

DEPARTMENT OF MILITARY SCIENCE AND LEADERSHIP
Arizona State University
Military Science and Leadership 401
The Army Officer
Fall Semester 2021 Syllabus



Instructor:

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Office Hours: Open Door from 0900 until 1500; please schedule an appointment if you desire to meet outside of designated hours.

Zoom Link (for ASU Synch): <https://asu.zoom.us/j/9779606010>

Times:

Physical Training: Mondays, Wednesdays, Fridays, 0600-0715 (See training schedule for location)

Classroom: Tuesday and Thursday, 0900-1015 in SS Room 234 and 1200-1315 in SS 208

Leadership Lab: Thursday 0600-0800 (See training schedule for location)

Course Description: MS 401 is a 3-hour credit course designed to develop basic knowledge and comprehension of Army leadership. MS 401 focuses on development of the Army Officer. It is an academically challenging course where you will develop knowledge, skills, and abilities to plan, resource, and assess training at the small unit level. You will also learn about Army programs that support counseling subordinates and evaluating performance, values and ethics, career planning, and legal responsibilities. At the conclusion of this course, you will be familiar with how to plan, prepare, execute, and continuously assess the conduct of training at the company grade officer level. Includes a lab per week overseeing MS III lesson facilitation and supervised by ROTC Cadre.

Learning Objectives: As a result of participating in this course, you will be prepared to commission as a second lieutenant in the United States Army with an understanding of the following (also see ANNEX C, individual lesson objectives):

- The Army Profession and what it means to be an officer in the United States Army. This includes how the Army Values and upstanding moral and ethical conduct are critical to the Army's ability to self-regulate.
- Key Army support programs (SHARP, EO, Ready and Resilient, Suicide Prevention); what they are, what they provide, and how they are useful to Army leaders.
- How battalion-level planning is conducted through the Military Decision Making Process (MDMP) and the various roles of company and staff leaders.

- How to plan, manage, and conduct training while applying Composite Risk Management (CRM) and assessing training effectiveness and reassessing the training plan along the way.
- The importance of meaningful and effective counseling for developing subordinates and how counseling affects the evaluation process through Officer Evaluation Reports (OER) and Non-Commissioned Officer Evaluation Reports (NCOER).
- The art and science of Mission Command and the vital role it plays across the Army Warfighting Functions, and why professionalism is crucial to Army leadership.
- The importance of cultural and self-awareness to military operations, military relationships with civilian entities, and the ability to collaborate effectively.

Course Promise and Student Expectations: This course will better prepare you for commissioning as a Second Lieutenant in the Army by familiarizing you with Army doctrine and introducing you to Army processes and programs that are pivotal to the role of Army leaders. This course is structured to be student-centric, with the onus of learning on you. Army Officers are expected to be life-long learners who take responsibility for and display personal initiative toward their learning. I will put forth the effort to ensure I am facilitating learning in effective ways. If you feel you need additional help, I will put in extra time with you outside of regular class hours to get you to achieve the learning objectives. You must prepare for class (do your readings and assignments) and arrive with a foundation of knowledge of the subject matter. Doing so will allow me to focus on specific areas that are least understood, rather than re-teaching all material from the beginning. Classes will be interactive and include small group discussions, practical exercises, and simulations. Everyone will be responsible for contributing to the learning experience.

Required Readings and Assignments: As future officers, you are expected to be well versed in Army doctrine, which forms the foundation of this course. Therefore, it is imperative that you complete the assigned readings. All readings are posted on the Army Publishing Directorate website at www.apd.army.mil and/or on Canvas, to include Field Manuals (FM), Army Regulations (AR), Army Doctrine Publication (ADP), Army Doctrine Reference Publication (ADRP), Department of the Army Pamphlets (DA PAM), Department of the Army Training Circulars (TC), and current articles. Generally speaking, if the reading is not posted directly to Canvas, you should be able to find it on the APD site or on the internet.

MS 401 Course Requirements:

Participation (25%): I expect you to participate actively in learning through critical reflection, inquiry, dialogue, and group interactions. This includes participating in class discussion, sharing relevant personal perspectives and experiences, reading, working with fellow students during practical exercises, and leading lab exercises. I will base your participation grade on class, physical training, and leadership lab attendance, and leadership exercises. I will base 10 of the 25 participation points on lab(s) and physical

training session(s) that you lead. All students are strongly encouraged to participate in Arizona State University sponsored events and workshops available through the *Leadership, Diplomacy, and National Security Lab*: ASU's character driven-leadership, diplomacy, and national security education through learner-centered from the most experienced and distinguished diplomacy and leadership experts (learn more at <https://ldns.asu.edu>); *ASU ASURE Workshops*: ASU's applied research and development arm for cyber, drones and unmanned aerial systems, defense curricula, and strategic logistics (learn more at <https://asure.asu.edu>); and *Threatcasting Lab*: ASU's resource to envisioning future threats and development of means to identify, track, disrupt, mitigate, and recover from threats (learn more at <https://threatcasting.asu.edu/>).

Writing Assignments (20%): You will have two graded writing assignments during the semester, which include the Mission Command Essay and Leaders Eat Last Essay (worth 10 points each). Army writing transmits a clear message in a single rapid reading and is generally free of errors in grammar, mechanics, and usage in accordance with Army Regulation 25-50, Preparing and Managing Army Correspondence. Formatting is nearly as important as content in Army writing. The Mission Command Case Study Essay and Leaders Eat Last Essay will use the APA format. Refer to Annex B for the grading rubric.

Briefings and Presentations (10%): Throughout this course you will give a number of in-class briefings and presentations conducted individually and in groups. This serves as a tool for me to evaluate your understanding of key concepts, as well as a developmental tool for you. As an Army leader, you will deliver briefings on a regular basis and collaborate in groups. Refer to Annex B for grading rubric.

Midterm (15%): Your midterm exam will be a take-home, group assignment. You will develop a training plan, Composite Risk Matrices, and training assessment plan for our second semester leadership labs. You will receive precise instructions, to include the grading rubric and group assignments during Lesson 15.

Final Exam (written exam and oral practicum) (25%): The written final will test students' knowledge of all material presented during the course. Students will take the exam outside of class and may use any notes, readings, or any reference materials other than another person. Students suspected of working together will receive a zero (0) for the exam. The written exam is worth 15% of the semester grade. The oral practicum will test students' ability to apply knowledge gained during the semester and is worth 10% of the semester grade. Each Cadet will schedule an appointment with the PMS to occur during finals week. During these appointments, the PMS will ask questions about the practical application of materials learned throughout the course. Students will also present their leader self-development plan during the oral practicum. Each Cadet will leave the meeting knowing his or her final grade for the course and having received final counseling from the PMS.

ACFT (P/F): As a future officer, you are expected to set the example for physical fitness according to Army regulations. You will be required to take two ACFTs, one at the beginning of the semester and one at the end of the semester. The higher of the two ACFTs will be used for your final grade. Note: Failing both ACFTs will result in 0/15 for the general participation grade. Cadets who fail the ACFT will not receive any participation points for the semester until the ACFT is passed. The ACFT will be assessed IAW FM 7-22. ***Please note that failing the ACFT or any other authorized Physical Fitness Test such as the Occupational Physical Assessment Test (OPAT) will result in a score of 0 out of 15 points for the general participation grade. Refer to Annex B for the grading rubric.***

<u>Requirement</u>	<u>Percentage</u>
Participation	25
- Class Attendance	
- Physical Training	
- Lab and FTX Leadership	
- Quizzes	
- Class Discussion	
- ACFT	P/F
- Gettysburg Virtual Staff Ride (T)	P/F
Writing Assignments	20
Briefings/Presentations	10
Midterm Evaluation	15
Final Exam (written)	15
Final Exam (oral practicum)	10
Leader Self-Development Plan	5
Total	100

Grading Scale

A+ 98-100 pts	B 83-86	C- 70-72
A 93-97	B- 80-82	D+ 67-69
A- 90-92	C+ 77-79	D 63-66
B+ 87-89	C 73-76	D- 60-62

Auditing/Non-Contracted Students: Students auditing this course and non-contracted students pursuing a Military Science minor will not be issued uniforms or participate in labs, physical training, or field training exercises. Those students will be given appropriate coursework to make up for the Leadership Lab participation, PT participation, and PT test portion of the grade.

Uniforms and Appearance: All Cadets will adhere to Army grooming standards and wear prescribed uniforms IAW AR 670-1 and ASU ROTC Uniform Guidance. Non-contracted students taking the course as a minor are exempt from this policy. As per ASU's Face Cover Policy, face coverings will be required in certain indoor settings where social distancing may not be possible. This includes classrooms and teaching or resource labs where distancing is not possible.

Academic Honesty: Both as a student and as a future Army leader, there should be no question that you will not lie, cheat, or steal. The university policy on academic dishonesty is outlined in the student handbook. Please read this section and know that I uphold the university policy and that giving or receiving information on tests, homework, plagiarism, and lying about absences and homework can result in an “E” in this course and a mark on your permanent record. Acts of this kind could lead to expulsion from the University and disenrollment from Army ROTC.

Unexcused Absences: If you intend to be absent from a class or training, you must coordinate your absence with me in advance (see the Battalion Unexcused Absence SOP). Contracted students should be aware of their contractual obligations and understand that a lack of participation may result in administrative actions being taken.

Late Assignment Policy: Assignments are due at the start of class on the due date. I will deduct 10% per day late for each late assignment. If you turn something in on the due date after the start of the class, the best grade you can receive is 90%. If you turn it in the day after the due date, the best grade you can receive is an 80%. I will not accept late assignments beyond three days past the due date. I understand that “life happens”; if you think that you will submit something late, contact me in advance and I may make exceptions on a case-by-case basis. However, neither poor planning nor bad time management are acceptable excuses for turning in assignments late.

Special Needs: The American with Disabilities Act of 1990 requires universities to provide a reasonable accommodation to any individual who advises us of a disability. If you have a limitation that requires an accommodation or an academic adjustment, please arrange a meeting with me at your earliest convenience. The University Disability Resource Center is located on the 1st floor of the Matthews building and their website is at <https://eoss.asu.edu/drc>.

COVID Protocol and Testing: If you are experiencing symptoms consistent with COVID (difficulty breathing, fever, muscle or body aches, sore throat and cough, fatigue and headaches), contact ASU Health Services at 480-965-3349. ASU continues to offer free saliva-based tests to any student through the Devil’s drop-off on-campus. Learn more at devilsdropoff.asu.edu. When ASU becomes aware of a student who tests positive, the university will work directly with that student to communicate isolation requirements, offer medical advice, and ask for information on recent activities and contacts on campus so that the university can notify individuals at ASU that they may have been exposed and are required to self-isolate. Students will not be penalized for missing class as a result of illness, self-isolation or quarantine. I intend to make classes available through ASU Sync or other means only for Students who are in self-isolation or quarantine on a case-by-case basis. Learn more at [Live well, be well | Arizona State University \(asu.edu\)](http://Live%20well,%20be%20well%20|%20Arizona%20State%20University%20(asu.edu))

CC Form 104-R and Academic Status: Contracted cadets must submit a completed CC Form 104-R at the beginning of the semester. Once this form is complete and

submitted, you must NOTIFY THE INSTRUCTOR IF YOU DROP A CLASS. Dropping classes without coordination with cadre could affect your graduation timeline or drop you below the required credits to qualify for scholarship. If this happens and you failed to coordinate with me, I will hold you responsible for the effects. Additionally, you must inform me immediately if you begin to struggle in any of your classes; no degree = no commission. Additionally, failed classes often result in a later-than-anticipated graduation and commissioning date and migration to a later mission set. I cannot help you if you do not bring me into the loop until it is too late.

Annex A: Lesson Schedule:

Lsn	Date	Topic	Class Preparation / Assignments
1	19 AUG	Course Overview	<ul style="list-style-type: none"> • Read MS 401 course syllabus; be prepared to discuss in class
2	24 AUG	Commander and Staff Org and Operations	<p>Read:</p> <ul style="list-style-type: none"> • FM 6-0, Commander and Staff Organization and Operations, Change 2, 22 April 2016, Chapter 1, pp 1-5 through 1-8, par 1-28 through 1-46, and Chapter 2
3	26 AUG	Operations and Planning Process	<p>Skim:</p> <ul style="list-style-type: none"> • ADP 5-0, Chapter 1, par 1-1 to 1-14, pp 1-1 through 1-3 <p>Read:</p> <ul style="list-style-type: none"> • ADP 5-0, Chapter 1, par 1-15 to 1-49, pp 1-4 through 1-11 <p>Skim:</p> <ul style="list-style-type: none"> • ADP 5-0, Chapter 1, par 1-50 to 1-83, pp 1-11 through 1-18 • ADP 5-0, Chapter 2 par 2-1 to 2-84, pp 2-1 through 2-15 <p>Read:</p> <ul style="list-style-type: none"> • ADP 5-0, Chapter 2 par 2-85 to 2-99, pp 2-15 through 2-19 <p>Skim:</p> <ul style="list-style-type: none"> • ADP 5-0, Chapter 2 par 2-100 to 2-143, pp 2-19 through 2-26
4	31 AUG	Army Training and Leader Development	<p>Read:</p> <ul style="list-style-type: none"> • AR 350-1, Chapter 1, para 1-8 through 1-11, pp. 2 through 5 • FM 7-0, Chapter 1, para 1-21 through 1-41, pp. 1-5 through 1-8 • ADP 7-0, Chapters 1 through 3 • FM 6-22, para 1-1 through 1-14, pp. 1-1 through 1-3 • ADRP 7-0 extract - Principles of Leader Development • FM 7-0, Chapter 1, para 1-23 and Figure 1-2, pp. 1-5 through 1-6 • FM 7-0, Chapter 2, para 2-1, p. 2-1 • FM 7-0, Chapter 3, para 3-1, p. 3-1 • FM 7-0, Chapter 4, para 4-1, p. 4-1 • FM 7-0, Chapter 5, para 5-1 through 5-3 and 5-7, pp. 5-1 through 5-2
5	02 SEP	Prioritizing Training & Planning and Preparation	<p>Review:</p> <ul style="list-style-type: none"> • FM 7-0, Chapter 1, para. 1-2 through 1-4, p. 1-1 <p>Read:</p> <ul style="list-style-type: none"> • FM 7-0, Chapter 2, pp. 2-1 through 2-3

			<ul style="list-style-type: none"> • FM 7-0, Chapter 3, pp. 3-1 through 3-9 • FM 7-0, Appendix B, pp. B-1 through B-4 • FM 7-0, Appendix C, pp. C-1 through C-4
6	07 SEP	Training Meeting	<p>Read:</p> <ul style="list-style-type: none"> • FM 7-0, Appendix E, pp. E-1 through E-14. <p>Watch:</p> <ul style="list-style-type: none"> • How to Conduct a Company Training Meeting [MP4]. Army Training Network.
7	09 SEP	Training Execution	<p>Read:</p> <ul style="list-style-type: none"> • FM 7-0, Chapters 4, pp. 4-1 through 4-5. • FM 7-0, Appendix F, pp. F-1 through F-4. • FM 7-0, Appendix J, pp. J-1 through J-2.
8	14 SEP	Risk Management	<p>Read:</p> <p>ATP 5-19, Chapter 1.</p>
9	16 SEP	Training Evaluation and Assessment	<p>Read:</p> <ul style="list-style-type: none"> • AR 350-1, Chapter 5, para 5-2 through 5-4, pp. 117-118. • AR 350-50, Chapter 1, para 1-5, pp. 1 through 4. • FM 7-0, Chapters 5, pp. 5-1 through 5-2 • FM 7-0, Appendix D, p.D-1. • ADP 7-0, para 4-52 through 4-56, pp. 4-10 through 4-11. <p>Review:</p> <ul style="list-style-type: none"> • Leader's Guide to Objective Assessment of Training Proficiency: Initial Operating Capability, Chapters 1 and 2, para 1-1 through 1-7 and para 2-1 through 2-37, pp. 5 through 7 and pp. 9 through 36.
10	21 SEP	Mission Command	<p>Read:</p> <ul style="list-style-type: none"> • ADP 6-0, Chapter 1, para. 1-1 to 1-94, pps. 1-1 to 1-18. <p>Skim:</p> <ul style="list-style-type: none"> • ADP 6-0, Introduction, Introductory figure-1. Logic map, pp. x. <p>Watch:</p> <ul style="list-style-type: none"> • MS401L10 Video - Mission Command.mp4, Mission Command Whiteboard Animation http://www.kaltura.com/tiny/yk0lz
11	23 SEP	Mission Command Case Studies	<p>Assign Mission Command Case Study Essay; due via Canvas on 05 OCT 2021.</p> <p>Read:</p> <ul style="list-style-type: none"> • An Engineer Assault Team Crosses the Meuse, May 1940 <p>Review:</p> <ul style="list-style-type: none"> • ADP 6-0, Chapter 1, para. 1-1 to 1-94, pps. 1-1 to 1-18. • ADP 6-0, Introduction, Introductory figure-1. Logic map, pp. x.
12	28 SEP	Gettysburg Virtual Staff Ride w/ LTG(R) Freakley (T)	TBP

13	30 SEP	Developing Others (Support Forms; Counseling)	<p>Read:</p> <ul style="list-style-type: none"> • ATP 6-22.1, para 1-1 through 1-9. • DA Pam 623-3, para 1-1 to 2-2, pp. 1 through 9 and para. 3-1 to 3-2, pp. 77 through 84 <p>Review:</p> <ul style="list-style-type: none"> • FM 6-22, pp. 1-1 through 1-2. • DA Form 4856 Developmental Counseling Form • Evaluations Entry Systems Overview. [Video]. http://www.kaltura.com/tiny/vrvmh • Officers Evaluation Report (OER) evaluation entry system "How To." [Video]. http://www.kaltura.com/tiny/world <p>Read:</p> <ul style="list-style-type: none"> • ATP 6-22.1, Chapter 1 through Chapter 2, pp. 1-1 to 2-10
14	05 OCT	Evaluation Reports (OER / NCOER)	<p>Mission Command Case Study Essay due via Canvas NLT 1600</p> <p>Read:</p> <ul style="list-style-type: none"> • DA PAM 600-3, Chapter 6, para 6-1 through 6-3, pp. 30 through 31 <p>Review:</p> <ul style="list-style-type: none"> • FM 6-22, Chapter 6, para 6-1 through 6-14, pp. 6-1 through 6-8 • DA Form 67-10-1 • DA Form 67-10-1A • Officers Evaluation Report (OER) Evaluation Entry System "How To." [Video]. http://www.kaltura.com/tiny/world <p>Skim:</p> <ul style="list-style-type: none"> • ATP 6-22.1, Chapter 1, para 1-1 through 1-21, p1 and pp. 1-2 through 1-4 • ADP 6-22, Chapter 1, para 1-82 through 1-88, pp. 1-15 through 1-16 and Tables 2-1, 3-1, 4-1, 5-1, 5-2, 5-3, 5-4, 5-5, 6-1, 6-2, 6-4, 6-5, & 7-1. <p>Read:</p> <ul style="list-style-type: none"> • AR 623-3, para. 1-8 <p>Skim:</p> <ul style="list-style-type: none"> • AR 623-3, various paragraphs from throughout Chapter 2 & 3 • DA PAM 623-3, Chapters 3, para. 3-2 through 3-12; 3-18 through 3-25 & Chapter 5, para 5-1, 5-3, & 5-4 • DA Form 2166-9-1, NCO Evaluation Report (SGT). • DA Form 2166-9-2, NCO Evaluation Report (SSG-1SG/MSG). <p>View:</p> <ul style="list-style-type: none"> • Top 5 reasons NCOERs are Returned [Video]. • http://www.kaltura.com/tiny/uvomd
15	07 OCT	Ready and Resilient Program and	<p>Midterm assigned; in-class discussion of requirement and group assignments</p> <p>Read:</p>

		Suicide Prevention	<ul style="list-style-type: none"> AR 350-53, Chapter 1 (para. 1-5 through 1-7), Chapter 2, Chapter 3 (para. 3-1). <p>Read:</p> <ul style="list-style-type: none"> PAM 600-24, Chapter 1 through Chapter 5, pp 1-16 AR 600-63, Chapter 4, para. 4-4 to 4-11, pp. 17-24 <p>Review:</p> <ul style="list-style-type: none"> Ace For Soldiers Training, pp. 8-29 <p>Skim:</p> <ul style="list-style-type: none"> Army Suicide Prevention Program Website https://www.armyresilience.army.mil/suicide/pages/about.html
Midterm exams due no-later-than 1600 on 13 October; submitted electronically through Canvas			
16	14 OCT	SHARP Program / EO Program	<p>Read:</p> <ul style="list-style-type: none"> AR 600-20, Chapter 7 <p>Skim:</p> <ul style="list-style-type: none"> AR 600-20, Appendixes F, G, H, I, J, K, L, M, & N <p>Read:</p> <ul style="list-style-type: none"> USACC & Fort Knox Policy Letter 4 – SHARP <p>Review:</p> <p>US Army Sexual Harassment/Assault Response & Prevention (SHARP) webpage. http://www.sexualassault.army.mil/</p> <p>Read:</p> <ul style="list-style-type: none"> AR 600-20, Chapter 6 <p>Skim:</p> <ul style="list-style-type: none"> AR 600-20, Appendixes C, D, E, & Q <p>Review:</p> <ul style="list-style-type: none"> ADP 6-22, Chapter 2, pps. 2-1 to 2-12 <p>Watch:</p> <ul style="list-style-type: none"> Seeing Beyond the Surface, http://www.kaltura.com/tiny/zmcc1
17	19 OCT	The Army as a Profession	<p>Read:</p> <ul style="list-style-type: none"> ADP 6-22, Chapter 1, para. 1-1 to 1-72, pp. 1-1 to 1-12 Army Profession Pamphlet, October 2018
18	21 OCT	The Army Ethic	<p>Read:</p> <ul style="list-style-type: none"> ADP 6-22, Chapters 1, para 1-1 through 1-72, pp. 1-1 through 1-12. <p>Review:</p> <ul style="list-style-type: none"> Ludwig, Dean C. and Longnecker, Clinton O. (1993). The Bathsheba Syndrome: The Ethical Failure of Successful Leaders. Journal of Business Ethics, 12, 265-273. Owens, Mackubin Thomas. (2012). Petraeus's Bathsheba Syndrome: Why did a man we so respected succumb to temptation? Stallard, Dan CDR., and Sanger, Kurt MAJ., (2014). The Nathan Solution to the Bathsheba Syndrome: The failure of success revisited. Marine Corps Gazette, Volume 98, Issue 4.
19	26 OCT	Law of Land Warfare and ROE	<p>Read:</p> <ul style="list-style-type: none"> FM 6-27, Chapter 1, para. 1-1 to 1-48, pp. 1-1 to 1-11. <p>Skim:</p>

			<ul style="list-style-type: none"> • FM 6-27, Chapter 1, para. 1-49 to 1-120, pp. 1-1 to 1-26, Chapters 2 and 3. <p>Read:</p> <ul style="list-style-type: none"> • OPLAW Handbook, Chapter 5, Sections I-III, pages 105-109. <p>Skim:</p> <ul style="list-style-type: none"> • OPLAW Handbook, Chapter 5, Sections IV,V, and Appendix, pages 109-129.
20	02 NOV	Ethical Decision Vignette	<p>Read:</p> <p>Ordinary Soldiers: A study in Ethics, Law, and Leadership, pp. 8-24.</p>
21	04 NOV	Civil-Military Relations / Operations Security	<p>Read:</p> <ul style="list-style-type: none"> • Army Profession Pamphlet, pps. 24-25. • The Armed Forces Officer, Chapters 7-8, pps. 97-127. • Obama Relieves McChrystal Over Critical Remarks, Names Petraeus as Replacement, Fox News, 23 June 2010. <p>Read:</p> <ul style="list-style-type: none"> • AR 530-1, Chapter 1, para. 1-5, p 1; Appendix B and pp 22 through 26; Appendix D, para. D-1, pp 29-30. <p>Skim:</p> <ul style="list-style-type: none"> • AR 360-1, Chapter 2, para. 2-6 pp. 8; Chapter 3, para. 3-1, pp. 8 through 10; Chapter 8, pp. 42 through 52 <p>Review:</p> <ul style="list-style-type: none"> • AR 600-20, Chapter 4, para. 4-19 pp. 39-41 • ATP 3-05.1, Chapter 3, para. 3-16 through 3-21, pp. 3-5. • Hatch Act: Permitted and Prohibited Activities for Most Federal Employees. • Hatch Act: Frequently Asked Questions on Federal Employees and the Use of Social Media and Email. • Army Social Media Website, Soldiers and Families tab • https://www.army.mil/socialmedia/soldiers/
22	09 NOV	Officer Career Planning I and II	<p>Read:</p> <ul style="list-style-type: none"> • DA PAM 600-3, Chapters 2, 3, and 4. • For Cadets branching Medical Service - DA Pam 600-4, Chapter 2 through Chapter 4. <p>Review:</p> <ul style="list-style-type: none"> • DA PAM 600-3, Chapter 3 (para. 3-1 through 3-4 and 3-14 through 3-15) • For Cadets branching Medical Service - DA Pam 600-4, Chapter 3 (para. 3-1 through 3-3) • Complete requirements from Practical Exercise handout (MS401L28 Officer Career Planning II PE.docx) <p>Review:</p> <ul style="list-style-type: none"> • MS401L28 Officer Career Planning II SH.pdf - VTIP MILPER Message, In/Out Chart, and Appendix 1
23	16 NOV	Leader Self Development	<p>Leaders Eat Last Essay due via Canvas NLT 1600</p> <p>Read:</p> <ul style="list-style-type: none"> • FM 6-22, Chapter 4 <p>Skim:</p>

			<ul style="list-style-type: none"> • ADP 6-22, Chapter 6, para. 6-1 to 6-19 and Table 6-1, pps. 6-1 to 6-4, Pages 8 and 9. • ADP 6-22, Chapter 2, pps. 2-1 to 2-12. • ADP 6-22, Chapter 3, pps. 3-1 to 3-3. • ADP 6-22, Chapter 4, pps. 4-1 to 4-5.
24	18 NOV	Personal Financial Management	<p><i>Guest Lecturer from USAA Foundation</i></p> <p><i>Written Final Exam Issued</i></p> <p>Read:</p> <ul style="list-style-type: none"> • Personal Financial Management derived from U.S. Securities and Exchange Commission websites.
25	23 NOV	Military Pay and Finance	<p>Read:</p> <ul style="list-style-type: none"> • AR 37-104-4, Chapter 1 through Chapter 15, Chapter 25 & Chapter 26, Chapter 29 through Chapter 31 • How to read an active duty Army Leave and Earning Statement. • Thrift Savings Plan. Military.com website. • Thrift Savings Plan (TSP) for Active Duty USA, USN and USAF Members. DFAS Website. • A guide to the uniformed services blended retirement system. <p>Review: Access the website to explore the information</p> <ul style="list-style-type: none"> • Uniformed Services Blended Retirement System. Department of Defense [Website]. http://militarypay.defense.gov/BlendedRetirement/ • Defense Finance and Accounting Service. (n.d.). Ask Military Pay – Online Customer Service [Website]. https://corpweb1.dfas.mil/askDFAS/custMain.action?mid=4 • myPay Login Website. https://mypay.dfas.mil/#/ • 2021 Military Pay Tables. https://www.dfas.mil/militarymembers/payentitlements/Pay-Tables/
26	30 NOV	Cross Cultural Competency	<p><i>Guest Lecturer from TRADOC Culture Center</i></p> <p>Read:</p> <ul style="list-style-type: none"> • FM 3-24.2, Section V, Chapter 1, pp 1-18 through 1-26, para 1-97 through 1-114 • Defining the Learning Domain, Technical Report 1284: Training, Developing, and Assessing Cross-Cultural Competence in Military Personnel, pp 2 through 15
27	02 DEC	Administrative Personnel Actions / UCMJ and Administrative Discipline and Separation	<p>Skim:</p> <ul style="list-style-type: none"> • AR 600-8-10, Chapter 2; Chapter 4, para 4-1 through 4-4; Chapter 5, para. 5-1 through 5-3; and Chapter 7, para. 7-1 through 7-2 • AR 600-8-19, Chapter 1, para. 1-6 through 1-9; Chapter 2, para. 2-1 through 2-6; Chapter 3, para. 3-1 through 3-4, 3-9 through 3-11, 3-20 through 3-23; Chapter 4, para. 4-1 through 4-14; Chapter 5, para. 5-1 through 5-10

			<ul style="list-style-type: none"> AR 600-8-22, Chapter 1, para. 1-1 through 1-33, 1-41 through 1-45 DA PAM 600-8, Chapter 4, para. 4-18 and 4-37 <p>Review:</p> <ul style="list-style-type: none"> DA Form 4187, Personnel Action. <p>Read:</p> <ul style="list-style-type: none"> AR 27-10, Chapter 3, Par 3-1 through 3-19, pp 3 through 15 Commander's Legal Handbook, Chapter 1, pp 7-10, Chapter 5, pp 27-39, Chapter 7, pp 49-61, Chapter 7 App A, pp 62-63, Chapter 8, pp 65-70, Chapter 9, pp 71-73 <p>Read:</p> <ul style="list-style-type: none"> AR 27-10 Military Justice, para 3-2 through 3-4, pp 3 and 4 AR 635-200, Active Duty Enlisted Administrative Separations, para 1-15 through 1-18, pp 5 through 8 and par 3-4 through 3-9, pp 45 through 49 <p>Skim:</p> <ul style="list-style-type: none"> Commander's Legal Handbook, 2019; Chapters 27 through 34, pp 175 through 208
Lesson 28: 06 December - <i>Written Final Exams and Leader Self-Development Plan Due NLT 1600 via Canvas</i>			
29	07 DEC	Oral Practicum	Oral Practicum (Leader Self-Development Plan) and Semester Counseling – Sign up sheet (TBP)
30	09 DEC	Oral Practicum	Oral Practicum (Leader Self-Development Plan) and Semester Counseling – Sign up sheet (TBP)

Annex B: Rubric for Assessment:

Class Participation Rubric – 25 points

Criteria	Exemplary	Proficient	Limited	Unsatisfactory
Class* Attendance 40% - 10 pts.	Cadet is always present, on time, in the appropriate uniform, and always respectful to classmates and instructor	Cadet is rarely late or absent from class, but coordinates all absences with the instructor; is consistently in the appropriate uniform, and conducts him/herself in an appropriate manner; coordinates absence in advance with instructor	Cadet is occasionally late for class and sometimes fails to coordinate any absences in advance with the instructor, has failed to be in the appropriate uniform on several occasions, or lacks respect	Cadet is consistently late for class or misses class and regularly fails to coordinate absences with the instructor; cadet is often in wrong uniform and disrespectful to classmates or instructor

Participation in Class Discussion 10% - 2.5 pts.	Consistently makes insightful comments and demonstrates an understanding of course concepts and principles; comments further class discussion/ understanding	Comments consistently demonstrate an understanding of course concepts and principles, but comments are infrequent; consistently participates in discussion with comments that demonstrate basic understanding	Participates in class occasionally, but demonstrates limited understanding	Comments do not contribute to ongoing conversations or class discussion; remains silent throughout class
Class Participation Assignments 10% - 2.5 pts.	Cadet turns in all participation assignments to instructor on time; assignments demonstrate understanding and effort	Cadet turns in all participation assignments on time; assignments lack significant understanding or effort	Cadet regularly turns in assignments late; assignments lack significant understanding or effort	Cadet fails to turn in assignments
PT / Lab / FTX Leadership 40% - 10 pts.	Cadet plans and executes PT / Lab / FTX Event as the OIC or A/OIC with no resource shortfalls; follows the T-week concept and the 8-step training model; uses T&EOs to plan and evaluate training	N/A – anything short of exemplary will result in no points.	N/A	N/A

***Note: “Class” includes classroom instruction periods, labs, physical training, and FTXs.**

Mission Command Case Study Essay – 10 Points: Due on 05 OCT 2021 NLT 1600. Submit via Canvas. Use APA Format. Guidance: Think about your experiences during FTXs and CST this past semester / summer or any other experience you have had in the Army. Select an incident in which you saw mission command demonstrated (effectively or ineffectively). Write a 3-4 page essay explaining the situation and how it relates to mission command. You should address at least three principles of mission command, assess whether they were applied successfully or not, and how the use of mission command could have been improved. Sources for your essay may include:

ADP 6.0, ADRP 6.0, TRADOC Pam 525-3-5, and Sixteen Cases of Mission Command. You are encouraged to research German Mission Command concepts known as Auftragstaktik (mission-type tactics) and compare / contrast with U.S. Army Mission Command doctrine. Other sources must be pre-approved by the instructor in advance. This is an individual assignment.

Areas of Assessment	Absent 1-3	Poor 4-5	Average 6-7	Good 8-9	Excellent 10
1. Selection of relevant incident to mission command 10%	Majority of content shows little to no relevance to mission command	Content shows very basic relevance to mission command	Content shows a moderate relevance to mission command	Content is clearly relevant to mission command	Meets or Exceeds "Good" criteria with rich explanation of strengths and abilities that support role
2. Clearly connects incident with mission command principles 40%	Fails to connect incident with mission command principles	Weak or vague to connections to mission command principles and/or only one principle	Shows moderate connection to at least two mission command principles	Clearly connects incident with at least three mission command principles	Meets or Exceeds "Good" criteria with rich explanation and description
3. Adequately assesses the success or failure of the application of mission command principles within incident 25%	Fails to properly assess the success or failure of the application of mission command principles	Assesses the success or failure of the application of mission command principles with some inaccuracy	Accurately assesses the success or failure of the application of mission command principles	Accurately assesses the success or failure of the application of mission command principles and identifies ways to improve	Meets or Exceeds "Good" criteria with rich explanation and description
4. Cadet demonstrated command of English language, Army writing style and formatted IAW APA	Mechanical and format errors are pervasive enough that they impede communication of meaning. Inappropriate word choice	Frequent and repetitive mechanical or format errors distract the reader. Inconsistencies in language choice, sentence	Some mechanical or format errors are present, but are not overly distracting to the reader.	Prose is largely free of mechanical errors, although a few may be present. A variety of sentence	Writer is clearly in command of standard, written, academic English. Format is free of errors

standards 25%	and/or sentence construction are used	structure, and/or word choice are present.	Correct sentence structure and appropriate language are used.	structures and effective figures of speech are used.	
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Midterm Exam - 15 points: Due on 13 OCT 2021 NLT 1600. Submit via Canvas.

Your midterm exam will be a take-home group assignment. You will develop a Training Plan for second semester leadership labs (Spring 2022). You will use the 8-Step Training Model to develop training that employs the principles of deliberate practice (quality sets and repetitions), generate a Composite Risk Matrix (DD Form 2977), and Training Assessment Plan using Training and Evaluation Outlines (T&Eos). You will receive the group assignment, precise instructions, and the grading rubric during Lesson 15. Labs to be executed in the second semester for group selection includes the following:

Lab 13: Battle Drill I: React to Direct Fire Contact (07-3-D9501)	Lab 19: Squad STX
Lab 14: Battle Drill II: Conduct a PLT Assault (07-3-D9514)	Lab 20: Fundamentals of PLT Operations
Lab 15: Squad Tactics - Attack	Lab 21: Patrol Base Operations
Lab 16: Squad STX	Lab 22: PLT Tactics – React to Contact
Lab 17: Squad Tactics - Ambush	Lab 23: PLT Tactics – Raid
Lab 18: Squad Tactics - Recon	Lab 24: PLT Tactics - Ambush

Leaders Eat Last Essay – 20 Points: Due on 16 NOV 2021 NLT 1600. Submit via Canvas.

Use APA Format. As the Commanding General of U.S. Army Cadet Command directed, Simon Sinek’s Leaders Eat Last is an MS 401 reading requirement. After reading (or listening to) the book, you will write a three-to-five page essay connecting concepts from the book with the Army Leadership Requirements Model. Address in your essay how you intend to create a circle of safety in your future organization that increases trust, productivity, and reduces number of discipline related incidents. How do you intend to promote a culture of maximum effort with individuals showing up to work every day ready to earn their spot and contribute to the team? How do you intend to generate passion, perseverance, and humility in your organization? How do you intend to empower members in your organization? What are some ways as a leader to employ positive reinforcement and recognition to achieve organizational goals? This is an individual assignment.

The audio book is free through Books 24-7 at:

<https://usarmy.skillport.com/skillportfe/custom/login/usarmy/login.action>. **You must have a CAC and register for access to Army eLearning to use the link.**

Areas of Assessment	Absent 1-3	Poor 4-5	Average 6-7	Good 8-9	Excellent 10
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1. Identification of linkages between Leaders East Last and the Army Leadership Requirements Model 60%	Fails to properly link the book to the LRM	Weak assessment of linkages and/or incorrect information from the book	Identifies basic linkages and explains them rationally	Demonstrates a thorough understanding of the concepts presented in the book and accurately links several of Sinek's concepts to the LRM with wellthought out explanations	Meets or Exceeds "Good" criteria with rich/engaging explanation; identifies 'gaps'/areas of improvement in the LRM based on concepts from the book
2. Command of the English language, and Army writing style; formatted IAW AR 25-50, Memorandum for Record 40%	Mechanical and format errors are pervasive enough that they impede communication of meaning. Inappropriate word choice and/or sentence construction are used.	Frequent and repetitive mechanical or format errors distract the reader. Inconsistencies in word choice, sentence structure, and/or tense are present.	Some mechanical or format errors are present, but are not overly distracting to the reader. Correct sentence structure and appropriate language are used.	Prose is largely free of mechanical errors, although a few may be present. A variety of sentence structures and effective figures of speech are used. Format may contain a couple of errors.	Writer is clearly in command of standard, written, academic English. Format is free of errors.

Due with Oral Practicum: Leader Self-Development Plan – 5 points: You will develop a Leader Self-Development Plan that includes a Vision Board (generate initial goals), SMART Goal Worksheet, and Goal Oriented Counseling on a DA FORM 4856 (Developmental Counseling Form) that outlines the following: 1a.) Current Career Situation; 1b.) Current Performance; 2.) Career Goals (Near Term: 6-months, Short Term: 1-2 years), Long Term: 3-5 years); 3.) Financial Fitness Goals; 4.) Family / Social / Relationship Goals; 5.) Health and Fitness Goals; and 6.) Plan of Action. This assignment will require self-reflection and honest assessment on your performance in the Sun Devil Battalion as a Student, Athlete, and Leader. This assignment will require research into U.S. Army branches and future duty stations where you intend to serve. This will also include research into financial budgeting with base pay as a 2LT. This assignment will ask you to consider your goals for family and social relationship as you commission in the U.S. Army as a 2LT. Finally, this assignment will challenge you to develop a plan of action with milestones on how to accomplish your professional and personal goals. This is an individual assignment.

Category	General Guidance	Points
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Current Career Situation / Current Performance Assessment	Articulate where you are in your journey as a Cadet / Student / future 2LT. Make your assessment on your performance as a Student, Athlete, Leader in the Sun Devil Battalion. Your assessment should include performance markers such as Grades, Blue Card Assessments, CST, ACFT, etc.	.5
Career Goals	Identify where you want to be in 6-months, 1-2 years, and 3-5 years with respect to job, location, schooling, etc.	.5
Financial Fitness Goals	Discuss your budget with expected expenditures, investing, paying off debt, major purchases (car, home, education).	1
Family / Social / Relationship Goals	Discuss the quality of the relationships you want to invest, maintain, or assume risk. Discuss “work-life” balance/blend.	1
Health and Fitness Goals	Discuss things in your life that you draw inner/spiritual strength. How do you maintain or build your strength in order to be a servant leader? Discuss your current physical fitness situation and identify goals for improvement (nutrition, sleep hygiene, recovery).	1
Plan of Action	Identify milestones in how to accomplish your goals and discuss implementation strategies.	1
Total		5

Annex C: Lesson Objectives and Learning Objectives:

<u>Lesson Number</u>	<u>Lesson Title</u>	<u>Lesson Outcomes and Learning Objectives</u>
L01	Course Overview	The outcome of this lesson is to have Cadets understand the course structure and to identify the course requirements and expectations. A basic understanding of the MS IV fall semester course overview will give the Cadets an understanding of their last year of ROTC as they continue their development as the future leadership of the United States Army. <ul style="list-style-type: none"> • Describe the MS 401 course structure, outcomes, and content • Explain the required course assignments and student expectations
L02	Commander and Staff Organization and Operations	Cadets will understand how and why commanders cross-functionally organize their staff in a way that provides efficient exercise of mission command to control military operations. Cadets will familiarize with

		<p>the duties and responsibilities of staff officers. Finally, Cadets will understand how the staff collectively supports the commander.</p> <ul style="list-style-type: none"> • Describe staff organization, duties, and responsibilities • Categorize duties of coordinating, special, and personal staff officer positions • Describe planning horizons
L03	Operations and Planning Process	<p>The outcome of this lesson is to introduce Cadets to the Operations and Planning Process. Also, for the MS IV Cadets to understand how they would fit into the operations and planning process as part of a staff. Finally, for the Cadets to become familiar with what a running estimate is and how to use one in the planning and execution of an operation.</p> <ul style="list-style-type: none"> • Describe the Operations Process • Describe the Planning Process
L04	Army Training and Leader Development	<p>The outcome of this lesson is for the Cadets to gain an understanding of both the Army's concepts of training and leader development, the role of the commander in training, and leader development. The Cadet will also recognize and interpret the principles of unit training and leader development.</p> <ul style="list-style-type: none"> • Summarize the three training domains used in the Leader Development Model • Discuss the Principles of both Unit Training and Leader Development • Analyze the Commander's role in Unit Training
L05	Prioritizing Training & Planning and Preparation	<p>The outcome of this lesson is for the Cadets to understand the Prioritizing Training & Planning and Preparation steps of the Training Management Cycle. The Cadets will be able to discuss how the prioritization of their training effort occurs, the Long-Range Training Plan, and where to get information on training standards. Cadets will compare the 8-Step Training Model to the Troop Leading Procedures (TLP) to identify the differences in preparing for a mission versus training.</p> <ul style="list-style-type: none"> • Discuss prioritizing training for the three training proficiencies (mission-essential tasks, weapons qualification, and collective live-fire tasks) • Discuss Long-Range Training Plans • Compare the 8 Step Training Model to the Troop Leading Procedures (TLP)
L06	Training Meetings	<p>The outcome of this lesson is for the Cadets to understand the Company and Platoon Training Meeting process within the Planning and Preparation step of the Training Management Cycle. The Cadets will also understand the roles that key leaders play in</p>

		<p>conducting training meetings. The Cadets will also describe the T Week concept for training management.</p> <ul style="list-style-type: none"> • Identify the goals of company and platoon training meetings • Discuss the roles of key leaders in company and platoon training meetings • Describe the T Week concept for training management
L07	Training Execution	<p>The outcome of this lesson is for Cadets to understand the Execution step of the Training Management Cycle. Cadets will describe the roles of key leaders during training execution and the various training techniques, exercises, and environments that enable the Army to train as you fight. Additionally, the Cadets will understand the AAR process and how to capture observations to record the outcome of training events.</p> <ul style="list-style-type: none"> • Identify Training Techniques, Exercises, and Environments • Describe leader roles during Training Execution • Discuss After Action Reviews (AARs) and recording the results of training events
L08	Risk Management	<p>The outcome of this lesson on Risk Management (RM) is to have Cadets understand the concepts and procedures of RM and its critical role in daily operations of the Army both on and off duty. Cadets will define and discuss RM and explain the five guiding principles of RM. Cadets will describe and identify the five step RM Process and apply it to a scenario-based situation. Cadets will also discuss ways to implement RM techniques as a Cadet and officer in the United States Army. Mastering this concept will serve Cadets well and make them successful during the rest of their ROTC experience and as a future Army officer to achieve individual and organizational success.</p> <ul style="list-style-type: none"> • Explain the Risk Management Process • Apply the five-step Risk Management Process using DD Form 2977 (Deliberate Risk Assessment Worksheet) to a situation
L09	Training Evaluation and Assessment	<p>The outcome of this lesson is for Cadets to understand the Evaluation and Assessment step of the Training Management Cycle. Cadets will discern between training evaluation and assessment. Cadets will also describe how Training and Evaluation Outlines are used to gather observations during training events to enable accurate assessments of the unit's training proficiency. Cadets will also describe the process to assess the training readiness of their unit.</p> <ul style="list-style-type: none"> • Discern the difference between Training Evaluation and Training Assessment • Describe Training and Evaluation Outlines

		<ul style="list-style-type: none"> Describe the method of assessing Training Readiness
L10	Mission Command	<p>The outcome for this lesson is for cadets to understand mission command philosophy and its guiding principles and to facilitate their successful participation in command and control activities and their development as military professionals. They will understand the tasks they must conduct to effectively employ mission command with their subordinates and provide the best possible support to their respective commanders. Through their understanding of mission command, they will then be able to develop their mission command competencies.</p> <ul style="list-style-type: none"> Define Mission Command Apply the Principles of Mission Control Identify the elements of Command and Control
L11	Mission Command Case Studies	<p>The outcome for this lesson is for cadets to understand mission command philosophy and its guiding principles and to facilitate their successful participation in command and control activities and their development as military professionals. They will understand the tasks they must conduct to effectively employ mission command with their subordinates and provide the best possible support to their respective commanders. Through their understanding of mission command, they will then be able to develop their mission command competencies.</p> <ul style="list-style-type: none"> Apply the Principles of Mission Command Identify the elements of Command and Control
L12	Developing Others I and II (Support Forms and Counseling)	<p>Cadets will enhance their understanding of developing others by building an understanding of the Evaluations Entry Systems (EES) and associated forms used in the development process.</p> <ul style="list-style-type: none"> Explain the use of support forms for counseling at the beginning of a rating period Recognize components of the OER and NCOER support forms Analyze how EES allows you to use a support form to begin your OER or NCOER <p>Developing Others II: The outcome of this lesson is to have Cadets understand how important it is for the Army's officers to counsel their subordinates. Understanding the necessity, moral obligations, and counseling techniques necessary to develop subordinates is a mission essential task that all future military leaders must learn, and mastering this concept now will serve Cadets well and will help make them successful as a</p>

		<p>future Army officer dedicated to honorably serving the Nation.</p> <ul style="list-style-type: none"> • Describe the importance of developing others • Determine possible barriers and restrictions officers “may” face in trying to establish a leader development-counseling program • Determine the characteristics of effective counseling and the necessary counseling skills
L13	Evaluation Reports (OER and NCOER)	<p>The outcome of this lesson is to have Cadets understand the importance of expectations and results described in the Officer Evaluation Report. Understanding the Army Officer Evaluation Report will set conditions for the Cadet to better understand the active duty rating system and prepare them as a future Army officer dedicated to the profession of arms.</p> <ul style="list-style-type: none"> • Describe the Officer Evaluation Report process • Identify clear performance objectives and significant contributions and accomplishments for an officer • Summarize the importance of the automated officer evaluation report <p>NCOER:</p> <p>The outcome of this lesson is to have Cadets understand the Non-Commissioned Officer Evaluation System and forms. Comprehending this system, and the related forms, during a Cadet’s ROTC experience will set the conditions for Cadets to better understand and utilize the evaluation system when they lead others. In addition, understanding this process will make the Cadets successful as a future Army officer dedicated to honorably serving the nation.</p> <ul style="list-style-type: none"> • Describe the responsibilities of the rater, senior rater, and supplementary reviewer • Describe the NCO counseling requirements and keys to prepare and execute a counseling session • Compare the DA FORM 2166-9-1 and DA FORM 2166-9-2
L14	Ready and Resilient (R2) Program and Suicide Prevention Program	<p>The outcome of this lesson is to have Cadets understand the mission and vision of the of the Ready and Resilient (R2) Program and resources available to keep themselves, their Soldiers, their Families, and Department of the Army Civilians physically healthy and psychologically strong. Cadets will understand how the five dimensions of strength in R2 increase performance and resilience of their Soldiers, Families and their units. Cadets will also understand how the three main components of R2 enable the Army community the means to assess strengths and grow in all aspects of fitness through the five dimensions of</p>

		<p>strength. Understanding the R2 program will help these future leaders understand and implement measures to motivate and keep the Total Army Team physically healthy and psychologically strong.</p> <ul style="list-style-type: none"> • Explain the R2 Strategy and Purpose • Explain the five Dimensions of Strength/Personal Readiness • Discuss the benefits of the R2 skills for individual Soldiers and units • Discuss R2 offerings and resources <p>Suicide Prevention Program: The outcome of this lesson is to have Cadets understand the Army's Sexual Harassment/Assault Response & Prevention (SHARP) program and its processes. Understanding the SHARP program and its process is a requirement that all future military leaders must comprehend. Comprehending this program/process will serve Cadets well and will help prepare them success as future Army officers dedicated to honorably serving the nation.</p> <ul style="list-style-type: none"> • Identify the impacts of sexual harassment and sexual assault • Distinguish between the Army's Sexual Harassment and Sexual Assault policies and response • Identify new leader responsibilities in support of the Army's SHARP Program <p>Suicide Prevention Program: The outcome of this lesson is to have Cadets identify common triggers of suicide, identify risk factors of suicide, identify symptoms of depression, identify myths about suicide, identify warning signs of suicide, and take appropriate action in response to an at-risk individual.</p> <ul style="list-style-type: none"> • Identify the symptoms and warning signs of suicide • Apply appropriate action in response to an at-risk individual
L15	Mid-term Exam	The outcome for this exam is to have Cadets demonstrate the knowledge to comprehend and retain the MS401 curriculum by successfully completing the exam.
L16	Suicide Prevention Program and Equal Opportunity Program	<p>The outcome of this lesson is to have Cadets identify common triggers of suicide, identify risk factors of suicide, identify symptoms of depression, identify myths about suicide, identify warning signs of suicide, and take appropriate action in response to an at-risk individual.</p> <ul style="list-style-type: none"> • Identify the symptoms and warning signs of suicide

		<ul style="list-style-type: none"> Apply appropriate action in response to an at-risk individual <p>Equal Opportunity: The outcome of this lesson is to have Cadets understand the Army's Military Equal Opportunity process. Understanding the Army's Military Equal Opportunity process is a requirement that all future military leaders must comprehend. Comprehending this process now will serve Cadets well and will help make them successful as a future Army officer dedicated to honorably serving the nation.</p> <ul style="list-style-type: none"> Identify the components of the Army's Military Equal Opportunity (MEO) Program Explain the leader responsibilities within the Army's Military Equal Opportunity (MEO) Complaint Processing System
L17	The Army as a Profession	<p>The outcome of this lesson is to have Cadets understand the characteristics of a profession, concepts of the Army as a Profession, requirements for membership, certification criteria, and the characteristics of the Army Profession. Understanding the characteristics and importance of the Army profession is a requirement that all future military leaders must accept and embrace. Embracing this concept now will serve Cadets well and will help make them successful as a future Army officer dedicated to honorably serving the nation.</p> <ul style="list-style-type: none"> Describe the Army as a Profession including membership, certification criteria, and the characteristics of the Army Profession Assess whether the Army is truly a profession
L18	The Army Ethic	<p>The outcome of this lesson is to have Cadets understand the concepts of Army Ethic. Understanding the Army Ethic early in a Cadet's ROTC experience will set the conditions for the Cadet to take moral/legal action when confronted with a future ethical and moral combat dilemma/situation. Mastering this concept now will serve Cadets well and make them successful during the rest of their ROTC experience and as a future Army officer dedicated to honorably serving the nation.</p> <ul style="list-style-type: none"> Describe the Army Ethic Relate the Army Values to the Moral Principles of the Army Ethic Employ the Army Ethic in common situations
L19	Law of Land Warfare and Rules of Engagement (ROE)	<p>The outcome of this lesson is to have Cadets understand and apply the concepts of the Law of Land Warfare and the Rules of Engagement (ROEs). Understanding and applying the Law of Land Warfare</p>

		<p>and ROEs during a Cadet's ROTC experience will set the conditions for the Cadet to properly obey and enforce these concepts when confronted with a future combat dilemma/situation. Mastering this concept now will serve Cadets well and as future military officers.</p> <ul style="list-style-type: none"> • Examine the Rules and Principles of the Law of Armed Conflict • Interpret the Rules of Engagement • Analyze the Limitations and Levels of Standing Rules for the Use of Force (SRUF)
L20	Ethical Decision Vignette – Ordinary Soldiers	<p>The outcome of this lesson is to have Cadets understand and apply lessons learned in previous instruction on Law of Land Warfare and Rules of Engagement (ROE). The concrete experience is the Ordinary Soldiers Vignette. As Cadets and future military officers, they must understand ethical reasoning and how its elements relate to making proper moral and ethical decisions. Understanding ethical reasoning early in a Cadet's ROTC experience will set the conditions for Cadet's as future military officers to make and take proper actions when confronted with ethical and moral dilemmas.</p> <ul style="list-style-type: none"> • Compare the actions of commanders as it relates to the Rules of Engagement (ROE) and Law of Armed Conflict (LOAC) • Explain what actions you would take by applying situational ethics to the order from higher command
L21	Civil-Military Relations and Operations Security	<p>The outcome of this lesson is for Cadets to understand their role as commissioned United States Military officers and how by practicing the Army Profession, they can influence the character of the relationship between the military and the citizens they protect. Cadets will be able to articulate the legal constructs that govern their relationship between this country's civilian leadership and its military and as a result better understand their obligations as future Army Lieutenants.</p> <ul style="list-style-type: none"> • Distinguish between civil-military relations and civilian control • Summarize the Armed Forces' roles in providing expert military advice to civilian leaders <p>Operations Security: The outcome of this lesson is for Cadets to understand the Operations Security (OPSEC) program. Cadets will learn what acceptable, professional, personal interaction with the media and on social media should look like and how the compromise of Critical Information can prevent successful completion of U. S. objectives and missions. Once complete Cadets will</p>

		<p>be better prepared to serve as successful as future Cadets and leaders in the Army.</p> <ul style="list-style-type: none"> • Describe the Operations Security Process • Recognize characteristics of the media • Analyze Operations Security and social media content
L22	Officer Career Planning I and II	<p>Cadets will be able to describe the six functions of the Officer Professional Management System (OPMS) and their significance in their own careers. They will compare the phases of company and field grade Officer Development and analyze the importance of elements within Individual Career Management. Understanding and Developing concepts within Officer Career Development will serve Cadets well and build a successful foundation for the beginning of their military career.</p> <ul style="list-style-type: none"> • Analyze the six functions of the Officer Professional Management System (OPMS) and their purpose in Officer Career Management • Compare company and field grade phases of Officer Development during one’s career • Analyze individual elements and their importance for Individual Career Management <p>Officer Career Planning II: Cadets will be able to define Functional Areas and explain opportunities within for career development. Cadets will explain the Voluntary Incentive Transfer Program (VTIP) and the important role it plays in Officer Career Planning. They will compare the five major categories of broadening and developmental opportunities and how they develop talents required of future leaders. Understanding concepts and opportunities within Officer Career Development will serve Cadets well and provide them a successful foundation for the beginning of their military career.</p> <ul style="list-style-type: none"> • Define Functional Areas and explain career opportunities within Functional Areas • Explain the Voluntary Transfer Incentive Program (VTIP) • Define Developmental and Broadening positions and analyze the five major categories
L23	Leader Self-Development	<p>The outcome of this lesson is to have Cadets understand self-development. They will describe the importance of improving upon strengths and minimizing weaknesses and design a plan that advances their personal and professional development goals as a military leader. Understanding officer self-development during a Cadet’s ROTC experience will set the</p>

		<p>conditions for the Cadet to make smart career choices as a commissioned officer.</p> <ul style="list-style-type: none"> Analyze personal strengths and weaknesses in your own leadership abilities Develop goals that broaden leadership abilities and prepare leaders for greater challenges Explore methods of self-development through training and education opportunities
L24	Personal Financial Management	<p>The outcome of this lesson is to have Cadets understand the programs and resources available to them that will allow them to comprehend and apply basic knowledge of investments and insurance. Cadets will be able to explain financial planning and budgeting. Cadets will understand the basic concepts of credit, debt, and major purchases allow them to plan properly for the financial future for themselves and their families.</p> <ul style="list-style-type: none"> Explain Financial Planning and Budgeting Explain basic Investment and Insurance Terms Review concepts of credit, debt, and major purchases
L25	Military Pay and Finance	<p>The outcome of this lesson is to have Cadets understand the Army's financial system and resources available to them in order to apply their knowledge in understanding the Leave and Earnings Statement, Blended Retirement System, Military Benefits/Allowances, and the methods to resolve any pay issues that may arise as an officer in the United States Army. These methods of understanding will allow them to comprehend fiscal measures to benefit their Soldiers and themselves and to improve individual and unit readiness.</p> <ul style="list-style-type: none"> Describe Army pay and allowances Identify the methods for resolving pay inquires
L26	Cross Cultural Competency	<p>The outcome of this lesson is to have the Cadets understand what culture is and the importance culture has on mission success. Cadets will develop an appreciation for cultural differences and recognize what cultural competency is. They will have the foundation for understanding how to develop cultural competency in their subordinates.</p> <ul style="list-style-type: none"> Identify components of culture Apply cultural agility
L27	Administrative Personnel Actions / UCMJ / Administrative Discipline and Separation	<p>The outcome of this lesson is to have Cadets identify the Army's favorable actions, they will be familiar with the Army's policy in regards to awards, and they will be able to prepare a Personnel Action form (DA Form 4187).</p> <ul style="list-style-type: none"> Identify the Army's favorable actions Explain the Army's Awards Program/Policy Prepare a Personnel Action form (DA Form 4187)

		<p>UCMJ: The outcome of this lesson is to have Cadets become familiar with the judicial punishment, common officer roles, search and seizure procedures, and a Soldier's rights. Becoming familiar with the Uniform Code of Military Justice and elements of the Army's military justice system and legal procedures will set the conditions for the Cadet to understand the legal ramifications for his or her actions and those of the Soldiers he or she will lead. Understanding this subject now will serve Cadets well and help make them successful as a future Army officer dedicated to honorably serving the nation.</p> <ul style="list-style-type: none"> • Describe the concept of military justice, the judicial punishment system (courts-martial), and types of courts-martials • Identify the common officer roles and responsibilities related to punitive law and the Soldier's rights under Article 31(b) <p>Administrative Discipline and Separation: The outcome of this lesson is to have Cadets become familiar with administrative discipline and separation procedures. Becoming familiar with administrative discipline and separation procedures will set the conditions for the Cadets to understand the legal ramifications of actions of those of the Soldiers they will lead. Understanding this subject now will serve Cadets well and help make them successful as a future Army officer dedicated to honorably serving the nation.</p> <ul style="list-style-type: none"> • Describe the purpose of administrative discipline and the Soldier's due process • Describe the types of administrative actions and separations • Apply the concepts of administrative discipline and separations
L28	Final Exam	<p>The outcome for this Exam is to have Cadets demonstrate the knowledge to comprehend and retain the MS401 curriculum by successfully completing the exam.</p> <ul style="list-style-type: none"> • Demonstrate knowledge of learning objectives contained in the course content

ANNEX D: Master Reference List:

NOTE: The reference list below is not all-inclusive for MS 401.

<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>
ADP 1	The Army	31 JUL 19	
ADP 5-0	The Operations Process	31 JUL 19	
ADP 6-0	Mission Command: Command and Control of Army Forces	31 JUL 19	
ADP 6-22	Army Leadership and the Profession	31 JUL 19	w/ch1, 25 NOV 19
ADP 7-0	Training	31 JUL 19	
 			
ATP 3-05.1	Unconventional Warfare	6 SEP 13	w/ch1, 25 NOV 15
ATP 5-19	Risk Management	14 APR 14	w/ch1, 8 SEP 14
ATP 6-22.1	Counseling Process	1 JUL 14	
 			
FM 1-04	Legal Support to the Operational Army	8 JUN 20	
FM 3-24.2	Tactics in Counterinsurgency	21 APR 09	
FM 6-0	Commanders and Staff Organization and Operations	5 MAY 14	w/ch2, 22 APR 16
FM 6-22	Leader Development	30 JUN 15	
FM 6-27	The Commander's Handbook on the Law of Land Warfare	7 AUG 19	w/ch1 20 SEP 19
FM 7-0	Training	14 JUN 21	
 			
AR 25-50	Preparing and Managing Correspondence	10 NOV 20	
AR 27-10	Military Justice	20 NOV 20	
AR 37-104-4	Military Pay and Allowances Policy	8 JUN 05	
AR 350-1	Army Training and Leader Development Program	10 DEC 17	
AR 350-50	Combat Center Training Program	2 MAY 18	
AR 350-53	Comprehensive Soldier and Family Fitness	19 JUN 14	
AR 360-1	The Army Public Affairs Program	8 OCT 20	
AR 530-1	Operations Security	26 SEP 14	
AR 600-8-10	Leaves and Passes	3 JUN 20	
AR 600-8-19	Enlisted Promotions and Reductions	16 MAY 19	
AR 600-8-22	Military Awards	5 MAR 19	
AR 600-20	Command Policy	chaNGE	
AR 600-63	Army Health Promotion	14 APR 15	
AR 623-3	Evaluation Reporting System	14 JUN 19	
AR 635-200	Active Duty Enlisted Administrative Separations	19 DEC 16	
 			
DA PAM 350-58	Army Leader Development Program	8 MAR 13	
DA PAM 600-3	Officer Professional Development and Career Management	3 APR 19	

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

Website Links:

- ROTC Blackboard (Bb) - <https://rotc.blackboard.com/>
- Army Knowledge Online (AKO) - <https://www.us.army.mil/>
- Army Training Network (ATN) - <https://atn.army.mil/>
- Central Army Registry (CAR) - <https://atiam.train.army.mil/catalog>
- Army Publication Division (APD) - <https://armypubs.army.mil/>
- United States Army Human Resources Command (HRC) - <https://www.hrc.army.mil/>
- Joint Electronic Library (JEL) - <http://www.jcs.mil/Doctrine/Joint-Doctrine-Pubs/>
- Milsuite My Training Tab - <https://login.milsuite.mil/?goto=https%3A%2F%2Fwww.milsuite.mil%3A443%2Fbook%2Fgroups%2Fmy-training-homepage>

- Army One Source Website - <http://www.myarmyonesource.com/default.aspx>
- My Army Benefits Website - [http://myarmybenefits.us.army.mil/Home/Benefit_Library/Federal_Benefits_Page/Army_Community_Service_\(ACS\).html](http://myarmybenefits.us.army.mil/Home/Benefit_Library/Federal_Benefits_Page/Army_Community_Service_(ACS).html)