



**THE NCO LEADERSHIP CENTER OF EXCELLENCE**

**MASTER LEADER COURSE (1-250-C6 & 1-250-C6 DL)**

**COURSE MANAGEMENT PLAN (CMP) Version 10**

**June 2018**



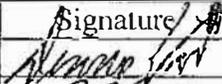
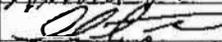
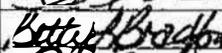
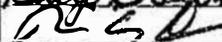
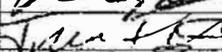
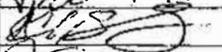
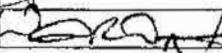
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### Preface

1. Purpose: The Course Management Plan (CMP) is the planning document for the Master Leader Course.
2. Applicability: This CMP applies to course number 1-250-C6 and 1-250-C6 DL.
3. Course Title: Master Leader.
4. Program of Instruction (POI) Approval Date: TBD
5. Supersession Information: This is Version 10 of this CMP.
6. The proponent for this CMP is the NCO Leadership CoE.
7. Foreign Disclosure (FD) Restrictions: The FD for MLC is FD1. This learning product has been reviewed by the training developers in coordination with the (specify activity) foreign disclosure officer. This learning product can be used to instruct international military students from all approved countries without restrictions.
8. Gender Disclosure: Unless this publication states otherwise, masculine nouns and pronouns do not refer exclusively to men.
9. The following individuals reviewed this CMP:

Name	Signature	Position	Grade	Date
Dennis Earle		ISS /Course Manager	GS-12	3 Oct 18
Michael G. Montano		FDO	GS-09	4 Oct 18
Betty Bradford		Registrar	GS-12	4 Oct 18
Joshua Standerfer		Legal Office	E-7	9 Oct 18
Jason Leeworthy		QAO	E-9	7 Oct 18
Christopher Simmons		NCOPD&E Director	E-9	4 Oct 18
Jonathan Evans		CD Sergeant Major	E-9	10 Oct 18
William Ogletree		CD Director	GS-13	11 Oct 18

10. CMP Approval: The undersigned approved this CMP for publication and implementation in the MLC.

JIMMY J. SELLERS  
 CSM, USA  
 Commandant

## **Chapter 1: Student Syllabus** (Contains Individual Student Assessment Plan (ISAP) & Course Administrative Policy)

**1-0. Master Leader Course Overview:** The MLC contains 27 lessons, assignments, and dedicated research time which total 112 academic hours. The resident course is conducted over 14 days, and the DL Course is conducted during a 42-day (6 weeks), online, synchronous, Program of Instruction (POI).

*\*Developer's NOTE – As you read this document, please be aware that the MLC, whether delivered resident or DL, is ONE course with the same lesson content, assignments, and assessments. This CMP applies to both the resident and DL (distributed learning) versions of the course. There is some information contained within (usually concerning procedure) that is specifically tailored to the resident or DL versions of the course, but unless specifically indicated, all information should be assumed to be applicable regardless of course delivery method. \*Any use of the term “classroom” in this document refers both to resident and online classrooms.*

The MLC lessons are progressive and sequential, and are modularly separated into the four Army Learning Areas: Army Leadership and Profession, Human Dimension, Professional Competence, and Mission Command (as described in chapter two of the Army Mission Command Training and Education Plan {MCTEP}, June 2017). The MLC curriculum educates promotable Sergeants First Class in accordance with the Select, Train, Educate, and Promote (S.T.E.P.) policy to effectively accomplish the Army mission. Effective FY 18, all promotable Sergeants First Class (SFC-P) from the active-component Army, Army Reserve, and National Guard must successfully complete the course to be promoted to the next higher rank.

The MLC is a Student-centered, facilitator-guided leadership course that focuses on learning in a collaborative environment. Students are expected to take ownership of their own learning, with the facilitators serving as guides in the learning process. The MLC provides the Army with competent senior Noncommissioned Officers (NCOs) who maintain a positive presence and who are self-aware, adaptive, and able to shape the joint operational environment. Grounded in Army and Joint doctrine, MLC graduates will take advantage of challenges and threats by exploring opportunities and leveraging all available resources. The senior NCO of today must understand Decisive Action and Mission Command executed through combined arms formations. The MLC delivers operations-capable Master Sergeants who can lead their organizations to fight and win in complex operational environments, from battalion and brigade levels, to Echelons above Corps (EAC).

**1-1. The MLC Structure & Learning Outcomes:** As part of Army's Professional Military Education (PME) within the Institutional Domain, the MLC curriculum supports the 14 General Learning Outcomes (GLOs), and helps Students increase their knowledge within the four Army Learning Areas (ALAs): 1) Human Dimension: This ALA consists of five lessons. The Student will be able to apply communications principles to inspire, lead, and influence at the organizational level. 2) Army Profession and Leadership: This ALA consists of two lessons that allow the Students to grow as capable leaders who use creative and critical thinking techniques while applying the principles, attributes and applicability of servant leadership to overcome regular and irregular challenges in the operational environment. 3) Professional Competence: This ALA

consists of four lessons related to training management, fundamentals of management, critical thinking, problem solving, and organizational management. Students will be able to apply management principles and become agile (flexible/adaptable) senior NCOs at the organizational level. 4) Mission Command: This ALA consists of sixteen lessons relating to capabilities, operations, mission command, decisive action, planning, and decision making. Students will be able to conduct research, think critically, solve problems, and plan for operations to achieve results by integrating principles of technical and tactical competencies, teamwork, collaboration, adaptability, and initiative. (Mission Command Training and Education Plan, June 2017). For more information about the Army Learning Areas (ALAs), or 14 General Learning Outcomes (GLOs), see the MCTEP FY 18-20.



US Army MCTEP FY  
18-20

**1-2. MLC Course Map:** The course map shows the mandatory training sequence for this course. The course map is followed by two class schedules for both the resident and DL courses.

<b>MLC &amp; MLC DL Course Map (1 January 2018)</b>		
<b>Lesson</b>	<b>ALA: HUMAN DIMENSION</b>	<b>Hours</b>
M400	MLC Course Overview	2
M401	Effective Listening	2
M402	Public Speaking	2
M403	Military Briefings	3
M404	English Writing Overview	2
Total Hours		11
<b>Lesson</b>	<b>ALA: ARMY PROFESSION &amp; LEADERSHIP</b>	<b>Hours</b>
M420	Effective Leadership	1
M421	Servant Leadership	2
Total Hours		3
<b>Lesson</b>	<b>ALA: PROFESSIONAL COMPETENCE</b>	<b>Hours</b>
M430	Fundamentals of Management	2
M431	Organizational Management	2
M432	Training Management	3
M433	Critical Thinking and Problem Solving	4
Total Hours		11
<b>Lesson</b>	<b>ALA: MISSION COMMAND</b>	<b>Hours</b>
M440	DOD Strategies	3
M441	Army and Joint Doctrine	2
M442	Operational Art and Design	4
M443	Joint Intelligence Preparation of the Operational Environment (JIPOE)	2
M444	Introduction to Joint Planning Process (JPP)	2
M445	Operational and Mission Variables	3
M446	Scenario Overview	2
M447	Mission Command	2

M448	Mission Command: Understand	3
M449	Mission Command: Visualize	2
M450	Mission Command: Describe	3
M451	Decisive Action: Offense	3
M452	Decisive Action: Defense	3
M453	Decisive Action: Stability	3
M454	Decisive Action: Defense Support of Civil Authorities	3
M455	Military Decision Making Process/STAFFEX	20
Total Hours		60
Human Dimension		11.0
Army Profession and Leadership		3.0
Professional Competence		11.0
Mission Command		60.0
Academic Research Time (includes Student reading, writing, peer discussion and collaboration, and personal reflection)		20.0
Assignments & Assessments: (includes graded work such as Briefings & Quizzes)		7.0
Total Academic Hours		112.0
Administrative Hours		3.0
Total Hours		115.0

### 1-3. Example / Recommended Class Schedules:

MLC Resident - Students in their respective NCOAs will generally adhere to the example class schedule provided and take guidance from their facilitators concerning all scheduled activities.

MLC DL – The 6-week class schedule provides Students with a model to complete the course and meet all course requirements. A strict adherence to the training schedule (in regards to what lessons a Student does on a daily basis) is not required, however, Students must complete all weekly lessons by the end of the school week. Failure to complete the required lessons on time will significantly hinder their ability to complete assignments and hinder participation in discussion forums. Students MUST meet all due dates for assignments. All assignments will be due on the required date at NLT 2400 hrs. EST (based on Bb server location at ATSC, Ft. Eustis, VA.)

MLC Resident Class Schedule:



MLC Resident  
Example Class Schec

MLC DL Class Schedule:



MLCNR 6 SAE week  
Training Schedule (S

**1-4. Safety/Environmental Considerations:** Staff and faculty should maintain awareness of Army safety and occupational health objectives as found on the Army Safety page (<https://safety.army.mil>).

Staff and faculty will adhere to environmental considerations in accordance with (IAW) TRADOC policy.

**1-5. Technology Requirements:** In order to fully participate in MLC (Resident & DL), Students must have access to computer systems and software that conform to the following ATSC Blackboard standards:



Blackboard Use  
Technology Require

**1-6. Individual Student Assessment Plan (Graduation/Academic requirements, assessments and the Student grading system):** This grading criteria supports the comprehensive assessments and desired learning outcomes of the MLC IAW TRADOC Regulation 350-70. The Individual Student Assessment Plan (ISAP) lists the academic and assessment requirements Students must meet in order to graduate from this course. The MLC uses a variety of assessments to validate the terminal learning objectives (TLOs) and ensure Students achieve the desired learning outcomes at the designated level of mastery. Using a series of grading rubrics (1009 series), Students are evaluated in the following areas: (To view each specific 1009 grading rubric, see Annex A. Grading Rubrics are also posted in Blackboard).

- a. Assessing Contribution to Group Work, Form 1009C.
- b. Assessing Speaking and Oral Presentations, Form 1009S.
- c. Assessing Research Ability, Form 1009R.
- d. Assessing Writing, Form 1009W.
- e. Assessing Writing, Form 1009W (SAE).
- f. Assessing Leadership, Form 1009L.

In order to graduate from MLC, Students must:

- 1) Have not failed more than two assessments.
- 2) Possess a summative GPA of 70% or higher after all assessment grades have posted.
- 3) Meet the requirements of AR 350-1 in regards to Army physical fitness and Army body fat composition standards.
- 4) Be in good standings with regards to Army, unit, and course policies.

**Student Assignments and Assessments:** The diagram below is the cumulative summary sheet below used to graphically depict the Student assignments & graded areas for the MLC. Students must score at least a 70% on each individual assignment, and achieve a cumulative GPA of 70% to graduate from MLC.

Cumulative Summary Sheet				
Student Name:				Date:
Associated Rubric	Assessment	Possible Score	Grade Weight	Points Possible
<b>1009W- Research Paper</b>	Individual Research Paper	0-100	40%	100
<b>1009W – SAE</b>	Short Answer Essay	0-100	30%	100
<b>1009W - SAE</b>	Short Answer Essay	0-100	30%	100
<b>Available GPA</b>				100%
Demonstrated Abilities for 1059				
<b>Contribution to Group Work (Classroom or Discussion Forums)</b>	1009C	0-100	100%	100
<b>Project Briefings (x2 – COA and Info.)</b>	1009S	0-100	100%	100
<b>Leadership</b>	1009L	0-100	100%	100
<b>Individual Research</b>	1009R	0-100	100%	100
<b>Individual Writing</b>	1009W	0-100	100%	100
<b>Prerequisite Essay</b>	1009W	0-100	100%	Pass/Fail
<b>APFT / HT &amp; WT</b>	DA 705 & DA 5500	0-100	100%	Pass/Fail

a. Determining the GPA: The MLC Course Manager ensures the grading system conforms to the MLC assessment strategy. MLC has three assignments that collectively contribute towards the possible Student GPA of 100%. The written “Group Project” (individual) research paper is worth 40%, and the SAEs are each weighted at 30% each. The grading rubrics provide a common basis for Student assessment (see appendix A). Students must be successful in all graded assessments and achieve an overall GPA of 70% to graduate from the MLC.

b. Leadership and Collaborative Group Work: The 1009L and 1009C are used to record demonstrated abilities in leadership and collaborative group work. Journaling and participation in the various class discussions (including discussion forums) form the basis for these assessed areas. Brainstorming, the sharing of ideas, joint authorship, and critiquing each other's work is important to the class. Each member of the group will do his/her fair share of the group work. Groups will not delegate all or most of the work on a project to one or two individuals. All group members will

participate equally in the project. In the MLC, group work is observed throughout the course and is evaluated in class participation / discussion and during the Group Project.

**\*DL (*Distributed Learning*):** During the course, Students will generally participate in two types of Discussion Forums: 1) An “all-class” formal discussion forum, and 2) My Group Discussion forum. In the All Class forum, by mid-week, Students will critically respond to questions posted by the facilitator in an original post of approximately 150-250 words. Students will then critically respond (approximately 100-150 words) to two other Student posts by the end of the academic week. The My Group forum is a less formal forum where Students will collaborate on their group project, ask questions, and discuss course content such as Practical Exercises. At the direction of the facilitator, Students may also use other Blackboard tools such as wikis or blogs in conjunction with or in place of the small group forum, and may deviate from the word requirements for certain assignments.

c. **Academic Writing Style:** The 1009Ws and 1009R are used to record demonstrated abilities in writing. Student writing assignments will be formatted in accordance with the current American Psychological Association (APA) writing style, unless specifically directed otherwise by their facilitator.

d. **Public Speaking:** The 1009S is used to record demonstrated abilities in public speaking. Students must give two briefings during the course. The Information Brief associated with the Group Project, and the COA Brief associated with M455.

**\*NOTE** - Students who fail to submit an assessment or assignment on time (without prior coordination with the facilitator) will receive a score of zero (0) for that assignment. *It is the Student’s responsibility to coordinate with the faculty and request any exceptions to the scheduled date an assignment is due.*

**1-7. Student Dismissal (Disciplinary or Academic reasons):** Students who fail to maintain a 70% GPA may be recommended for dismissal from the course. Students who violate Army and unit/course policy, ethics, and values may also be recommended for dismissal from the course. Students who are dismissed from the course due to disciplinary or academic reasons must wait a minimum of 90 days before being eligible to return to the course. For more information about dismissal from the course, see Appendix B.

### **1-8. Remedial Educational Assessment (REA):**

a. There are three graded assessments in the MLC that contribute to the overall Student GPA. Students must pass all assessments. Students who fail to achieve a 70% GPA by failing any assessment will participate in a Remedial Educational Assessment (REA). The purpose of the REA is to serve as a “Retest” and provide an opportunity for the Student to improve their GPA to the graduation requirement of 70%. The REA is mandatory for Students who fail an assessment. The facilitator must counsel the Student on the REA (the REAs are available online for immediate release by the facilitator) and receive in writing the response and understanding from the Student to take the REA. The facilitator counsels the Student for failing the assessment, and provides feedback to the Student about how he or she can improve to meet the 70% standard. This counseling and feedback should be complete NLT 48 hours after the assessment is complete. It is the Student’s responsibility to acknowledge (in writing) the counseling and the facilitator feedback. It is the responsibility of the facilitator to ensure their feedback is sufficiently clear and understood by the Student. When a Student takes the REA, the facilitator and Student will coordinate a time to

execute the REA. It is at discretion of the facilitator if the Student uses the same operational scenario for the REA or not.

b. Students are allowed no more than two (2) REAs during their enrollment in the MLC- additional REAs are not authorized (only one per failed assessment). In accordance with TR 350-18, “b. Soldiers who pass a retest are awarded the minimum passing score for grade averaging and class standing purposes. However, retest scores will also be recorded in Students’ records to establish final proficiency level attained.” When a Student takes a REA, the highest final grade for an assignment the Student can obtain is 70% (regardless of the grade scored on the REA). If a Student fails an initial assessment and the REA the final Student score will be the score attained on the REA. *A Student who fails an assessment and the REA or three initial assessments and requires REAs, may be recommended for dismissal.*

**1-9. Student Feedback and Counseling:** Timely and substantive feedback informs Students regarding their learning and academic performance. It also informs the faculty about what Students have and have not learned, and establishes quality assurance measures for graduation requirements. Counseling provides essential feedback and is mandatory for NCOs attending the MLC. Faculty members offer Students continuous performance and course standing feedback, and Students are evaluated regularly to identify strengths and areas for improvement. MLC Students will receive an Initial Reception and Integration Counseling. This counseling confirms that Students have read, understood, and will abide by guidance set forth on the various topics contained within this syllabus. These topics include, but are not limited to, the standards of conduct, Student feedback, assignment and assessment procedures, the requirements for course graduation, academic and administrative dismissal & disenrollment, Student Academic Evaluation Reports, academic integrity, cheating, and plagiarism, the Student appeal process, and the Army’s Sexual Harassment/Assault Response and Prevention (SHARP) counseling.

**Counseling Procedures:** Generally, the MLC faculty will use a variety of digital tools to conduct the counseling using either 1) the DA Form 4856 or 2) Blackboard specific tools, such as built in surveys or assignment feedback, to confirm Student understanding of course requirements and expectations (standards of online conduct, academic integrity and grading procedures, adherence to Army SHARP standards, etc.). The Student is provided with a digital copy or digital access to each counseling/feedback transaction. Counseling based on academic failure or of a disciplinary nature will be included as part of the Student’s permanent academic record.

**1-10. Student Code of Conduct:** In an academic environment, Students can expect to experience diverse opinions about the various topics that are discussed in class. Students are expected to show respect for different perspectives, even if they are in conflict with their own points of view. While attending MLC, Students are personally responsible to:

- a. Conduct themselves in a professional manner at all times.
- b. Meet all course suspense dates and deadlines.
- c. Inform the facilitator of any circumstances that prohibit meeting suspense dates and deadlines.
- d. Perform all assigned work on their own unless otherwise instructed.
- e. Meet or exceed course graduation requirements.
- f. Recognize their shortcomings and request assistance as needed.
- g. Avoid actions that are prejudicial to others in the class.
- h. Demonstrate motivation and a positive attitude.

i. Abide by the Army SHARP policy. (For specific information see the Army SHARP website: [http://www.preventsexualassault.army.mil/leaders\\_overview.aspx](http://www.preventsexualassault.army.mil/leaders_overview.aspx))

**1-11. Academic Integrity and Ethical Violations:** Academic dishonesty shall constitute a violation of rules and regulations and is punishable by dismissal. Academic dishonesty shall include, but is not limited to: plagiarism, making false statements and collusion. Academic integrity is paramount to Army leader development and education. Academic ethics are defined as the application of ethical principles in an academic environment, giving and receiving only authorized assistance, conducting legitimate research, and properly crediting sources. The following ethical guidelines apply to the academic environment of the MLC:

a. During MLC, all Student work must be original in nature, and sources used to support Student work must be properly cited IAW APA standard format. All Student assignments are subject to evaluation of Student originality using plagiarism software. Students are subject to administrative action if they plagiarize another author's work or intellectual property. If the Student is dismissed from the course for an ethical violation, the Student will be referred to his/her parent unit for any further actions.

b. Any unauthorized use, online posting, distribution, publication, or sale of course material is strictly prohibited. Students are prohibited from photographing, dictating, copying, emailing, or otherwise reproducing faculty materials without permission from the NCOL CoE.

c. Students may not plagiarize: Plagiarism is defined as: All ideas, arguments, and phrases, submitted without attribution to other sources, must be the creative product of the student. Thus, all text passages taken from the works of other authors (published or unpublished) must be properly credited within the assessed work. The same applies to paraphrased text, opinions, data, examples, illustrations, and all other creative work. Violations of this standard constitute plagiarism

d. Cheating is to act dishonestly or to commit fraud. The acts of stealing, lying, and plagiarizing are referred to as cheating. Examples include but are not limited to: copying answers from another Student during assessments, copying examination answers from another mode of the course, and using unauthorized materials when taking examinations. Additionally, Students will not work together during assessments or work jointly with others for the sole purpose of acting dishonestly. This may include, but is not limited to: cooperating or providing answers to another Student during an examination, discussing answers/solutions during the examination, or receiving unauthorized assistance in preparing out-of-class assignments (e.g., having work reviewed and/or edited by another person when not specifically authorized to do so).

**1-12. MLC Evaluation System (DA 1059):** The MLC evaluation system assesses each Student throughout the course and culminates with the submission of a DA Form 1059, Service School Academic Evaluation Report (AER). The process consists of performance evaluations, academic assessments, and classroom / online observations. The senior faculty members review all completed evaluations to ensure faculty compliance with rating guidance. Facilitators complete a DA Form 1059 for each Student at the end of the course, upon successful graduation, dismissal, or disenrollment. The faculty has overall responsibility for compiling and reporting the total assessment on the AER. Each facilitator is responsible for preparing the final AER. Facilitators ensure that individual Student records are complete. Referred DA Form 1059 reports are only signed by the Commandant or his/her designated representative.

**1-13. DA Form 1059 Score Rating Guidelines:** The following guidelines assist the faculty in preparing the end of course Student evaluation. The DA Form 1059 requires specific input from the faculty. All Students will receive a completed DA Form 1059 IAW AR 623-3 and DA Pam 623-3, regardless of whether the Student completes the course or not. The Department of the Army (DA) promotion boards use DA Form 1059 to help determine the best Soldiers for promotion.

a. Each DA Form 1059 must give an accurate assessment of the Student without requiring promotion boards to decipher the content. Entries will reflect the Student's academic performance, intellectual qualities, communication skills and abilities, academic potential for selection to higher levels schooling/training, and potential for performing more complex duties with greater responsibilities. Faculty will ensure the accuracy of AER ratings and supporting comments. Standard computer generated entries are not authorized. Comments on DA Form 1059s will match those found on the Soldier's developmental counseling form maintained by the academy. The DA Form 1059 addresses at a minimum: written communication, oral communication, leadership skills, contribution to group work, and evaluation of Student's research ability.

b. Written communication assessments evaluate the Student's writing ability as well as their ability to conduct and use research to support their writing. The 1009W is the tool used, and the average score from all the 1009Ws is used to derive the rating for the DA Form 1059. The 1009W is located in appendix A.

- 1) Superior rating is 90% to 100%.
- 2) Satisfactory rating is 70% to 89.99%.
- 3) Unsatisfactory rating is 69.99% or below.

c. Oral communication assessments evaluate the Student's oral presentation ability. The 1009S is the tool used to evaluate the Student's speaking ability. The average score from all of the 1009S is used to derive the rating for the DA Form 1059. The 1009S is located in appendix A.

- 1) Superior rating is 90% to 100%.
- 2) Satisfactory rating is 70% to 89.99%.
- 3) Unsatisfactory rating is 69.99% or below.

d. Contribution to group work evaluates the Student's contribution to the group's learning outcomes and participation in group work. The 1009C is the tool used to evaluate the Student's ability and participation and the average score from all of the 1009Cs is used to derive the rating for the DA Form 1059. The 1009C is located in appendix A.

- 1) Superior rating is 90% to 100%.
- 2) Satisfactory rating is 70% to 89.99%.
- 3) Unsatisfactory rating is 69.99% or below.

e. Leadership assessments evaluate the Student's ability to lead. The 1009L is the tool used to evaluate the Student's leadership ability. The 1009L is used to derive the rating for the DA Form 1059. The 1009L is located in appendix A.

- 1) Superior rating is 90% to 100%.
- 2) Satisfactory rating is 70% to 89.99%.
- 3) Unsatisfactory rating is 69.99% or below.

f. Research ability evaluates the Student's ability to conduct research to support their thesis. The 1009R is the tool used to evaluate the Student's research ability. The average score from all of the 1009Rs is used to derive the rating for the DA Form 1059. The 1009R is located in appendix A.

- 1) Superior rating is 90% to 100%.
- 2) Satisfactory rating is 70% to 89.99%.
- 3) Unsatisfactory rating is 69.99% or below.

g. Student fitness and compliance to Army body fat standards must be demonstrated IAW AR 350-1 and DA Pam 623-3. Facilitators enter the graduation APFT results (PASS/FAIL/PROFILE) with the test date (YYYYMMDD), the height and weight screening data, and "YES" or "NO" to indicate compliance with the body fat standards of AR 600-9 in the narrative section of block 14 of the DA Form 1059.

(\***NOTE** - Resident Soldiers who fail to meet the APFT and/or body fat standards are dismissed from the course IAW AR 350-1. MLC DL Students do not take the APFT, but must submit passing APFT / Body Fat forms with additional supporting documents. DL Students who fail to submit these documents will be denied entry into the course. For more information concerning the APFT, see para 1-18 of this document.)

The faculty indicates the Student's rating in one of the boxes in block 11 (performance summary) with the final ratings from the cumulative summary sheet. The faculty will use the cumulative summary sheet to indicate the Student rating in the five areas listed in block 12 (demonstrated abilities). In block 11 (performance summary) the four standards are:

a. Exceeded Course Rating Standards ("Commandant's List" - Limited to no more than 20% of the class): The faculty may assign this evaluation to a Student who consistently demonstrated superior competence and leadership abilities. The Student must receive a Superior rating in all five demonstrated abilities in block 12 of the AER, score at least 90 percent on all assessments, have an overall average of 90% achievement or higher, and receive no negative counseling (includes APFT and body fat standards). The performance summary in Block 14 must contain supporting comments of exceeding course standards. The academy Chief of Training (or Senior MLC facilitator if the Chief of Training is not an MLC or SMC graduate) and/or Registrar will determine the top 20% according to GPA and rank ordering.

b. Achieved Course Standards: The faculty may assign this evaluation to a Student who consistently demonstrated satisfactory competence and leadership abilities. The Student must receive either Superior or Satisfactory ratings or a combination of the five demonstrated abilities rated areas from block 12 of the AER, successfully pass three examinations, and pass all fitness requirements. If a Student receives any negative counseling the highest rating he/she can receive is "Achieved Course Standards."

c. Marginally Achieved Course Standards: The faculty may assign this evaluation to a Student who demonstrated marginal competence or leadership abilities. If a Student receives an "Unsatisfactory" rating in any of the demonstrated abilities in block 12 of the AER, then block 11 is rated as "Marginally Achieved Course Standards" IAW with this CMP and DA Pam 623-3. Students counseled for misconduct, insubordination, lack of integrity, failure to adhere to SHARP,

or violation of the Army values may be considered for a referred report. Some additional notes apply:

1) Academy Chiefs of Training (or Senior MLC facilitator if the Chief of Training is not an MLC or SMC graduate) or Registrars maintain academic records and a consolidated list of Students who fail first-time assessments and/or evaluations. This consolidated list will be forwarded to the designated representative at the end of the course to aid in the completion of Students' DA Form 1059.

2) The faculty recommends a rating of "Marginally Achieved Course Standards" for a Student receiving counseling on individual qualities or traits not expected of a senior noncommissioned officer (e.g. apathy, misconduct, and/or violations to: published policies, Army values, and UCMJ).

d. Failed to Achieve Course Standards: This rating applies to academic performance or personal conduct in which continuance in the course is not appropriate (e.g., Student violates regulations, command policies, SHARP, established discipline standards, shows disrespect, shows apathy with regards to his/her academic responsibilities and requirements in the MLC, etc.). Students who fail to pass requirements IAW AR 350-1 for physical fitness and AR 600-9 for height and weight for professional military education also receive a "Failed to Achieve Course Standards" rating on their AER. Students that meet the criteria outlined above are referred to the Deputy Commandant or designated representative for academic dismissal.

e. Honors: Each MLC course will designate the following honors as applicable.

1) Distinguished Honor Graduate: To achieve the distinction of Distinguished Honor Graduate, a Student must meet the following criteria: 1) have the highest GPA in class, 2) have passed all assessments with at least 90%, 3) have no negative counseling, 4) have a GPA over 94%, 5) have received a superior rating in all demonstrated abilities (evaluated by 1009s), 6) have an APFT score of 90 points in each evaluated area that is not a pass fail event (this means both Students who take a three APFT events and Students who take alternate events due to permanent profile ARE eligible for DHG). Students identified as the DHG rank # one in class enumeration. The designation of Distinguished Honor Graduate will be annotated on the Student's DA Form 1059.

2) Honor Graduate: To achieve the distinction of Honor Graduate, a Student must meet the following criteria: 1) have the second highest GPA in class, 2) have passed all assessments with at least 90%, 3) have a GPA over 90%, 4) have no negative counseling, 5) have received a superior rating in all demonstrated abilities (evaluated by 1009s), 6) have an APFT score of 90 points in each evaluated area that is not a pass fail event (this means both Students who take a three APFT events and Students who take alternate events due to permanent profile ARE eligible for HG). Students identified as the HG rank # two in class enumeration. The designation of Honor Graduate will be annotated on the Student's DA Form 1059.

**1-14. DA Form 1059 Referred Reports:** The NCO Leadership CoE Registrar processes referred reports in accordance with AR 623-3. The Student receives a referred report when, in the opinion of the NCOA Commandant (resident) or NCO Leadership CoE Deputy Commandant or designated representative (for DL Students), the report contains comments so derogatory that it will have an

adverse impact on the Student's career. The Deputy Commandant will use a memorandum and refer the AER to the Student when it contains:

- a. An "Unsatisfactory" rating.
- b. A "Failed to Achieve Course Standards" rating in block 11.
- c. All blocks in 12 are not evaluated.
- d. A "NO" response in block 13.
- e. A "FAIL" for the APFT.
- f. A "NO" for height and weight standards, indicating noncompliance with AR 600-9.

**1-15. DA Form 1059 Student Release:** The NCO Leadership CoE Deputy Commandant (or designated representative) may release Students from the course before completion for several reasons. The Deputy Commandant provides written notification to the orders-issuing authority for those Students denied enrollment. Students who fail to complete the course or who are dismissed from the course receive a DA Form 1059 with a rating indicator in blocks 11-13 based on their situation. Some of the reasons for release are academic, disciplinary, lack of motivation, apathy, illness, injury, and compassionate. Block 14 is used to provide the supporting remarks needed for clarity to the given ratings on the AER. DA Pam 623-3 provides additional guidance for the preparation of the released Student's AER.

**1-16. Student Grade Appeal:** A Student may appeal a failing grade. The appeal may be submitted after the assessment has been graded by the assigned facilitator and an additional facilitator. The order of the appeal procedure follows:

- a. The faculty counsels the Student within 48 hours of the failed assessment. The Student submits a written request for appeal within 48 hours of receiving the counseling.

***The written appeal must state the following:***

- 1) The Student's name.
  - 2) Rank.
  - 3) Learning assessment title.
  - 4) Definitive reason for the appeal request.
  - 5) Date and time period involved.
  - 6) Name of the facilitator who assigned the grade.
- b. The Student submits the appeal packet to the facilitator who, after reviewing the packet for completeness, forwards it to the appeal authority [the respective NCOA Commandant (Resident) or MLC DL Director (distributed learning)]. After the packet is reviewed, the facilitator will (normally) submit the packet within 24 hours of receipt. The appeal authority will review the packet and will either: 1) request further inquiry into the Student's situation, or 2) make a decision (resident) or a recommendation (Distributed Learning) and forward the packet to the NCO Leadership CoE Deputy Commandant for disposition.
  - c. If it is determined the Student actually met the standards, the approving faculty member will notify final approval authority (based on resident vs. distributed learning courses) for grade changes. The Student and facilitators are informed of the new grade assigned. The original grading

facilitator will make appropriate grade changes, and will also make appropriate annotations on the counseling form used in the follow-up portion of the DA Form 4856.

d. If the appeals process confirms the Student's original grade is correct, the Student will be informed. Any documents associated with further inquiry into the Student appeal will be provided to the Student. The Student's facilitator will also make appropriate annotations on the counseling form used in the follow-up portion of the DA Form 4856.

e. Once the final disposition of the appeal has been disclosed, the Student will confirm (via signature) that the matter has been reviewed by senior leadership and is now considered closed. If a Student refuses or fails to sign the appeals findings document, the NCOA Commandant (Resident) or MLC DL Director (Distributed Learning) will annotate the Student's refusal to sign on a Memorandum for Record (MFR) and add it to the Student record. In some cases, the NCO Leadership CoE Commandant may serve as the final appeal authority.

**1-17. Student Surveys:** At a minimum, each Student will be given the opportunity to complete an "End-of Course" survey generated by NCO Leadership CoE. Select classes may also be asked to participate in other surveys generated by the NCO Leadership CoE Quality Assurance Office. Select Master Leader Course graduates and their supervisors may be given the opportunity to complete a post graduate or post graduate supervisor survey at least 6 months after graduation.

**1-18. Physical readiness requirements for military institutional training:**

a. This paragraph provides policy concerning physical readiness and body fat standards applicable to the Master Leader Course. Soldiers flagged for Army Physical Fitness Test (APFT) failure or body fat composition will not be selected, scheduled, or attend the Master Leader Course. Once Soldiers meet standards, they will be considered eligible for attendance to the MLC.

b. Resident Students will be administered IAW Army standards and during the time designated on the class schedule. Because the MLC DL has no resident portion, no APFT nor height / weight screening will be directly administered to distributed learning Students. Nevertheless, Students must be in compliance with Army physical fitness and body fat composition standards outlined in AR 350-1, chapter 3 to be actively enrolled (at the school level) into the course. Students who cannot produce these documents verifying their compliance with Army fitness and body fat composition standards at the course start will be administratively disenrolled.

c. MLC DL - To ensure Students are in compliance, each Student must submit a \*current (\*within 60 days of course start date) DA 705 that records a passing APFT score. If the DA 705 weight data reflects that a Student is overweight, he or she must also submit a current DA 5500-R or 5501-R that states they are in compliance with Army body fat composition standards. Along with these documents, each Student must submit a Memorandum for Record (MFR), signed by the first O-5 within their Chain of Command to substantiate the veracity of these documents. Students may submit these documents to their facilitator prior to the start of the course, but MUST submit those NLT 48 hours after the course start date. Students who cannot produce these documents verifying their compliance with Army fitness and body fat composition standards at the course start will be administratively disenrolled. By exception, Students may request exceptions for the rank

requirement due to unique unit command structure directly through their online facilitator. However, exceptions due to routine operational requirements or negligence will not be accepted.

**1-19. Physical Profiles:** Students with profiles may attend the course, provided they are able to fully participate in the course and meet all course requirements. For more specific information about profile limitations, see AR 350-1.

**1-20. Absenteeism:** AR 600-8-10 (Leaves and Passes) governs all absences.

a. Resident: Students missing more than four hours of instruction may be considered for dismissal. Students who receive approval from their respective NCOA Commandant for leaves/absences remain responsible for completing all assignments, projects, assessments.

b. MLC DL - Since the distributed learning course is fully online, there is no “absenteeism” that is normally associated with a resident course. Students enrolled in the course are expected to continue and meet deadlines regardless of the calendar (for example, training and federal holidays are not considered formal “days off”). Students who receive Chain of Command approval for leaves/absences are still responsible for completing all assignments, projects, assessments, and Students are expected to inform their facilitator of any circumstances that may hinder lesson or assignment completion. Students who experience emergencies or circumstances which will prevent them from completing the course may submit documentation requesting administrative withdrawal from the course. Students who consistently fail to participate in the online environment, or fail to submit assignments on time will be considered for dismissal.

## Chapter 2: Staff and Faculty Guidance

**2-0. MLC Course Manager:** The MLC Course Manager (CM) is certified to manage the assigned course and is the principal advisor to the Director and SGM of Curriculum Development (CD) on curriculum issues relevant to the MLC. The CM coordinates curriculum updates and oversees its development to ensure course material is current, relevant, and adapts to meet operational and educational requirements by following two models: the Analysis, Design, Development, Implementation and Evaluation (ADDIE) model and the Doctrine, Organization, Training, Material, Leadership, Education, Personnel, Facilities, and Policy (DOTMLPF-P) model. The CM also recommends, manages, and implements changes to the MLC POI, CMP, and other associated TRAS documents.

**2-1. NCO Leadership CoE & MLC DL Director:** The MLC DL Director is responsible for both the administration of the DL (distributed learning) course and supervising the execution of the course. Execution responsibilities include overseeing the facilitators' management of their individual Students and assigned courses, as well as providing feedback to facilitators concerning their performance. Administration includes such activities as reviewing and processing Student appeals, dismissal, and disenrollment packets.

**2-2. NCO Leadership CoE & NCO Leadership CoE Registrar:** The NCOL CoE Registrar will input all Student data into the Army Training Requirements and Resource System (ATRRS) NLT 2 working days of course start date and within 2 working days of the end of course. The NCOL CoE Registrar maintains individual records for each Student for 12 months. Each Student's record will contain the following documents:

- a. Temporary Duty (TDY) orders.
- b. All evaluations.
- c. All performance appraisal scores and assessment forms.
- d. All counseling documents.
- e. DA Form 1059 (Academic Evaluation Report).
- f. DA Form 705 (Scorecard, Army Physical Fitness Test).
- g. DA Form 3349 with MOS/Medical Retention Board (MMRB) results if applicable.
- h. DA Form 5500/5501 height/weight records (as appropriate).

**Note:** The NCOL CoE Registrar removes the DA Form 1059 from the individual records after the 12-month retention period and keeps it on file IAW AR 25-400-2 (2 October 2007). The Registrar destroys supporting documentation after 12 months. The NCOL CoE Registrar maintains the entire record of dismissed Students for 2 years.

**2-3. Faculty Certification & Certification Requirements:** In order to facilitate MLC, the facilitators must be graduates of MLC or the Sergeants Major Course (SMC), and must be either Faculty Development Program (FDP) 1&2 certified or Common Faculty Development-Instructor Course (CFD-IC). Facilitators must also possess any online qualifications determined within their Performance of Work statement. The Director of Education is the lead agent for staff and faculty professional development programs and certification requirements IAW the guidance contained in the current NCO Leadership CoE Instructor Certification Program (ICP). NCOA Commandants (resident) and the ML DL Director (distributed learning) ensures that facilitators remain current in their certification requirements per the NCO Leadership CoE ICP.

**2-4. Faculty Portfolio:** Faculty are required to keep their individual certification documentation in an accessible folder (digital or paper). It will contain the following documents (as applicable) IAW TRADOC Regulation 350-18, para 4-6, 21 July 2010):

- a. Facilitator's proponent certification.
- b. Facilitator training certificate(s) (or DA Form(s) 1059) for ABIC (FIFC), SGITC (IFSC), Faculty Development Program (FDP) 1 and 2 as appropriate, CFD-IC (or equivalent facilitator course with similar content but different naming convention).
- c. Copy of orders or request for orders assigning ASI 5K or SQI 8, as appropriate.
- d. Copy of certificates for any civilian training related to the course being taught.
- e. Documentary evidence of graduation from the course being taught, as appropriate.
- f. Documentary evidence of appropriate training for the level of the course being taught, as specified by the NCO Leadership CoE Instructor Certification Program (ICP).
- g. Valid DA Form 705.
- h. Copies of facilitator evaluations from the previous 12 months.
- i. Appropriate security clearance.
- j. Documentary evidence of the award of the basic, senior, or master instructor badge.

**2-5. Proponent Internal Assessment Review:** The Director of Curriculum Development (CD), MLC Course Manager, and NCO Leadership CoE Commandant (or designated representative) will normally review grading criteria at the faculty level annually. The review allows faculty the opportunity to identify abnormal grading patterns and adjust grading practices. It also enables the Director of CD to develop and maintain an academic grading standard recognized and followed by all faculty members. This academic review process allows staff and faculty to:

- a. Engage in periodic self-assessment evaluations.
- b. Evaluate the quality and effectiveness of the course assessment tools.
- c. Review and discuss course grade distributions.
- d. Develop strategies to improve future courseware.

**2-6. Staff Duties and Responsibilities:** The staff's function is to assist the Army in the accomplishment of its' educational mission. It includes components of Active, Reserve, and National Guard senior NCOs, as well as professional civilian employees from diverse occupational specialties, with a wide range of expertise.

- a. The NCOL CoE Director of Curriculum Development provides the research, analysis, design, and development of educational curriculum while assessing the implementation and evaluation of the MLC to determine the learning outcomes.

b. The Quality Assurance Office (QAO) conducts continuous and systematic evaluations of the MLC course and assists TRADOC with accreditation of the MLC against Army Enterprise Accreditation Standards (AEAS) and TRADOC Regulation 11-21 (19 March 2014). The QAO provides feedback on Professional Military Education (PME) of NCOs to ensure proficiency and relevancy for the Army.

c. The legal assistance office provides support to the Commandant by processing academic dismissals, suspensions, administrative actions, policy development, and general legal services for Students, staff, and faculty.

d. The NCO Leadership CoE Test Control Office provides all administrative and regulatory oversight for test administration IAW the test control policy. See Chapter 4 for MLC test control procedures.

## Chapter 3: Classroom Management

**3-0. Overview:** The small group process of instruction differs from the traditional pedagogic method of teaching in that it incorporates the Socratic/dialectic method to stimulate critical thinking. The MLC uses Facilitator-to-Student ratio IAW the Program of Instruction (POI) and the Course Administrative Data (CAD).

a. The faculty must familiarize themselves with TRADOC Pam 525-8-2, *The U.S. Army Learning Concept for Training and Education 2020-2040* (April 2017), and other doctrinal documents which describe and shape the Army's educational philosophy and strategies concerning Small Group Instruction and adult Students.

b. Prior to the course start date, the course facilitator sorts the class by demographics (such as MOS, gender) and assigns the Students to their individual small groups via Blackboard. Students should be assigned to distinct groups for the Group Project, and also for participation in Discussion Forums. Facilitators may move Students into different Discussion Forum groups during the course, but Students must remain in the same Group Project group for the duration of the course. Students of varying demographics are grouped to better share diverse experiences from the various cultures in the Army.

c. The faculty maintains the lesson plans which include the course material necessary to facilitate the lessons. Students will not possess the lesson plans or facilitator specific course material. The lesson plans include additional material so the facilitator can access in-depth information about the lesson subject. The facilitator must know the content of the lesson plans, advance sheets, practical exercises (PE), lesson objectives, and how to effectively facilitate the material during the course of the lesson. The facilitator manages time requirements in order to ensure Students have achieved the learning outcomes associated with the TLOs & ELOs.

d. Both facilitators and Students should be mindful of how the physical and online environment impacts the dynamics of the small group process and adult learning. Physical factors such as correct lighting, temperature, and noise play a significant role in the Students' educational experience. Faculty members should ensure proper online etiquette is maintained throughout the duration of the course.

**3-1. Method of Instruction:** The Instructor (facilitator) to Student Ratio (ISR) is 2:16 (maximum) for resident Students and 1:32 (maximum) for distributed learning. The ISR facilitates successful education using Small Group Instruction (SGI). The Army educational paradigm shifts the teaching methodology from "what to think" to "how to think" and places the learning responsibility on the Student through group participation. This approach creates an atmosphere where the Students can exchange ideas, use collective reasoning, and critical thinking to solve problems. The small group process fosters team building and provides training reinforcement based on a wide range of Student backgrounds and professional experience.

**3-2. MLC Faculty Responsibility:** Thorough preparation lends itself to presenting effective, quality instruction in the small group process. Facilitators are responsible for identifying errors or inconsistencies in the courseware. The faculty reports errors and inconsistencies as well as noted changes in doctrine to the Course Manager prior to the start of their respective course.

**3-3. Lesson Presentation:** According to TP 525-8-2, *The U.S. Army Learning Concept for Training and Education*, successful facilitation of a Student-centric model is largely dependent upon the engagement of Students with the lesson material. The Socratic/dialectic method of learning and interactive (online) dialogue requires critical thinking and the application of intellectual standards. The lesson plan structure uses the Experiential Learning Model (ELM) to generate (online) discussion and facilitate the small group method. By following the lesson plans, faculty members allow Students to participate, ensuring they reach the learning objectives. The faculty must keep in mind the following points when presenting the lesson:

- a. A Concrete Experience (CE) is important in gaining the Students' attention and getting them into the affective learning domain quickly.
- b. Involve the Students by asking effective, thought-provoking, open-ended questions, allowing for self-reflection during the lesson presentation, and critical peer interaction after lesson completion.
- c. When presenting course material, educate Students through facilitation and online discussion to stimulate the learning process.
- d. Ensure Students meet all requirements outlined in each lesson.
- e. During online discussions, ensure Student comments are relevant to the topic at hand, and demonstrate critical intellectual interaction with peers.
- f. Periodically summarize the lesson and tie it back into the concrete experience to ensure all the Students understand the lesson content up to that point.
- g. Remain focused on the lesson, especially the TLO, ELOs, discussion points, and Learning Step Activity (LSA).
- h. Allow the Students to discuss the solution and learn from practical exercises.
- i. Conclude lessons by summarizing and conducting a check on learning and review any information which provides the Students a better opportunity to comprehend the lesson.
- j. Address how the Army Operating Concept warfighter challenges applies to any given lesson (see appendix G).

## Chapter 4: Test Control and AEAS

**4-0. MLC Test/Assessments Control Procedures:** MLC test material will be delivered to Students via Blackboard. Facilitators and designated NCOA Test Control Officers will safeguard test material IAW the NCO Leadership CoE Test Control and Administration SOP which establishes policy for administering formal and informal objective assessment instruments (i.e., assessments, 1009s, etc.) to the Army. The NCO Leadership CoE Test Control and Administration SOP contains the procedures for proper recording, storing and safeguarding all assessment instruments in the classroom and online. The Test Control Office (TCO) directs internal test control procedures and measures (TCO, ATCO, scheduling, administration, scoring of tests, loss or compromise of test material), grading responsibilities, AARs, Test Item Certification Committee (TICC), and security of test components.

**4-1. Assessment Instruments:** The MLC uses various assessment instruments identified in the associated lesson plans to measure the Student's mastery of the learning objectives. This includes: research papers, discussion forums, Short Answer Essays (SAEs) or Reflexive Exercises, briefings, 1009 assessments, and practical exercises. Facilitators will neither post grades nor surrender grades to other Students IAW Federal Educational Rights and Privacy Act (FERPA). To preclude compromising the evaluation process (to include the content of individual assessment instruments), Students and faculty will not discuss or otherwise exchange information on examinations or quizzes within the audible range of unauthorized personnel.

**4.2. Graduation Certificate:** Students should be issued a graduation certificate based on the following template:



MLC Graduation  
Cert.

**4-3. The Army Enterprise Accreditation Standards (AEAS):** Approved AEAS reflect changes approved by the TRADOC CG on 2 May 2016. As a result, the number of accreditation standards and the size of accreditation teams has been reduced to seven. In accordance with TRADOC Pam 350-70-14, accreditation is the formal authority to conduct (or continue to conduct) training and education. Formal accreditation certifies that an institution's administration, operations, and logistical support are adequate to support training to course standards. It certifies that all training and education follows approved academic processes and methods. The MLC is assessed annually and accredited every three years utilizing the Army Enterprise Accreditation Standards.

## Appendix A: Assessment Administration Guidance

**A-0. Overview:** This appendix contains the administration and assessment forms for the MLC.

**A-1. Assessment Form 1009 (W, C, and S):** The following diagrams and descriptions are established for the grading rubrics used for the MLC. The diagrams include the example 1009 rubric series (W, C, and S) used during the course assessments. In grading any of the assessments, faculty will use the following guidance:

**A-2. 1009W Written Communication Assessment:** The 1009W is used to assess the Student's writing ability for their research papers (Expository Essay and Individual Paper from the Group Project). The minimum passing grade for all 1009W assignments is 70%. The Expository Essay does not count towards the Student GPA. The Individual research paper is weighted and counts for 50% of the Student GPA. The final course grade will determine the Student's Superior, Satisfactory, or Unsatisfactory standing in the written communication demonstrated ability.

**NOTE:** The 1009W assessments weigh towards the Student GPA. If a Student fails to achieve the 70% passing grade, the essay will be graded by another facilitator. If there is significant disparity between the two graders' evaluation of the assignment, a third facilitator will grade the assessment. The final grade outcome will be determined at respective NCOAs by the Chief of Training (or designated Senior MLC facilitator if the Chief of Training is not an MLC or SMC graduate), or designated representative. For DL Students, the NCO Leadership CoE MLC DL Director will determine the final disposition of the Student grade.



1009W

**A-3. 1009C Contribution to Group Work Assessment:** Students participation and contribution in the MLC will be assessed primarily in the Discussion Forum. Students will participate in both full class discussions, and collaborate extensively in their assigned group. Collaboration will focus on areas such as conducting practical exercises and work on the Group Project. The 1009C is used to assess the Student's contribution to group work. Students will receive feedback from their facilitator at the mid-point of the course to inform them of their level of contribution to that point. The MLC Student will receive one 1009C assessment that will reflect their overall participation in the course. The weight of these assessments per learning competency is as follows: communications, management, operations and leadership. The course grade will determine the Student's Superior, Satisfactory, or Unsatisfactory standing in the contribution to group work demonstrated ability. The written rubric in this document serves as instructions for all 1009Cs displayed.



1009C

**A-4. 1009S Oral Communication Assessment:** \*NOTE, at the time of this publication, in the MLC, the 1009S is primarily used to assess the Student's briefing or briefing PRODUCTS (such as their PPT slides). It is not used to assess their ability to verbally deliver the briefing. Each Student will receive two 1009S assessments of equal weight during the course: one for the Course of Action analysis brief and one for the research project brief. The average grade will determine the Student's Superior, Satisfactory, or Unsatisfactory standing in the oral communication demonstrated ability.



1009S

**A-5. 1009W (Special) Written Communication Assessment:** The 1009W (Special), is a written assessment used to assess learning objectives associated with course content using a Short Answer Essay (SAE) and for the Reflective Exercises – depending which assessment method is used. (The Reflective Exercises consist of Journaling and Essay Quizzes). The minimum passing grade for all 1009W assignments is 70%. For SAEs, the Student will receive three 1009W assessments throughout the course two of which are SAE Exams worth 100 points each for the final course grade. Two of which are SAE Exams worth 100 points each for the final course grade. For the REs, the Student will receive six 1009W assessments throughout the course (The first RE is counted as a practical exercises). These grades are weighted for 66% of the final GPA. The course grade will determine the Student's Superior, Satisfactory, or Unsatisfactory standing in the written communication demonstrated ability.

**Note:** The 1009W assessments weigh towards GPA. If a Student fails to achieve the 70% passing grade, the essay is then graded by two separate and independent reviewers. The outcome will be determined at respective NCOAs by the Chief of Training (or designated Senior MLC facilitator if the Chief of Training is not an MLC or SMC graduate), or designated representative. For DL Students, the NCO Leadership CoE MLC DL Director will determine the final disposition of the Student grade.



1009W SAE



1009W RE

## **Appendix B: Facilitator Procedures for Administrative and Academic Dismissal and Disenrollment**

### **B-0. Dismissal References:**

- a. AR 350-1, Army Training and Leader Development, 19 August 2014.
- b. AR 623-3, Evaluation Reporting System, 4 November 2015.
- c. TR 350-18, The Army School System, 21 July 2010.

### **B-1. Dismissal and disenrollment procedures:**

- a. On the start date (day 1), all Students are notified in writing of the course completion requirements.
- b. Students may be considered for dismissal from MLC for the following reasons:

1) Personal misconduct is such that continuance in the course is not appropriate (for example, if a Student violates regulations, policies, or established discipline standards). Misconduct must be documented through police report, report of investigation, written statements, or counseling. Misconduct may lead to a Student's dismissal. Each case must be examined on its merits to determine if dismissal is appropriate.

2) Negative attitude or lack of motivation is prejudicial to the interests of other Students in the class. The Student is counseled regarding the negative attitude or lack of motivation and provided an opportunity to correct the deficiency before dismissal is initiated.

3) Academic deficiency demonstrated by failure to meet course standards or lack of academic progress that makes it unlikely that the Student can successfully meet the standards established for graduation.

4) Illness or injury (as determined by a physician), or added physical profile limitation. The Student must be counseled detailing the circumstances of the intended action. Students with temporary profiles that prevent full participation in the course may be disenrolled. Students may be reenrolled once the illness or injury has been overcome, allowing the Student to meet operational requirements.

5) Compassionate reasons generally, are requested by the Student in writing to the Deputy Commandant. The Deputy Commandant may initiate disenrollment for compassionate reasons after counseling the Student and detailing the circumstances of the intended action.

6) Failure to maintain an overall GPA of 70%.

7) Failure to meet physical fitness standards or Army height and weight standards IAW Army Regulation 350-1.

c. Dismissal process and counseling: Students being considered for dismissal will be counseled by the course facilitator, with an opportunity to correct deficiencies, prior to consideration for dismissal. Formal Counseling will be documented and signed by the counselor and acknowledged in writing by the Student. All counseling forms will be maintained with the Student's records. Additionally, the NCOA Commandant (resident) or NCO Leadership CoE MLC DL Director (Distributed Learning) will notify the Student's chain of command, when possible. All counseling forms will be maintained

with the Student's records. Students who are dismissed from MLC are provided a packet containing the following items:

- 1) Dismissal counseling from NCO academy Commandant or designated representative.
- 2) Final notification and counseling of dismissal from Deputy Commandant, or designated representative.
- 3) Copy of notification memorandum to HRC and first general officer in the Soldier's chain of command.
- 4) DA Form 1059 and referred report memorandum (if applicable).
- 5) Soldier's appeal (additional document, if applicable).
- 6) Documentation indicating packet was reviewed by the Office of the Staff Judge Advocate.
- 7) Memorandum for record of the adjudication.

d. Plagiarism dismissal packet: Students should consult the faculty regarding the citing of researched material if they have questions. Adverse actions and punishment for plagiarism could include dismissal from the course and adverse administrative or UCMJ action by the unit chain of command. The facilitator conducts an initial investigation concerning plagiarism and forwards the disposition and recommendation to the NCO Leadership CoE Director of NCOPD&E. The NCOA Commandant (resident) or NCO Leadership CoE Deputy Commandant or designated representative (distributed learning) determines the final disposition. The NCO Leadership CoE Commandant is the appeal authority for any dismissal. Students will remain in class until the investigation is complete. If a Student is recommended for dismissal due to plagiarism, the dismissal packet will contain the following:

- 1) Original and a copy of each paper in question (Student submission and suspected plagiarized paper).
- 2) Originality Report.
- 3) Print screen which shows the Word document properties (details showing author and last save).
- 4) DA Form 4856 counseling with AR 635-200 statement (Active Duty Enlisted Administrative Separations), 6 September 2011, para 1-16, (original and copy).
- 5) DA Form 3881, Rights Warning, (original and copy).
- 6) DA Form 2823, Sworn Statement, (original and copy).

e. Appeals process: The following procedures apply in cases where dismissal is considered for motivational, disciplinary, or academic reasons. The facilitator will notify the Student in writing of the

proposed action, the basis for the action, the consequences of dismissal, and the right to appeal. The supervisor will advise the Student that any appeal must be submitted within seven duty days after

receipt of the written notification of the dismissal action. Appeals will be submitted to the NCO Leadership CoE Commandant.

1) The Student has seven duty days to submit matters of mitigation to the faculty. The recommended dismissal packet and matters submitted to the Deputy Commandant, or designated representative, who is the dismissal authority. If Students wish to appeal to the Commandant, they have two days to reply in writing for mitigating circumstances. Students must acknowledge receipt by endorsement of the notice of proposed dismissal or removal, and their intent to appeal.

2) The Student being considered for dismissal or disenrollment may obtain legal advice through their servicing Legal Assistance Office, if reasonably available, or by civilian counsel obtained by the Student at no expense to the U.S. Government.

3) Extensions to the seven duty day appeal suspense may be granted by the Commandant on a case-by-case basis.

4) Students who elect to appeal will remain actively enrolled in the course pending disposition of their appeals. In cases where the decision of the appeal is delayed, Students will participate in graduation ceremonies and return to their unit or organization; however, the DA Form 1059 and diploma will be withheld until final adjudication.

5) The Commandant refers the appeal documentation to the Office of the Staff Judge Advocate (OSJA) to determine legal sufficiency of the dismissal decision. All appellate actions will become part of the Student's case file. Commandants and commanders will make their final decision on dismissals after considering the supporting Office of the Staff Judge Advocate recommendation. In cases where an Office of the Staff Judge Advocate is not available, the Commandant or commander will forward appeals to the commander who has

General Court Martial Convening authority for review and final decision; General Court Martial Convening Authorities will obtain a legal review before final action.

6) The Commandant will make a final decision on dismissal after considering the basis for the action, determining all procedural requirements have been met, and considering appellate matters and the recommendation of the OSJA when applicable.

**Note:** For USAR and ARNG Students, the NCOA (resident) or NCO Leadership CoE MLC DL Director or Registrar (distributed learning) provides notification of the action to the Student's unit or State AG and provides a copy of the recommendation to the individual's records maintenance facility (AR-HRC or National Guard Bureau and the State Army National Guard Military Personnel Office), as applicable.

f. Unit notification: The Commandant or designated representative will notify the commander of the Student's parent unit or parent organization (if applicable) regarding the dismissal or disenrollment action including reason for the action and criteria for reenrollment under AR 350-1, para 3-14.

1) Documents used to substantiate the basis for the dismissal or disenrollment action are forwarded to the Student's unit. The DA Form 1059 should not be forwarded to the unit with this packet but will be processed separately and forwarded for OMPF filing.

2) Adverse proceedings (including UCMJ, bars to reenlistment, and separation proceedings) are a parent unit commander responsibility.

g. For resident Students, the completed dismissal or disenrollment action and final decision will be provided to the NCOA Chief of Training (or designated Senior MLC facilitator if the Chief of Training is not an MLC or SMC graduate) or Registrar for filing and distribution. Commandants ensure Student records are complete and audit trails are maintained for all personnel actions. For DL Students, the completed dismissal or disenrollment action and final decision will be provided to the NCO Leadership CoE MLC DL Director.

1) Dismissals for misconduct, lack of motivation, apathy, academic deficiency, or failure to maintain physical fitness or height and weight standards are recorded on the individual's DA Form 1059, if applicable, in accordance with AR 623-3.

2) For USAR and ARNG resident Students, the Chief of Training (or Senior MLC facilitator if the Chief of Training is not an MLC or SMC graduate) or Registrar will provide notification of the action to the Student's unit or State AG and recommendation to the individual's records maintenance facility (AR-HRC or National Guard Bureau and the State Army National Guard Military Personnel Office) in accordance with AR 350-1, chapter 3-14, as applicable. For DL Students, the NCO Leadership CoE MLC DL Director will provide notification of the action to the Student's unit or State AG and recommendation to the individual's records maintenance facility.

## **B-2. Course Failures and Referred Academic Evaluation Report Requirements and Procedures:**

a. Students are evaluated in accordance with AR 623-3, using DA Form 1059 Service School Academic Evaluation Report (AER) against established course assessment criteria.

b. Academic Evaluation Reports with the following entries are referred evaluation reports. Reports are referred to the rated Student by the reviewing official for acknowledgment and an opportunity to comment before being submitted to HQDA (detailed instructions and process for handling referred AERs are in DA Pam 623-3).

1) Any "NO" response.

2) Any "Unsatisfactory" rating.

3) A "Failed to Achieve Course Standards" rating. If this block in item 13 is checked, the preparing official will address (in item 16) whether the deficiency reflects on the character or behavior of the rated Student or lack of aptitude in certain areas. All "Failed to Achieve Course Standards" AERs require an additional review (see AR 623-3, para 2-19).

4) Any comments so derogatory that the report may have an adverse impact on the Soldier's career.

5) Any report with a “FAIL” for the APFT, indicating noncompliance with the standards of AR 350–1 and/or a “NO” entry for the height and weight standards, indicating noncompliance with AR 600–9 (if entries are applicable) (see DA Pam 623–3).

6) Students released from the academy at any time during the course for adverse action or failure to meet course standards receive a rating on their DA FORM 1059 as follows: \*NOTE, at the time of this writing, a new 1059 is being instituted and is projected for implementation by Jan 2019. Therefore, the information that immediately follows is subject to change.

(a) Block 11 (Performance Summary). No requirement exists for marking blocks for Students administratively dismissed from the course. Students dismissed for academic reasons will receive a “Failed to Achieve Course Standards” rating.

(b) Block 12 (Demonstrated Abilities). Evaluation is possible, dependent upon the time frame of the Student’s release.

(c) Block 13 (Academic Potential). Has the Student demonstrated the academic potential for selection for higher level school/training? This block is self-explanatory. This portion of the evaluation strictly addresses the Student’s academic potential for future schooling/training. A rating of “NO” constitutes a referred report and comments must be specific and fully explained in block 14.

(d) Block 14 (Comments). Block 14 requires a statement explaining the reason for the Student’s release or a statement that item 11 does not apply to the report (except in the cases of academic failure, where comments must support the “Unsatisfactory” rating).

c. The AERs for Students released from the course of instruction through no fault of their own (for example, medical or compassionate reasons), will receive an AER and item 11 is left blank. It will not be referred and the circumstances will be fully explained in item 14 (DA Form 1059), or item 11 (DA Form 1059–1)

d. A Student is considered a course failure if on the last day of the course all assigned work is not complete or remedial assignments or regrading have not been completed as directed.

1) A Student will not be considered a course failure while an appeal of dismissal or academic redress is being considered.

2) Initiation of dismissal or disenrollment action after the last day of the course is generally inappropriate. The Student will receive a referred AER under the provisions of AR 623-3 for failure to achieve course standards.

## Appendix C: Student Documents

**C-0. Purpose:** The following documents are:

a. an example welcome letter that should be emailed to Students approximately 30 days (and NLT two weeks) prior to the start of their respective course. Individual NCOAs should tailor the welcome letter to their individual organizations (contact information), and inform Students of any necessary administrative data they need prior to the start of the course.

b. An example initial Student counseling.



MLNRC Welcome  
Letter July 17

### Student Initial Counseling:



MLC Initial  
Reception and Intec

## Appendix D: Course Content Delivery from NCO Leadership CoE to Army NCOAs via Blackboard

**D-0. Overview:** This section details the process and procedures NCO Leadership CoE will use to ensure MLC facilitators and Students have the most current MLC products and courseware generated at NCO Leadership CoE. **This section applies to both resident and DL facilitators.**

### D-1. NCO Leadership CoE & NCOA Responsibilities:

a. NCO Leadership CoE is responsible to ensure all course products are relevant and up to date with current Army policy and regulations, and current theories of Adult Learning. To deliver updated courseware in a timely manner to the NCOAs that deliver the MLC, NCO Leadership CoE has created two Blackboard “Master Courses” in order to keep NCOA staff and faculty informed of any updates.

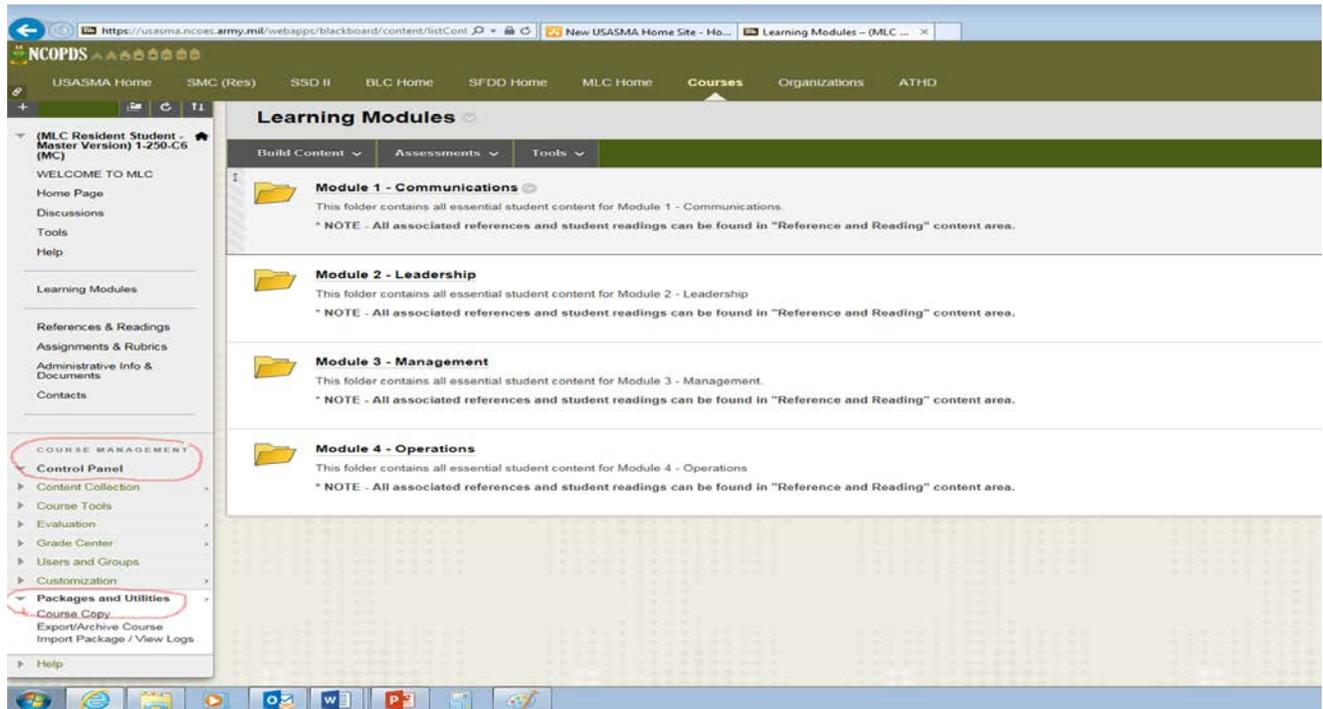
1) The Blackboard “Facilitator Hub”: This Master Course contains all the current courseware that facilitators will need to teach the course. It allows real time delivery of MLC products to those “enrolled” in the Hub by NCO Leadership CoE. These products include lesson plans, PPT slides, Student Advance Sheets, as well as administrative documents such as the CMP, POI, and examples of Welcome Letters and Student Counseling. When courseware is updated, or when questions arise on how to deliver the course, email announcements are sent to everyone enrolled in Facilitator Hub. Only select NCO Leadership CoE personnel, MLC facilitators, or other administrators (such as Commandants, Chiefs of Training, or Blackboard Administrators) have access to the Facilitator Hub (no Students). The Facilitator Hub also serves as an “online teacher’s lounge” for the Community of Practice. In the Facilitators Hub, MLC facilitators across the Army can share ideas, products, or best practices, and make recommendations for course changes.

2) The Blackboard “Master Student” Course: This Master Course is the NCO Leadership CoE generated base model for NCOAs to use for blended learning in the MLC Resident Course. Like the Facilitator Hub, it contains the most current courseware that Students will need to conduct the course, however, it does not contain MLC products that are specifically meant for facilitator use, such as Lesson Plans and POIs. NCOAs can duplicate this course, rename it, and tailor it for their specific site. This provides Students with web-based access to course material both during and outside of class. Specific details on how to duplicate the Master Student Course are detailed in the following section.

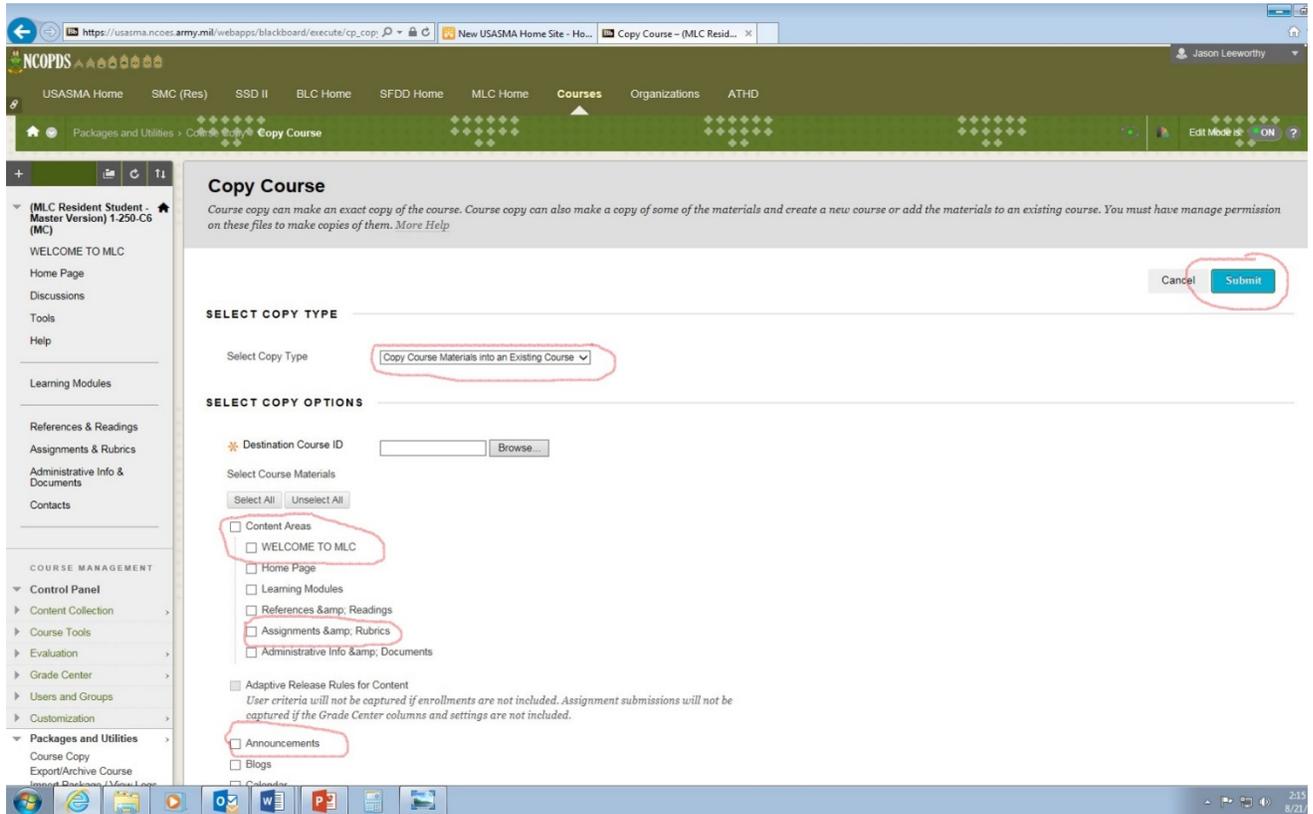
b. NCOA Responsibilities: NCOAs are responsible to ensure that they have the most current version of the MLC courseware produced by NCO Leadership CoE for both facilitator and Student use. To do this, NCOAs should frequently check the Facilitator Hub for update announcements and placement of updated course material. In order to ensure resident Students have access to the most current courseware from NCO Leadership CoE, NCOAs should conduct a “Course Copy” of the NCO Leadership CoE Master Student course. \*Note 1: Anyone with instructor privileges can conduct a course copy within Blackboard. \*Note 2: It is not necessary to always use the NCO Leadership CoE Student Master as the source for course duplication. Once NCOAs have created their own copy, they may simply copy their own courses as necessary. The NCO Leadership CoE Student Master should be used as the copy source once a significant amount of changes have occurred to the courseware, in order to ensure NCOAs have the most current version of the MLC. Basic instructions of how to create a course copy in Blackboard follow:

1) In Blackboard, have your Blackboard Administrator create a new course for you using your local naming convention and the MLC course number 1-250-C6 (example: [675\\_1-250-C6\\_2018\\_MLC\\_RESIDENT\\_A: JBLM MLC Resident Student Course 1-250-C6](#) ). Next, someone with

the course role of “instructor” (or higher Bb privilege) should go into the NCO Leadership CoE Student Master Course, and, on the left management tab, click on the Course Management / Control Panel. Next, expand Packages and Utilities, and select “Course Copy”. (See image below.)



2) After you have selected Course Copy, select any course content area you want to include in the new course. Note that you can copy select content into an existing course (if you have created one already) OR, you can make an exact course copy of the NCO Leadership CoE course and then rename it later, however, a Blackboard Administrator is required to rename course. Finally, hit the Submit button and wait. The course format and all content you selected will populate, and you can then tailor your Blackboard course to your NCOA and Student needs. (See image below)



## **Appendix E: MLC Required References**

### **Section I: Required Publications Refer to Lesson Advance Sheets.**

### **Section II: CMP References.**

ADP 6-22 (1 August 2012)  
 AR 25-400-2 (2 October 2007)  
 AR 350-1 (19 August 2014)  
 AR 600-9 (28 June 2013)  
 AR 623-3 (31 March 2014)  
 DA Pam 623-3 (31 March 2014)  
 TRADOC PAM 525-8-2 (April 2017)  
 TRADOC Regulation 11-21 (19 March 2014)  
 TRADOC Regulation 350-10 (12 August 2002)  
 TRADOC Regulation 350-18 (21 July 2010)  
 TRADOC Regulation 350-70 (10 July 2017)  
 NCO Leadership CoE Instructor Certification Program Policy (1 July 2015)

### **Section III: Terms.**

Note: This section provides standardized definitions of training and training development terms. Use these definitions in all training and training development correspondence and publications.

**Accreditation:** The recognition afforded an educational institution when it has met accepted standards of quality applied by an accepted, professional accreditation agency.

**After-Action Review/Report (AAR):** A professional discussion of an event focused on performance standards, that enable Soldiers to discover for themselves what happened, why it happened, and how to sustain strengths and improve in areas of weakness.

**Army Learning Area (ALA):** ALAs focus common training and education on topics critical to developing Army leaders and align NCO PME, OES, CES, and WOES.

**Army Training Requirements and Resource System (ATRRS):** Projects inputs, resource requirements, and Student accountability, and updates military personnel training records. It provides the data for Congressional Military Manpower Training Reports (MMTR), etc.

**Chief of Training:** Designated staff member over each facilitator who determines Student accomplishments.

**Collaboration:** To work jointly with others with a common goal and shared understanding in mind.

**Conference:** A method of instruction that develops the training material through a faculty guided Student discussion.

**Counseling:** A means of assisting and developing Students and subordinates.

**Course Administrative Data (CAD):** A resident course document that provides critical planning information used to determine Student input requirements for new and revised courses.

**Course Management Plan (CMP):** A document that tells the Course Manager and faculty how to manage the course.

**Course Map:** A chart that depicts the designed sequence of presentation for a given course, established during course design.

**Distributed Learning:** A means to leverage proven training design principles and technology and deliver structured progressive and sequential training anytime, anyplace.

**Enabling Learning Objective (ELO):** A learning objective that supports the terminal learning objective. It must be learned or accomplished to learn or accomplish the terminal learning objective. It consists of an action, condition, and/or standard. Enabling objectives are identified when designing the lesson.

**Evaluation:** The measurement of the demonstrated ability of Soldiers or units to perform a task and supporting skill.

**External Evaluation:** The evaluation process that provides the means to determine if the training received meets the needs of the operational Army.

**Individual Student Assessment Plan:** A plan that details how the proponent school will determine if the Student has demonstrated a sufficient level of competency to pass the specified course or training.

**Internal Evaluation:** Internal evaluations focus on the training development process and the measure of learning that was gained from the training program in an effort to continually improve instructional quality and effectiveness.

**Lesson Plan:** The detailed blueprint for presenting training by a faculty. It prevents training from becoming haphazard and provides for training standardization. It is built on the lesson outline and includes all the details required for the presentation. It must be of sufficient detail that a new faculty member can teach the lesson with no decrement of training.

**Methods of Instruction:** Indicates exactly how the training material will be provided to the Student and has an assigned faculty-to-Student ratio. Example methods of instruction are conference, demonstration, and practical exercise.

**Optimum Class Size (OCS):** The largest number of Students in a class that can be trained with no degradation in training effectiveness. The constraining factor is the availability of equipment, facilities, and manpower. OCS serves as the basis for determining equipment and resource requirements.

**Practical Exercise (PE):** The practical exercise is the hands-on application of the performance required in enabling or terminal learning objectives. Gives the Student the opportunity to acquire and practice skills, knowledge, and behaviors necessary to perform the training objective successfully.

**Prerequisite training:** Training which personnel must have successfully completed in order to be qualified for entry into training for which they are now being considered.

**Program of Instruction (POI):** The POI covers a course/phase. The program of instruction is a requirements document that provides a general description of course content, duration of instruction, types of instruction, and lists resources required to conduct peacetime and mobilization training in an institutional setting.

**Remedial Educational Assessment (REA):** REAs serve as “retests” for educationally based assessments and evaluation. Since no tests (except the APFT) are administered, the term retest is obsolete for academics.

**Risk Assessment:** The identification and assessment of hazards. Refer to FM 5-19.

**Rubric:** A scoring tool that clarifies the specific expectations for an assignment; a detailed description of what constitutes acceptable or unacceptable levels of performance for each of those parts.

**Facilitator (Faculty):** A designated member of the staff and faculty, who assists, evaluates, critiques, and counsels Students on individual and overall performance.

**Safety-in-training:** The integration of safety requirements and risk management into the training development process. It involves hazard (risk exposure) identification and prevention (risk control techniques) into individual lesson plans.

**Small Group Process:** A method of teaching and learning, characterized by Student-led classes which promote discussion in lieu of lectures.

**Standard:** A statement that establishes criteria for how well a task or learning objective must be performed. The standard specifies how well, completely, or accurately a process must be performed or product produced.

**Training Method:** The procedure or process for attaining a training objective. Examples include lecture, demonstration, discussion, assigned reading, exercise, examination, seminar, and programmed instruction.

**Training Objective:** A statement that describes the desired outcome of a training activity in the unit. It consists of the following three parts: task, condition(s), and standard.

**Training Safely:** Achieved by identifying task performance safety hazards and integrating safety in training procedures: during training design, development, and implementation. Safety in training and training safely are not one and the same.

**Training Support:** The provision of the materials, personnel, equipment, or facilities when and where needed to implement the training. It includes such functions as the reproduction and distribution of training products and materials, training scheduling, and Student record maintenance.

**Validation:** An evaluation of the training products and materials. It is the process used to determine if training accomplishes its intended purpose. Validation and revising training are continuous actions in the teaching/revising process of training improvement.

## Appendix F: Lesson Scopes

**M400-** Organize an approach to achieve the course learning outcomes. In addition, you will be able to message to senior and lower echelons how the Army is shifting to Student-centric education experiences and away from direct instruction. You will also have an opportunity to define the components of group dynamics and how they apply to both the current learning environment and in your personal workspace. The course contains 112 hours of academic instruction covering the following competency areas: Communications, Leadership, Management and Unified Land Operations.

**M401-** This two-hour lesson highlights effective listening. At the end of this lesson you will be able to employ better listening skills to communicate the commander's intent. Knowing your listening strengths and weaknesses will set you apart from your peers and improve your leadership skills.

**M402-** At the end of this lesson you will be able to demonstrate confidence and presence when speaking publicly, use storytelling techniques, and employ tactics to handle difficult audiences. As you transition into senior positions, you will be required to speak before various audiences and this lesson provides you the tools necessary to present your ideas logically, clearly, and powerfully. You will have several opportunities to practice throughout the course.

**M403-** At the end of this lesson you will be able to conduct the four types of military briefings logically, clearly, and powerfully. As a Senior Noncommissioned Officer you are required to communicate effectively with commanders, command staffs, and warfighters to motivate, inform, and lead to meet Army mission requirements.

**M404-** At the end of this lesson you will be able to construct effective writing products for the course and in your operating environment. A review of English 101 writing rules and other tools available to assist you in writing and researching.

**M420-** At the end of this one-hour lesson you will be able to support Soldiers to grow as capable leaders who use creative and critical thinking to overcome regular and irregular challenges in the operational environment.

**M421-** As a result of this class, Students will have a greater awareness of the tenants of servant leadership and an understanding of the beneficial aspects of using this leadership style. Numerous research studies conducted on leaders in academia and the corporate world have revealed that individuals who contribute to their organization beyond their formal job requirements are positively associated with enhanced individual and organizational productivity, efficiency, and employee satisfaction. These outcomes reinforce the importance of developing and fostering ethical, cooperative and helpful behaviors in organizational settings.

**M430-** At the end of this lesson you will be able to distinguish the differences between managing and leading, implement a management process, and develop effective management skills. Working at the organizational level will test your ability to be resourceful, flexible, and adaptable to mission needs and changes. Knowing management fundamentals will help you to become an agile manager who can use Army resources effectively to achieve organizational goals and objectives.

**M431-** This two-hour lesson introduces you to the knowledge needed to provide a managers approach to achieving organizational objectives through efficient and effective utilization of Army resources. At the end of this lesson you will be able to coordinate and execute programs required at the organizational level quickly, effectively, and thoroughly. You will learn how to categorize the components of resource management, handle manpower processes, assess your Soldiers readiness standards, execute talent management, and support Soldier's personal and professional needs.

**M432-** At the end of this lesson you will be able to manage training requirements by clearly defining the connections between the operations and training processes, and use tools, such as physical models, simulations, and games to meet training objectives.

**M433-** This four hour lesson focuses Students on how to think rather than on what to do. This lesson introduces the steps in solving problems and the fundamental concepts of thinking. This lesson establishes the foundation of our ability to think and our ability to solve problems. We accomplish lesson objectives by means of advance readings, classroom discussion, and practice in the form of a practical exercise. Analyzing a contemporary issue confronting today's military is designed to accentuate the concepts in problem solving and critical thinking. This lesson will also help Students to understand the difference between models and mental models and to become aware of the mental models they currently use as critical thinking and problem-solving tools. They will discover or rediscover that they are capable of selecting and adjusting those mental models to fit the nature of each unique problem they encounter.

**M440-** The purpose of this three-hour lesson is to examine how the Department of Defense (DOD), through the Quadrennial Defense Review (QDR) and the National Military Strategy (NMS) implements the strategic direction laid out in the National Security Strategy (NSS). We will look at the strategic themes in the QDR and their implications for the NMS as well as the capabilities required of the armed forces to achieve military ends that support strategic ends and the ways the instruments of national power (DIME) can be leveraged to achieve national goals and protect national interests.

**M441-** This two-hour lesson is an introduction to U.S. Army and Joint doctrine. You will be introduced to integral facets of Army and Joint doctrine, including the role of doctrine and the Army's and Joint's operating concept. The concepts that you explore in this lesson will augment your professional development and enhance your ability to employ doctrine at a senior leader level.

**M442-** The objective of this lesson is to allow leaders to understand Operational Art, Operational Design, the Elements of Operational Design, the relationship between campaigns and major operations, and develop an operational approach to solve problems using these concepts in the first two steps of the Joint Operations Planning Process (JOPP). The lesson also covers the elements of operational design including: Termination, Military End State, Objectives, Effects, Center of Gravity, Decisive Points, Lines of Operation and Lines of Effort, Direct and Indirect Approach, Anticipation, Operational Reach, Culmination, Arranging Operations, and Forces and Functions. Leaders will delve into assessments including measures of performance (MOP) and measures of effectiveness (MOE).

**M443-** During this this two-hour lesson, we will discuss the application of JIPOE process and how your analyzing and planning of the operational environment will assists the commander to achieve success. Choosing significant facts about the adversary in the scenario and developing assumptions are important elements of the process.

**M444-** The purpose of this two-hour lesson is to provide basic instructions for doctrinal joint operational planning. During this lesson, Students will review and discuss joint planning within a joint planning group construct. Using doctrine, the discussions will focus on the four functions (seven steps) of JOPP: Planning Initiation; Mission Analysis; COA Development; COA Analysis and War gaming; COA Comparison and COA Approval; Plan or Order Development; and Plan Assessment. This lesson uses the principles of operational art and design and the elements of operational design from the M322 lesson – Operational Art and Design.

**M445-** During this three hour lesson you will examine the use of operational and mission variables in order to understand how U.S. Army doctrine defines the operational environment. The discussion will focus on the tools used to apply these variables to understand and visualize the operational environment. At the completion of this lesson you will examine vignettes and select the appropriate variables to analyze the vignettes through small group practical exercises.

**M446-** The objective of this two-hour planning overview is to get the Students familiar with the Caucasus region. The Caucasus region consists of (Ariana, Atropia, Gorgas, Minaria, and Donovia). After a transition period, prepare to function as part of a brigade combat team (BCT) staff in conducting the military decision-making process (MDMP). The intent is for the FACILITATOR to provide the Students with an overview of the DATE scenario and provide them the tools to create an in depth understanding of the planning process using the Ariana, Atropia, Gorgas, Minaria, and Donovia (DATE) scenario. The primary references for this lesson is ADRP 5-0, *Operations*, 11 Nov 2016; and FM 6-0, *Commander and Staff Organization and Operations*, May 2014

**M447-** This is a two-hour lesson that introduces the central idea of mission command. During this lesson, you will explore the Army's approach to mission command through two lenses. The first being mission command as a philosophy and secondly mission command as a warfighting function. The focus of this lesson is from the operations sergeants' perspective and how the staff provides their leaders with the knowledge they need to fully understand the operational environment. Further, this lesson elaborates on the art of command and the science of control.

**M448-** This three-hour lesson introduces Mission Command - Understand. This lesson will focus on developing an operational frame using the operational variables to analyze the operational environment. This lesson will help establish the conditions for analyzing operational and mission variables and problem framing, addressed in follow-on lessons. Once commanders understand their environment, their next task is to visualize their desired end state. You will get to develop your own problem statement at the end of this lesson.

**M449-** This two-hour lesson introduces the Visualize component of Mission Command. This lesson will focus on developing the commander's vision using mission variables to analyze the operational environment. This lesson will establish how commanders use mission variables to support decision making while working through the MDMP and war gaming. Command and staffs use mission variables to develop the common operational picture (COP) and to understand their environment. Mission variables derive information from running estimates and help a commander visualize their desired end state. This lesson addresses how commanders develop their visualization with the problem statement. You will develop your own problem statement at the end of this lesson.

**M450-** This is a three-hour lesson that introduces the Describe component of Mission Command. You will address how the commander's visualization is described through the use of the commander's intent, planning guidance, commander's critical information requirements, and assessments.

**M451-** The objective of this three-hour lesson is to allow you to apply knowledge gained from reading and classroom discussion in offensive operations including forms of maneuver, tactical enabling operations, and transitions to either defense or stability operations. In addition, Students will have the opportunity to apply what they have learned during an individual practical exercise. The practical exercise will require Students to develop and brief an offensive based concept of operation. Upon completion of this lesson, Students will be able to understand the principles of the offense as they apply to Decisive Action. The lesson will cover offensive operations as discussed in ADRP 3-90, *Offense and Defense*, August 2012.

**M452-** The objective of this three-hour lesson is to allow you to apply the material learned from reading and discussion of Army doctrinal concepts for defensive operations. You will have the opportunity to apply what you learned during a small-group practical exercise. The practical exercise will require your small group to develop and brief a defensive based concept of operation. The lesson will cover the fundamentals of defensive operations as discussed in ADRP 3-0, *Operations*, 11 Nov 16, ADRP 3-90, *Offense and Defense*, 31 Aug 12 and FM 3-90-1, *Offense and Defense*, 22 Mar 13.

**M453-** In this three-hour introductory lesson you will gain an understanding of the principles of decisive action based on your reading and discussion. This lesson will focus on stability operations within the context of decisive action. Also, you will have the opportunity to reinforce what you have learned during a small-group practical exercise. The practical exercise will require your small group to research and describe the roles of peace operations in stability.

**M454-** The objective of this three-hour lesson is to understand Defense Support of Civil Authorities (DSCA), through readings and classroom participation. This lesson introduces current and emerging Army doctrine related to DSCA, as an element of decisive action. The lesson will enable you to appreciate the complexities of DSCA operations which a unit or an individual could find themselves involved with in the future.

**M455-** The objective of this 20-hour introductory lesson into the military decisionmaking process (MDMP)/STAFFEX is to prepare MLC Students to assist in leading a brigade combat team (BCT) staff during the planning phase of any operation. During this lesson the Students will be introduced to the seven steps in the MDMP. Students will develop a COA and present a COA brief. The intent is for the facilitator to coach the Students through MDMP in a step by step approach using a combination of discussion, automated applications, and a practical exercise during COA development. This lesson addresses each task and step of the MDMP. For the purposes of continuity and clarity, this lesson continues using the DATE scenario.