



U.S. Army Senior ROTC
Military Science & Leadership Course 4301
The Army Officer



Logistical Information

Course Number(s): MSLC 4301, The Army Officer, and MSLC 3101-02, Applied Leadership Laboratory.

Class: Tues and Thurs, 1230-1350

Lab: Thurs, 1400-1650

Training Meeting: Tues, 1400-1500

Course Location: Cadets meet at the Department of Military Science in Academic Building 3 for class. Cadets meet outside the Military Science Department for Leadership Labs. Cadets meet for Training Meetings at the class location as well.

Primary Instructor

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Teaching Philosophy (attached as Appendix 4 to this syllabus)

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Office Hours and Appointments. Open hours: Mon-Thu 0900-1400, Fri 1100-1300. All other hours by appointment. **Please note: I have an open door policy for all Cadets.** With prior coordination I'm available to meet with any Cadet to discuss assignments, issues, or concerns. I'm happy to schedule a specific time to meet with you beyond office hours, if necessary. Cadets should coordinate a time to meet with me through Mrs. Elkins (by phone or e-mail) during both open hours and appointment hours. One of her roles as the Administrative Assistant is to ensure I'm available to meet with Cadets when not engaged in planning, unit activities, or preparing to teach. Please allow her to do her job, unless she is unavailable and you have an emergency. Keep in mind that bad news does not get better with time – if you need to see me, see me sooner rather than later.

How We Communicate. Continued dialogue between MS4 Cadets and the instructors and between peers plays a significant role in achieving our mutual objectives. High performing teams know how and when to talk about our desires and each other's needs. In this course, in ROTC, (your Four Year Army Internship) and in the Army, personal communication remains the #1 way to create high performing teams. We will always strive to communicate with each other in person first. Personal contact and face to face collaboration means more than any other type of contact. Trust serves as a key component of Mission Command and organizations flourish when we can look each other in the eye and know our teammates have our back. Below, I have identified the other priority means of communication (our PACE plan).

Communication Prioritization in this Course and the SHSU Program. This is how we will talk with each other and with peers during the execution of collaborative class requirements, mission planning, and staff duties:

1. In person
2. Phone call
3. Through another class mate
4. E-mail or a hand written note
5. Text (must be clear and thorough)

Technology and Knowledge Management Processes for this Course. All class materials, to include readings, class slides, and student handouts will be disseminated through ROTC Blackboard. You can find these preparation materials under the MS4 Fall Class Folder. Expect to have all materials to prepare for future classes no later than one week ahead of the anticipated class execution date. Individually assigned work or projects will be turned in through ROTC Blackboard (BB), with the exception of group work requiring hand in to the instructor during class. These documents will be gathered by the Student Course Assistant and handed to the instructor upon class completion. To keep the logistics simple, this course will use the full functionality of Blackboard, to include: blogging, discussion boards, self and peer assessment, testing, quizzes, and grades management. In the first week of class, the Student Course Assistant will compile the distribution list with Cadet contact information (Appendix 3 to this Syllabus) and provide a copy to all MS4 Cadets for collaboration. In addition to these methods and resources, Cadets should be familiar and able to engage with technology to present key ideas or concepts throughout the course and in their staff functions. Cadets must have a working knowledge of Microsoft Office Products, to include: PPT, Word, Excel, Publisher, and OneNote. Online tools used in this course include but are not limited to: Kahoot, AnswerGarden, Vimeo, HawgViewer, Coggle, Adobe Spark, Prezi, PurdueOwl, and Hemingway Editor. Cadets will receive an initial overview of these available resources during the first few weeks of class. Cadets may use personal laptops and phones during class for purposeful activities related to the course material or discussions. Utilization of these tools for other requirements and to socialize in class will result in the loss of participation points for the day in question. All phones and computers should be silenced during class for the benefit of everyone.

Catalogue Overview

“Leadership is the process of influencing people by providing purpose, direction, and motivation to accomplish the mission and improve the organization.”

ADRP 6-22

The grounding question Cadets should ask themselves throughout this course is: “How are the things I’m learning and doing in the final year of ROTC helping me to become a confident and competent Army leader who demonstrates good judgement and character?”

Course Purpose. During the last year of the Military Science and Leadership (MSL) course, The senior Cadet leader completes the final stages of training to “be, know and do” as an Army Officer. The activities required of this course serve as the culminating educational and training experiences necessary for Cadets to successfully complete a productive four year Army internship. MSL 4301 serves as the transitional course to move Cadets beyond the junior year experience where they grew from their individual and collective skills training and their application of small unit leadership techniques. Senior Cadets beginning the MSL4301 course quickly transition to advanced leadership skills where they learn how to train, mentor, and evaluate underclass Cadets, while further developing into competent and confident US Army officers who demonstrate character when confronted with ambiguous situations. Senior Cadets in this course learn the duties and responsibilities of an Army staff officer while simultaneously applying Troop Leading Procedures, the Military Decision Making Process, Army Writing Style, and the Army’s Training Management and METL Development process during weekly training meetings. In these meetings, senior Cadets plan, execute, and assess battalion training events and learn to safely conduct training by understanding and employing the Risk Management Process. Cadets learn how to use the Comprehensive Soldier Fitness (CSF) program to reduce and manage stress personally, and in their future units. Throughout these milestone events, senior Cadets continuously study leadership in the Profession of Arms to prepare for future military leadership roles.

Course Promise. This course promises to develop senior Cadets who possess the required knowledge, skills, and abilities required of a junior Army leader to train and care for Soldiers while accomplishing assigned missions in a positive unit climate exemplified by dignity and respect for all.

Course Design. This course was designed to be Cadet-centric with the onus of learning on the Cadet, but by and through the continuous instructor facilitation. The course includes multiple venues and avenues for Army Leadership development. These developmental experiences support your future career as an Army Officer. The practical leadership experience gained during Physical Readiness Training (PRT) participation & oversight, Leadership Lab planning, in-class learning activities, staff positional experiences and volunteerism will help all future officers to navigate the incredibly complex environment of our current Army. A personally proactive approach

to developing your plan to excel in this educational environment enhances the course design and your own ability to thrive as a leader. Army Officers are expected to be life-long learners who take responsibility and personal initiative for their learning. With this concept in mind, Cadets must prioritize pre-class assignments to develop a foundation of knowledge in the topics addressed in the course. Doing so allows the instructor to spend the majority of the class time on the least understood areas from the pre-class assignments rather than re-teaching the subject in its entirety. Classes 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. In addition to in-class experiences, the instructor will design specific learning experiences to support outcomes related to Military Decision Making Process learning and application. The instructor will also conduct individual counseling sessions to promote and enhance development throughout the course while also supporting Cadet training outcomes at Labs, PRT, staff meetings and volunteer events. Assessments in the course will be varied throughout and will consist of short essay, reflective journaling, blogging, summary papers, and PMS observation of the practical application of leadership skills during the operations process, Physical Fitness Training, and at LTXs. Other assessment techniques may also be used depending on further revision of assignments and learning outcomes by the primary instructor.

Course Learning Objectives. This course encompasses the required lessons necessary to transition Cadets to Commissioned Officers during their MSL 400 (senior) academic year. During this half of the MSL 400 curriculum, the academic themes (framework) for the course include: Army Leadership and Profesion, Mission Command, Human Dimension and Professional Competence, as well as the required assessment periods necessary to test Cadet knowledge. Preparation, training and comprehension of these lessons and how they fit into the larger academic themes will ensure Cadet success when they progress to the Basic Officer Leader Course (BOLC) B after commissioning. These course lessons develop future officers into mentally and physically strong leaders imbued with the Warrior Ethos who can think critically and possess the capability to lead Soldiers through initiative, decisive action, and mission command during the execution of Unified Land Operations (ULO). These objectives will be presented in the context of every Cadet understanding service to the Nation as a member of the Profession of Arms.

Learning Objective #1 (Application and Evaluation). As a result of completing MSL 4301, Cadets will live honorably and build trust as evidenced by demonstrating successful teamwork, collaboration, and acceptable individual behaviors during classes, physical fitness training (PFT), the Leader Training Exercise (LTX), and outside of ROTC. Cadets will also assess their peers and choose to hold subordinates accountable for the same standards of conduct.

Learning Objective #2 (Application). Cadets will demonstrate intellectual, military and physical competence as evidenced by executing and implementing courses of action, plans, and solutions during classes and in their staff roles. Cadets will also

prepare themselves physically to excel as future Army leaders through continuous participation in PFT.

Learning Objective # 3 (Comprehension). Cadets will think critically and creatively and make sound and timely decisions as evidenced by successfully summarizing subjects and themes in assigned text, while teaching peers, and during the development of comprehensive mission plans.

Learning Objective #4 (Application). Cadets will communicate effectively as evidenced by their demonstration of articulate written and verbal communications, supporting arguments, and judgments.

Learning Objective #5 (Application). Cadets will pursue excellence and continue to grow as evidenced by their application of the Army Values and Warrior Ethos while achieving their desired academic and professional outcomes.

Academic Themes and Class Outcomes

1. Army Leadership and Profession

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

2. Mission Command

- Demonstrate proficiency in mission command philosophy.
- Demonstrate proficiency in mission command leader and commander tasks.
- Demonstrate proficiency in mission command staff tasks.
- Demonstrate proficiency in mission command systems.

3. Human Dimension

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

4. Professional Competence

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

ACE Course Designation: In addition to the listed course objectives, All Military Science Courses (MSLC) comply fully with Academic Community Engagement (ACE) course requirements. These requirements can be found at the SHSU Center for Community Engagement website: <https://www.shsu.edu/academics/cce/ace/index.html>. As part of this course, each student will gain the knowledge and skills described in the course description, as well as participate in a wider university objective to undertake service related experiences to the benefit of many community stakeholders. These growth experiences reinforce the university motto, "The measure of a life is it's service" while also enhancing the idea that each student can to make a difference while serving as a positive role model for others. Each student will provide approximately 10-25 hours of service to the program, the university, and the community during the semester and will write a 2-3 page graded reflection paper identifying their contributions and describing the impact of what they accomplished.

Course Policies

Collaboration / Participation. Success in the Army relies on an officer's ability to support others and to work together to solve problems. This course challenges Cadets to solve problems and to develop critical thinking strategies with peers about current Army issues. Success in this course relies on working with fellow MS4 Cadets and seeking guidance from instructors and other ROTC cadre. Individual work will be required for all exams and for written assignments, unless otherwise specified. Keep in mind, some written products finished in the course of your leadership duties may be repeatedly used as a template from which to begin new work. Examples of this include: OPODs, Risk Management Worksheets, and SOPs. Participation in activities and events required throughout the semester play an outsized role in the development of Cadets. Participation will constitute 10% of the final grade for the class.

Thoughts on Attendance. During this course, student grades depend on consistent presence. Student attendance and engagement in planned classes, meetings, activities, events, and weekly physical readiness training plays an essential role in successfully completing the key outcomes for this course. As the PMS and lead instructor, I value grit, hard work, and the ability to manage personal requirements outside of Army ROTC. I say this while also acknowledging the importance of good grades in your classes and the value you place on achieving your personal priorities. With that said, Cadets have little chance of achieving strong U.S. Army leadership foundations when they continually miss required course work or developmental events, such as, unit volunteering missions or physical training. These events play a critical role in the development of your leadership skills and competencies.

Attendance Management. To support overall course management, the primary instructor will designate a student course assistant to manage and document all class and event attendance requirements.

Attendance Procedures. Cadets must communicate with the primary or assistant instructor when identifying a class conflict or required absence. Do not communicate absences directly to the student course assistant. Please communicate your required absence in advance to the Primary instructor (no later than 1 week out) through the absence request form (appendix 1 to this document) or in the case of an emergency through a phone call, followed by completion of the request form. For absence 1 and 2, in accordance with the SHSU Attendance policy, no penalization shall occur when the absence is properly communicated to the instructor through the absence form. However, when not properly communicated, there will be a 2% reduction in student grades at each instance. Absence from three class meetings reduces student grades by 10%. More than three absences equals a 3% reduction beyond the prescribed 10% up to 20% of the entire grade. This student-centered absence policy includes leaving class at break or arriving consistently late for class. Cadets seeking approval during the same week as their requested absence, unless in the case of emergency or sickness, should expect to have their request denied. See below for makeup work required to prevent loss of class grades as a result of uncoordinated absences. I acknowledge the serious attendance commitment communicated in this policy. However, my policy reflects my belief system, wherein leading U.S. Soldiers requires a sincere dedication to studying the Profession of Arms. Since all of you desire to lead Soldiers, my expectations for you reflect the realities demanded by current Army leaders for each and every ROTC Program to produce engaged and credible junior leaders. In my eyes, you're in the final year of a four year Army Internship and must dedicate yourself earnestly to the study of the Profession. I'm available to discuss specific concerns or situations during office hours.

Missed Class Requirements / Late Submissions. Whether Cadets have excusals from class or not, they must demonstrate knowledge of the course materials to succeed as leaders in the Army. To do so, a one page summarizing paper will be submitted to the instructor at the start of the next class, in addition to any other assignments required during that session. Additionally, the Cadet will provide a five minute overview of the material to the class, emphasizing critical knowledge learned through various types of activities. Part of the Excused Absence Form includes the Cadet's plan to identify how they will approach teaching the material to the class. The instructor will provide feedback on the plan and then the Cadet will execute the plan at the next class. Without an excusal from class, Cadets will incur an additional requirement to make up their absence and provide 1.5 hours of their time to mentor a junior Cadet (MS 1-3) on an area of weakness. These opportunities will be coordinated through the MS3 instructor and a time/plan of support will be developed with the Cadet to maximize their contributions to the junior Cadet. When complete, feedback will be provided to the PMS by the MS3 Cadet on the experience/lesson they gained from the MS4. This is the only approved procedure to make up for unexcused absences. Late Assignment submissions will be reduced by 10% per day until they reach 0%. Late submissions will

be determined by the time uploaded to Blackboard unless approved as a hard copy turn assignment.

Professional Demeanor. In the Army, Leaders act in a professional manner at all times. Cadets also act in a professional manner. Elements of professionalism include the following:

- 1) Personal integrity.
- 2) Responsibility for one's own behavior, tasks, and assignments.
- 3) Consideration and sensitivity to peers.
- 4) Maturity, including the capacity to accept "no" from an instructor, adult or peer.
- 5) Practice of ethical and moral professional behavior.
- 6) Openness to constructive feedback. No "thin skin".
- 7) Presenting a professional appearance and demonstrating military bearing.

Uniforms and Appearance. MS4 Cadets set the standard daily for other Cadets to emulate. MS4 Cadet will wear ACUs to all class, labs, and special events. Business Casual may be required on certain days as directed by the instructor/event lead. Shorts, flip flops, t-shirts, mini-skirts and halter tops have no place in the classroom or the ROTC environment. Cadets who wear inappropriate attire to class may have their approved duty/classroom uniform adjusted to a higher standard (ASUs) to reinforce the requirements of a future Army Leader. ACUs are required at Leadership Labs and will adhere to Army Regulation 670-1. Cadets will be clean shaven at all times (on duty IAW AR 670-1), physical training, and leadership lab. Shaving profiles submitted through the chain of command to the Senior Military Instructor (or the Executive Officer in the SMI's absence). The PMS reserves the right to adjust this policy as needed to promote and enhance the discipline of the organization. MS4 Cadets have a duty to enforce appearance and military bearing standards and this can only be done through personal acceptance and demonstration of the standards.

Inappropriate Relations between Cadre and Cadets. Per Army Directive 2016-17 and Department of Defense Instructions (DoDI) 1304.33, the Army and all Army personnel (including any Army military, civilian, or contractor personnel) will treat each prospect, applicant, recruit, and trainee with dignity and respect as they pursue their aspiration of serving in the military. Army policy prohibits inappropriate relations between recruiters and prospects, applicants, and/or recruits and between trainers providing entry-level training and trainees. At a minimum and as required, the prospect, applicant, recruit, trainee, recruiter, or trainer will complete the following administrative actions:

(1) Trainers providing entry-level training will sign a DD Form 2982 acknowledging their understanding of what constitutes unacceptable personal behavior and their responsibilities to take a moral stance against the reprehensible activities outlined in this directive. The DD Form 2982 will be recertified annually. The form will be locally filed and kept for 1 year after the trainer has left the unit.

(2) During the first official class session, Cadre will brief all SHSU Cadets on the policies in this directive and provide information for Cadets to use to contact someone in the Program or University leadership if they wish to report any issue related to inappropriate conduct.

(3) Cadets will sign a DD Form 2983 to acknowledge their understanding and responsibilities as outlined in this directive no later than the first day of training. The DD Form 2983 will be returned to the MSL instructor who will provide a copy to the HRA for filing in the Cadet's personal records. These records will remain on file until 6 months after the trainee has left the unit.

All Cadets are directed to review ROTC Blackboard BOLC A Curriculum and Course Materials (Protecting Against Inappropriate Relations) for Army Directive 2016-17, DoDI 1304.33, and USACC Policy Letter #9. These topics and all required documentation will be covered in the first class. Please note: this concern has great importance to me as the PMS for two reasons: 1. Cadre and Cadets must have an environment of trust for real growth toward officership—degradation in unit morale due to an inappropriate relationship reduces the potential for all Cadet to succeed. 2. Cadre and Cadets must act as the moral exemplar for Soldiers now and in the future. Much as they will be expected to respect the boundaries between Officer and Enlisted relationships in the future, these policies delineate accepted Army social practices which we must adhere to as professionals. Simply desiring something or someone doesn't constitute acceptable grounds for carrying out an act. These are traits of an undisciplined Soldier. As Army professionals we will all demonstrate disciplined and selfless behavior for the good of the Bearkat Battalion.

Cadet Character Leader Development Strategy (CCLDS). U.S. Army Cadet Command created and implemented CCLDS in the summer of 2016 to set uniformly high and tailored standards for the assessment and mentorship of all Cadets as they move through the ROTC program. The CCLDS program aligns Cadet Outcomes at each MSL with the Army Leader Requirements Model (ALRM) and provides a clear and transparent way for Cadre (and Cadet Leaders) to assess Cadet Development along a continuum. CCLDS provides outstanding tools to standardize and support the development of Cadets. Finally, the CCLDS provides benchmark assessments for where Cadets should be at the end of each MS level through the Assessment Rubric Observation Tool (AROT) and well defined MSL Endstates. These concepts and tools will be utilized by all Cadre and MS4 Cadet evaluators to support the development of every SHSU ROTC Cadet.

Performance Counseling. Counseling between the PMS and each Cadet occurs formally at least once during each semester, but will be conducted 2-3 times in the first semester, including initial counseling. (See Annex C from CCLDS for specific timing and guidance). An order of merit list (OML) is maintained throughout the semester based on each Cadet's leadership performance, academic performance, motivation, and physical fitness/readiness. Event-oriented counseling will occur throughout the semester, as required. End-of-year counseling will include a detailed Cadet Officer Evaluation Report

(COER) based on the entire year's performance, so MSIV Developmental OER Support Forms should be developed now in preparation for initial and subsequent counseling sessions with the PMS. Mid-term performance counseling will be conducted and will primarily cover class performance and PMS observations to date. The CCLDS model and developmental DA 4856 Performance Counseling Worksheet will set the benchmark for counseling in the Bearkat Battalion.

Religious Accommodation. The Army and Sam Houston State University place a high value on the rights of Student Cadets to observe tenets of their respective religions or to observe no religion at all. This program will approve requests for accommodation of religious practices unless those accommodations are deemed to have an adverse impact on unit readiness, individual readiness, unit cohesion, morale, good order, discipline, safety, and/or health. Requests for religious accommodation generally fall into five major areas:

1. Worship practices.
2. Dietary practices.
3. Medical practices.
4. Wear and appearance of the uniform.
5. Grooming practices.

Cadets should discuss specific aspects of any request with the PMS. Additionally, for more information on these topics, please refer to AR 600-20, Army Command Policy, 6 November 2014, Chapter 5, paragraph 5-6.

Online Conduct. As members of the Army Team in Cadet Command, our individual actions and interactions, on and off duty, online and offline, must reflect Army Values. Every Cadet, Soldier, and Army Civilian has a responsibility to uphold the Army standards and Army Values. This includes online conduct when communicating through any form of electronic media. Any type of online misconduct such as; harassment, bullying, hazing, stalking, discrimination, or retaliation that undermines the dignity and respect of another individual has no place in ROTC or the Army. These activities along with any use of government or campus owned systems to access pornography or hate propaganda will NOT be condoned and may be subject to criminal, disciplinary, and/or administrative action. Every Cadet, Soldier, Army Civilian, contractor, and Family member must understand the laws and regulations pertaining to Online Conduct and Army leaders (as well as future Army leaders) have a clear responsibility to enforce the laws and regulations pertaining to Online Conduct. For more information please refer to AR 600-20, Army Command Policy, para 1-4, 4-19 and Chapter 7 and AR 600-100.

Special Needs. The American with Disabilities Act of 1990 requires Universities to provide a reasonable accommodation to any individual who may have a disability. If you have a limitation that requires an accommodation or an academic adjustment, please arrange a meeting with the primary instructor at your earliest convenience.

Plagiarism in the classroom. The Bearkat Battalion Cadre and Cadets place high value on the necessity to act as a moral exemplar. In this program, we value collaboration and working together as a normal practice. The sharing of ideas and products of high quality happens with great frequency to ensure each and every unit performs to a high standard. However, in the classroom, we have to ensure each Cadet lives up to rigorous academic standards. The MS4 Cadets will value themselves and the works of other by properly citing works and not taking credit for the academic work of others. We live out the value of academic integrity. The Bearkat Battalion will adhere to the plagiarism standard set forth by Sam Houston State University as described here: <http://www.shsu.edu/dotAsset/728eec25-f780-4dcf-932c-03d68cade002.pdf>.

Diversity in ROTC. The Military leads our Nation in the promise of inclusivity and equality for all. Recent changes to increase support for women in combat roles serves as a shining example of our desire to embody diversity as a necessary principle in defining our strength as a fighting force. In the course of your ROTC education, Cadets will be encouraged to investigate and gain a current perspective on diversity issues (race, ethnicity, language, religion, culture, socioeconomic status, gender, sexual identity, disability, ability, age, national origin, geographic location, military status, etc.) related to your desire to serve in the U.S. Army. Students will also have the opportunity to examine how diversity issues apply to and affect philosophical positions, sociological issues, and current events in a variety of areas related to your future leadership role. Students will examine their belief systems and be encouraged to reexamine and develop more grounded beliefs and practices regarding diversity. In essence, the Cadre expect you to act with dignity and respect to everyone in the program and to those you interact with in daily life. Adopting the mantra of “caring and concern for all” allows each and every one of us to accept differences and do what we’re here for; to take care of people.

Title IX/Clery Act Notification. Sexual misconduct (sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies and U.S. Army Sexual Harassment and Assault Prevention (SHARP) policies. Students experiencing such behavior may obtain confidential support from the resources listed in appendix 6 to this document. To report sexual misconduct or sexual discrimination, contact the Assistant Dean of Students, Chelsea Smith in person at the Lowman Student Center, Suite 215, by phone at 936-294-4155, or by e-mail at chelsea.smith@shsu.edu. For all other SHSU resources, please go to: <http://www.shsu.edu/titleix/>. Please note: Disclosure to ROTC Cadre or University faculty or instructors of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is not confidential under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University’s Title IX officer and to consult with the 5th BDE Sexual Assault Response Coordinator for further guidance.

Course Requirements

General. As the culmination of your four year Army internship, the expectations for this course mirror the developmental arc expected from a young professional on the verge of joining the work force. Cadets will find this course demanding in terms of substantive participation through professional discussion, reading, and writing. The first course of the Senior ROTC year, focuses heavily on individual achievement in the classroom through discourse and written work to share your unique perspective and to demonstrate the ability to apply the lessons presented. Additionally, many SHSU activities (PT, community service, football games, recruiting, etc.) require the application of Cadet leadership throughout the semester. These activities and other PMS priorities require your leadership to accomplish them to a high standard. The equitable distribution of your time to these critical events remains very important to me personally; I have been in your shoes. In the few preparatory days we have together, we will develop the Cadet event roster to ensure MS4s have an active voice in planning manpower requirements and determining leadership roles for the events requiring Cadet support. Up front, please understand my position on the nature of the syllabus. Although many of the preceding paragraphs contain policy which I intend to uphold strictly, the general information below concerning assignments may change slightly as we move throughout the semester. I reserve the right to make changes to specific assignments throughout the course to ensure you have the ability help define the correct path towards the best learning environment. I firmly believe that learning depends on the students and if no one's happy or being pushed towards growth, then the course will fail to achieve the aims set forward. Although I've proposed a starting plan below and more specifically in Appendix 7, I may choose to alter or reduce the workload depending on conditions in the program or as a result of outside factors I'm presently unaware of.

Reading and Homework. Please refer to Appendix 8 for the specific homework and reading list for this course. Success in this course depends on the completion of homework and pre-class reading.

Grading Rubrics. All assignments and participation in class will be graded against the general rubrics attached in Appendix 9. The instructor reserves the right to make minor modifications to the grading rubrics depending on the specific details for each assignment.

Papers and Projects. Requirements for this course include multiple written reflective journals, blogs, one page point papers on selected topics, and one final paper with a length of 4-6 written pages. All written submissions will adhere to double-spacing and one inch margins. All papers will be typed, free of typographical errors and representative of the high quality thinking and writing expected of university Cadets. Selected typeface should be standard and easy-to-read such as Times New Roman or Arial. The font size for all text must be 12. At least three references will be cited for the 4-6 page final paper. All papers will maintain consistency with the Publication Manual of the American Psychological Association (APA). Cadet WARNOs, OPORDs, and

FRAGOs will also be taken into consideration for evaluation and determining written requirements grade.

Group projects. Throughout the semester, Cadets will be assigned to work in groups – sometimes S5 Working Groups. Groups will develop tactical plans or review case studies and will be expected to report their results to the class.

Briefing Skills. Individuals will present a five minute information brief on a topic selected by the student and approved by the instructor. Additionally, Cadets will present a minimum one chapter review in this semester on *Leaders Eat Last* by Simon Sinek.

Critical Thinking and Adaptability Skills. These skills will be demonstrated and evaluated in the course of Cadet lab instruction and training and leadership responsibility duty execution.

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

Mid-Term Exam. 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.

PRT. As a future officer, you are expected to set the example for physical fitness according to Army principles, standards, and regulations. You will be required to take a diagnostic APFT at the beginning of the spring semester and a for-record commissioning APFT at the end of the semester. The record APFT will be used to determine your grade on a graduated scale of 10% of your final grade. No credit will be given for failures, while a graduated scale will be used for the percentage of the APFT you attain. For example, a passing APFT of 240 will garner you a total of 8%, but a failing APFT of 240 will net 0%. Ht/Wt must be passed to commission. PRT training will be executed MWF in the mornings.

Combat Water Survival Test. This is a must-attempt requirement to commission. Failure to pass may result in a Cadet being enrolled in an ROTC-funded swimming improvement class until you can successfully complete the CWST.

Training Events. MSL 4301 Cadets are expected to lead by example. A complete listing of training will be provided on the second day of class. All MSL 4301 Cadets should be ready to attend every training event until the S3 Mission Analysis and troop-to-task analysis determines which MSL 4301 Cadets will not be required at the event. NOTE: *Contracted Cadets are expected to participate in all ROTC activities in and outside the classroom.

PMS Priority Projects in support of the Bearkat Battalion. To ensure we meet the needs of the Class, the Army, the University, and the Huntsville Community, four special functional groups will exist among the MS4 Cadets. These groups will work collaboratively in sizes of 2-3 Cadets to make sure we create beneficial outcomes for everything we do. To reduce confusion about how mission planning works, note that

these PMS priority groups remain subordinate to the staff functions. Although each MS4 has a staff position, these planning groups independently report back to the S3, XO and Cadet BN CDR. PMS Priority Projects include:

“Barkats Do Good” This collaborative group of three MS4 Cadets manage and document all community service completed by the Bearkat ROTC Program and it’s motivated individuals. We need dedicated and committed personnel from every MS level to provide beneficial services to the University, our own ROTC Cadets for educational support, the Huntsville Community, and to our supported JROTC schools. In addition to the desire to coordinate the services requested by all, we also need to closely track our efforts to provide clear feedback to everyone we work with on the amazing things we do. This will be the mission of the Barkats Do Good Program Leads. Additional guidance will come out about this program, but the intent will be to start managing this program as early as possible with each Cadet required to provide a minimum amount of service during each semester as part of their participation grade.

Monthly PMS Newsletter. The message we create as leaders about our organization defines how each and every Cadet sees themselves and the pride they feel in the work they do. When we create a positive vision where we ask every Cadet to give of themselves and to develop a growth mindset, we create a place where everyone wants to achieve more together. The PMS Newsletter group, in cooperation with the PMS, SMI and instructors, develops and distributes the monthly PMS newsletter to get out this amazing message to our Cadets and to a wider university and Cadet Command audience.

ROTC Student Organization Leadership / University Collaboration. Huge benefits come back ROTC programs when they obtain / maintain an active status as a Student Organization. The group of three Cadets involved in developing this effort will collaborate with university organizations to develop a plan of action for becoming a student organization and creating a sustaining plan to pass on this benefit to the next group of seniors.

Class Assistance. Given the detailed challenges of managing a program with requirements to liaison with University officials, counsel and mentor Cadre/Cadets, attend key events, recruit new students, and travel frequently, a team of classroom supports are required to make sure weekly events go off without a hitch. The Primary Student Course Assistant and Alternate Student Course Assistant will develop class / event attendance spreadsheets, identify and manage class contact roster (Twitter handle, e-mail, phone,) Create a Google Hangout Group, manage Class RFIs, and ensure all technical requirements for the classroom get set up on time. They also manage the requirement for starting the weekly training/C&S meeting on time and support the movement of the class for key events such as the MS4 Battle Staff ride in the spring.

Evaluation and Grading

| | |
|--------------------------|-----|
| Class Participation | 10% |
| Class & Event Attendance | 20% |

| | |
|------------------------------------|-----|
| Quizzes, Blogging & Other Homework | 5% |
| Written Assignments | 20% |
| Goal Sheet | |
| Mission Command Assessment | |
| Career Timeline | |
| Essay Writing | |
| COER Support Form | |
| 104R | |
| Simon Sinek Chapter Review | |
| Talent Management Requirements | |
| ACE Course Written Reflection | |
| Staff Function & Outputs | 10% |
| PMS Priority Group Requirements | 10% |
| APFT | 10% |
| Mid-Term Exam | 5% |
| Final Exam | 10% |

In accordance with SHSU Grading policy, the following grading scale will be used:

| | |
|--------|---|
| 100—90 | A |
| 89—80 | B |
| 79—70 | C |
| 69—60 | D |
| 59—0 | F |

Closing Thoughts. I look forward to assisting each and every one of you as you successfully the last phases of your college leadership development. The holistic approach to educating, training, and mentoring laid out in this document will result in every one of you achieving a high state of readiness to go forth and serve in the best Army in the world. I stand committed to our mission to develop the best and brightest leaders ready to serve the American people. Your mission is to step forward and make that vision happen through your passionate support for the ROTC Program and Cadets and showing the personal initiative to excel in the face of tough challenges.