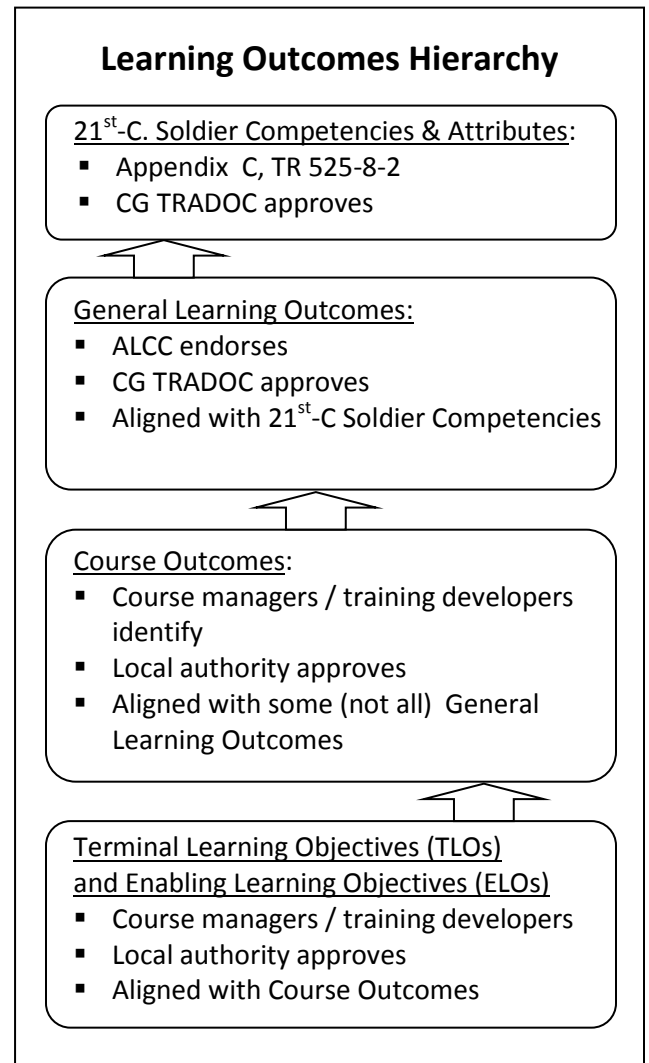
Course Outcomes are statements that specify what students will know, be able to do or be able to demonstrate when they have completed a course. Outcomes are usually expressed as knowledge, skills, or attributes.

Learning Objectives (ELOs & TLOs) are precise statements of the learner's expected performance. A learning objective should contain an action statement specifying expected learner performance in measurable terms, a condition statement describing the learning situation or environment, and a standard statement providing the criteria for student performance.

Assessment of Learning is the systematic collection and analysis of information to both: [a] ensure achievement of learning outcomes, TLOs, and ELOs; and [b] serve as basis for learning program improvement.

- Direct assessment gathers and analyzes data from learners' behavior tied directly to outcomes / TLOs / ELOs. It seeks *demonstrable evidence* that Soldiers, Leaders and Civilians achieved the learning objective.
- Indirect assessment collects and analyzes *perceptions* about mastery of learning outcomes. These perceptions may be self-reported or made by others. Surveys and interviews are common forms of indirect assessment.

Assessment of learning focuses on learner achievement against criteria and standards derived directly from outcomes and supporting learning objectives. *Evaluation* examines programs and processes to determine effectiveness or value.



A **Career Continuum of Learning** begins with Initial Military Training and runs throughout a[n] Officer, Warrant Officer, Noncommissioned Officer, or Civilian’s career. It reflects a progressive and sequential blend of institutional training and education (T&E), self-development, and operational experience from IMT thru a Senior Level Course (SLC) in ways particular to each career cohort. (See both ALC 2015 and the Army Leader Development Strategy.)

Full-Spectrum Learning is the conceptual framework in chapter 3 of the new TR 350-70 characterizing the changing balance of education, training, and experience from point to point on career continuums of learning for Soldiers and Army Civilians. Full-spectrum learning includes individuals’ learning in courses and self-development between courses. It also recognizes that learning occurs at physical locations or through virtual connectio

Military Education Levels of Learning in an ALCC context refer to segments or periods along each Career Continuum of Learning drawn directly from CJCS policy documents.

Officers and Warrant Officers (CJCSI 1800D Officer Education Policy (OPMEP), page A-2-2		Enlisted Soldiers and Noncommissioned Officers (CJCSI 1805A Enlisted Education Policy (EPMEP), page A-2-2	
Level	w/in US Army's Institutional Domain	Level	w/in US Army's Institutional Domain
Pre-commissioning	➤ BOLC-A ➤ BOLC-A (WOCS)	Introductory (E-1 – E-3)	IET
Primary (0-1 thru 0-3 and WO1 thru CW3)	➤ BOLC-B, CCC ➤ WOBC and WOAC	Basic (E-4 - E-6)	Warrior Leader Course Advanced Leaders Course
Intermediate (0-4 and CW4)	➤ ILE ➤ WOSC	Senior (E7)	Senior Leaders Course
Senior (0-5 / 0-6, and CW5)	➤ War College/AOASF ➤ WOSSC	Career (E-8 – E-9)	Sergeants Major Course

Appendix C: ALM Competencies Crosswalk to Army Leadership Requirements Model (LRM)

The Army Learning Model for 2015 identifies nine 21st-Century Soldier Competencies derived from Army Leadership doctrine and TR Pam 525-3-0 (The Army Capstone Concept) with its theme of operational adaptability. (TR Pam 525-8-2, page 18)

The diagram below crosswalks the competencies and attributes from ADP 6-22's Leader Requirements Model to the 21st Century Soldier Competencies found in Appendix C of TR PAM 525-8-2 (Army Learning Concept for 2015).

ADP 6-22 Leadership Requirements Model		21 st -C Soldier Competencies & Attributes (TR Pam 525-8-2 ALC for 2015)											
		Character	Accountability	Comprehensive Fitness	Adaptability	Initiative	Lifelong Learner	Teamwork	Collaboration	Engagement	Critical Thinking and Problem Solving	Cultural and JIM	Tactical and Technical Competence
Attributes	Character	Army Values	★	★	★								
		Empathy	★										
		Warrior Ethos/Service Ethos	★										
	Discipline	★											
Attributes	Presence	Military and Professional Bearing											
		Fitness		★									
		Confidence		★									
	Resilience			★									
Competencies	Leads	Mental Agility			★						★		
		Sound Judgment			★						★		
		Innovation			★								
	Leads	Interpersonal Tact									★	★	★
		Expertise									★	★	★
Develops	Leads Others				★								
	Builds Trust												
	Extends Influence Beyond Chain of Command												
	Leads by Example												
Develops	Communicates												
	Creates a Positive Environment/Fosters Esprit de Corps												
	Prepares Self		★										
Achieves	Develops Others		★										
	Stewards the Profession		★										
Achieves	Gets Results			★	★								