



1-7. Individual Student Assessment Plan (ISAP) (Graduation/Academic Requirements and Assessments)

- a. Meet all course academic requirements (e.g., complete and submit ALL parts, assignments, and assessments to graduate the course).
- b. To achieve course standards grades every assessment must culminate in an minimum score of 70% or higher. This requirement applies to all U.S. and International Military Students. If the student does not meet the minimum grade requirement in each assessed area, the director will recommend him or her for course dismissal.
- c. Pass all record APFTs/Height and Weight standards (per physical fitness standards of AR 350-1 and FM 7-22 and AR 600-9). Army Regulation, AR 350-1 minimum standard is 60 points in each event with a total of 180.

(1) Sister Service and international students will meet their respective service/country fitness and readiness requirements.

(2) Any student that intends on competing for the Commandant's List or Superior Academic Achievement must pass the APFT.

To view each specific 1009 grading rubric, see Annex A. Grading Rubrics are also posted in Blackboard).

- Assessing Leadership Attributes and Competencies, Form 1009A
 - Assessing Speaking and Oral Presentations, Form 1009S
 - Assessing Writing and Research, Form 1009W/R
 - Assessing Writing, Form 1009W (SAE)
- d. In order to graduate from MLC, students must:
 - Have not failed more than two initial assessments
 - Score at least 70% on each individual assignment
 - Possess a final GPA of 70% or higher based on all weighted assignments per the grade summary sheet
 - Meet the requirements of AR 600-9 in regard to Army physical fitness and Army body fat composition standards
 - Be in good standing with regards to Army, unit, and course policies
 - e. Student assignments and Assessments. The table below is the grade summary sheet used to depict the student assignments and graded areas for the MLC.

Date:			
Associated Rubric	Assessment	Possible Score	Grade Weight
1009W- Research Paper	Individual Research Paper	0-100	40%
1009W – SAE	Short Answer Essay	0-100	30%
1009W - SAE	Short Answer Essay	0-100	30%



Character / Accountability	1009A	0-25	100%
Presence / Comprehensive Fitness	1009A	0-25	100%
Intellect/Critical Thinking/Problem Solving	1009 A/W/S	0-25	100%
Leads, Communication & Engagement	1009A/S	0-25	100%
Develops / Collaboration	1009A	0-25	100%
Achieves/ Lifelong Learner	1009A	0-25	
Individual Writing and Research	1009WR	0-100	100%
Prerequisite Essay	1009W	0-100	Pass/Fail
APFT / HT & WT	DA 705 & DA 5500	0-300	Pass/Fail

f. Determining the GPA: The MLC Course Manager ensures the grading system conforms to the MLC assessment strategy. MLC has four weighted assignments/assessments that individually contribute towards the possible student GPA of 100%. The written “Group Project” white paper is worth 40%. There are two parts to the Executive Summary worth 10% each and the two SAEs are each weighted at 20%. The grading rubrics provide a common basis for student assessment (see appendix A). Students must achieve the minimum 70% course standard in all graded assessments and achieve an overall weighted GPA of 70% to graduate from the MLC. The final GPA depicted on the DA Form 1059 in Part II block d. OVERALL GRADE POINT AVERAGE is on the 4.0 scale. In order to determine what the final GPA is you take the number grade i.e. $[98.4 (.04) = 3.936]$. The second location in block d. will always be 4.0.

g. Leadership and Collaborative Group Work: The 1009A is used to record indicators of 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.

h. 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 respond in a qualitative manner using (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.

i. **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.

f. **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.

g. 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.

1-8. 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 6 months before being eligible to return to the course. For more information about dismissal from the course, see Appendix B.

1-9. Reassessment

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 reassessment. The purpose of the reassessment is to provide an opportunity for the student to improve their GPA to the graduation requirement of 70%. A reassessment is mandatory for students who fail an assessment. The facilitator must counsel the student on the reassessment (the reassessment are available online for immediate release by the facilitator) and receive in writing the response and understanding from the student to take the reassessment. 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 reassessment, the facilitator and student will coordinate a time to execute the reassessment. It is at discretion of the facilitator if the student uses the same operational scenario for the reassessments.

b. Students are allowed no more than two (2) reassessments during their enrollment in the MLC. Only one reassessment is authorized per failed assessment for a maximum of two. 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 reassessment, the highest final grade for an assignment the Student can obtain is 70%. If a student fails an initial assessment and the reassessment, the final student score will be the score attained on the reassessment. ***A student, who fails an assessment and the reassessment or three initial assessments, will be recommended for dismissal.***



1-10. Student Feedback and Counseling

a. 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 and 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.

b. 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.

1-11. 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)

1-12. Academic Integrity and Ethical Violations

a. 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 ethical guidelines below apply to the academic environment of the MLC.



b. 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.

c. 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.

d. 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.

e. 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).

1-13. MLC Evaluation System (DA Form 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.

1-14. DA Form 1059 Score Rating Guidelines

a. 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.

(1) If a student does not successfully achieve and does not maintain an overall acceptable course standard as related to the demonstrated competency/attribute as identified in, and consistent with, course grading plans, the rater will place an "X" in the "Did Not Meet Standards" box.



(2) If a student successfully achieves and maintains an overall acceptable course standard, as related to the demonstrated competency/attribute as identified in, and consistent with, course grading plans, the rater will place an “X” in the “Met Standards” box.

(3) If a student’s academic performance is above overall standards of the course as related to the demonstrated competency/attribute identified in, and consistent with, course grading plans, the rater will place an “X” in the “Exceeded Standards” box.

(4) If a student’s academic performance is extraordinarily above overall standards of the course as related to the demonstrated competency/attribute identified in, and consistent with, course grading plans, the rater will place an “X” in the “Far Exceeded Standards” box.

(5) 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 NCOA. The DA Form 1059 addresses leadership attributes and competencies in section II blocks f. through k. Those competencies and attributes are:

- (a) f. Character/Accountability;
- (b) g. Presence/Comprehensive Fitness;
- (c) h. Intellect/Critical Thinking and Problem Solving;
- (d) i. Leads/Communication and Engagement;
- (e) j. Develops/Collaboration; and
- (f) k. Achieves/Life Long Learner.

(6) The assessment instrument used to assess blocks f thru k. is the 1009A-3.

(a) **Character/Accountability.** Character is one’s true nature including identity, sense of purpose, values, virtues, morals, and conscience. Leaders employ character when all decisions, big or small, are analyzed for ethical consequences. One must know how to address the consequences of poor character since Soldiers often emulate what they see or perceive to be worthy of emulation. Leaders are accountable to their Soldiers to be the version of what they expect their subordinates to emulate or embody. For example good army leaders are accountable to the Army and their subordinates to embody the Army Values. Character/Accountability is assessed using the 1009A. The 1009A is located in Appendix A-3.

- Far Exceeded Standards is 96% to 100%
- Exceeded Standards is 80% to 95.99
- Met Standards is 70% to 79.99
- Did Not Meet Standards is 69.99% or below

(b) **Presence/Comprehensive Fitness.** Presence is the manner in which leaders carry themselves. For example, a leader who shares hardship demonstrates authenticity. Demonstrated authenticity contributes greatly to a leader’s effectiveness at getting others to follow. An authentic leader is the sum of their outward appearance, demeanor, actions and words and the inward character and intellect of the leader. Presence entails the projection of military and professional bearing, holistic fitness, confidence and resilience. Comprehensive fitness entails leaders who are resilient with a good sense of



wellbeing. Leaders that are physically, morally, ethically fit are comprehensively fit. The score from the 1009A is used for the rating for the DA Form 1059. The 1009A is located in Appendix A-3.

- Far Exceeded Standards is 96% to 100%
- Exceeded Standards is 80% to 95.99
- Met Standards is 70% to 79.99
- Did Not Meet Standards is 69.99% or below

(c) **Intellect/Critical Thinking and Problem Solving.** The leader's intellect affects how well a leader uses concepts to innovate and to solve problems through creative and collaborative solutions. Each leader must be self-aware to know their own strengths and limitations to apply them accordingly. Mentally agile leaders are adaptive to change and ambiguity. Agile leaders can readily respond to fluid situations during dynamic and often intense operations. Judgment is a key component of intellect, a leader with sound judgement has the ability to consider options and make the best decisions that support the vision and end state. Leaders can reflect on how they think and better foster the development of judgment in others. Problem solving, critical and creative thinking, and ethical reasoning are the thought processes involved in mission command. Critical thinking ensures that the person is engaged in the learning process. The score from the 1009A is used for the rating for the DA Form 1059. The 1009A is located in Appendix A-3.

- Far Exceeded Standards is 96% to 100%
- Exceeded Standards is 80% to 95.99
- Met Standards is 70% to 79.99
- Did Not Meet Standards is 69.99% or below

(d) **Leads/Communication and Engagement.** Good Army leaders are able to apply character, presence and intellect towards achieving missions. Leaders who are considered good communicators know their audience and take their levels of knowledge into account. Leaders who are effective at engagement often extend their influence through writing, and speaking with multiple audiences at different levels of education and experience. Effective communicators are good listeners who understand message content and emotion. The ability to effectively engage multiple audiences at once is often the difference between good and great leadership. The assessment tools used to evaluate the student's ability to lead communicate and engage are the 1009A and 1009W/R plus the 1009S. The average score from briefings using the 1009S is used to derive the rating for presentation. The 1009W/R is used to derive the rating for writing. The 1009 series is located in Appendix A.

- Far Exceeded Standards is 96% to 100%
- Exceeded Standards is 80% to 95.99
- Met Standards is 70% to 79.99
- Did Not Meet Standards is 69.99% or below

(e) **Develops/Collaboration.** Leaders strive to improve their organization through developing themselves and others. Leaders work together to promote the group process to promote synergy through selfless engagement. Collaboration occurs when leaders work together providing resources, experience, or other assistance to resolve problems. The 1009A is the tool used to evaluate the student's ability to collaborate with and develop other members of the team. The score from the 1009A is used for the rating for the DA Form 1059. The 1009A is located in Appendix A-3.

- Far Exceeded Standards is 96% to 100%
- Exceeded Standards is 80% to 95.99



- Met Standards is 70% to 79.99
- Did Not Meet Standards is 69.99% or below

(f) **Achieves/Life Long Learner.** Leaders who achieve are empowered through the commander's trust and mission command. The results based leader accomplishes tasks and missions on time and to a prescribed standard. Getting results is the goal of leadership while leading people and creating positive conditions. This requires the right level of delegation, empowerment, and trust balanced against the mission. Indicators of the lifelong learner are often subtle as much as they are overt. A lifelong learner is an avid reader, or someone with hobbies. A lifelong learner may take a course every once in a while to learn something new. Lifelong learners are always seeking self-improvement. The score from the 1009A is used for the rating for the DA Form 1059. The 1009A is located in Appendix A-3.

- Far Exceeded Standards is 96% to 100%
- Exceeded Standards is 80% to 95.99
- Met Standards is 70% to 79.99
- Did Not Meet Standards is 69.99% or below

b. 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 comments Part II blocks b. and c. and comments block l. of Part III 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. For more information concerning the APFT, see para 1-18 of this document.

c. The faculty indicates the student's rating in one of the boxes in Part III, Overall Academic Achievement (Reviewing Official) block a., Overall Academic Achievement with the final ratings from the cumulative summary sheet. The faculty will use the cumulative summary sheet to indicate the student rating in any of the observed Army attributes, core leadership competencies listed in Part II Academic Achievement (Academic Rater) blocks f. through k. in block l. comments. The four standards are:

(1) **Commandant's List** (Limited to upper 20% of the class). The faculty may assign this evaluation to students who consistently demonstrated exceptional, superior competence and leadership abilities. The student must pass all initial assessments, score at least 120 out of 150 possible final rating from the 1009A, Section II blocks f. through k. of the AER, and receive no negative counseling (includes APFT and body fat standards). The performance summary in part II, block l. comments and part III block b. comments must contain supporting comments of far 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. See Appendix A-3 for scoring item.

(2) **Superior Academic Achievement** (Limited to upper 21% to 40% of the class). The faculty may assign this evaluation to students who consistently demonstrated exceptional, competence and leadership abilities by exceeding course standards. The student must pass all initial assessments; score at least 120 out of 150 possible final rating from the 1009A, Part II blocks f. through k. of the AER, and receive no negative counseling. The performance summary in Part II, block l. COMMENTS and Part III block b comments 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 21% to 40% according to GPA and rank ordering. See Appendix A-3 for scoring item.

(3) **Achieved Course Standards.** The faculty may assign this evaluation to a student who consistently demonstrated satisfactory competence and leadership abilities. The student must pass all assessments; receive either met standard or exceeded standards in the six Army attributes, core leadership competencies rated areas from Part II, Academic Achievement (Academic Rater) blocks f. through k. of the AER, successfully pass all assessments with a 70% or higher; score at least 105 out of 150 points possible final rating from the 1009A and pass all fitness requirements. If a student receives any negative counseling the highest rating he/she can receive is “Achieved Course Standards.” See Appendix A-3 for scoring item.

(4) **Failed to Achieve Course Standards.** The faculty may assign this evaluation to a student who did not meet minimum competence or leadership abilities in accordance with the Individual Student Assessment Plan (ISAP). If a student receives an “Did Not Meet Standards” rating in any two of the Army attributes, core leadership competencies in blocks f. through k. of the AER, then block a. of Part III is rated as “Failed to Achieve Course Standards” IAW DA Pam 623-3. Students counseled for failure to adhere to forms of misconduct such as SHARP, insubordination, lack of integrity, or violation of the Army Values may be considered for a referred report. 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. See Appendix A-3 for scoring item.

1-15. Honors

a. Each MLC location will designate the following honors as applicable:

(1) **Distinguished Honor Graduate.** To achieve the distinction of Distinguished Honor Graduate (DHG), a student must meet the following criteria:

- (a) Have the highest GPA in class.
- (b) Have no negative counseling.
- (c) Score at least 120 out of 150 possible final rating from the 1009A, Section II blocks f. through k. of the AER.

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. See Appendix A-3 for scoring item.

(2) **Honor Graduate.** To achieve the distinction of Honor Graduate (HG), a student must meet the following criteria:

- (a) Have the second highest GPA in class.
- (b) Have no negative counseling.
- (c) Score at least 120 out of 150 possible final rating from the 1009A, Section II blocks f. through k. of the AER.

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. See Appendix A-3 for scoring item.



b. 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.

c. The faculty recommends a rating of "Failed to Achieve 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, or UCMJ). See AR 623-3, page 60, paragraph 3-26, Evaluation of Adverse Actions.

1-16. Course Failures and Referred AER Requirements and Procedures

a. AERs with the following entries are referred or adverse reports. Such AERs will be referred to the rated Soldier or 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 to "Does Soldier fully support SHARP, EO, and EEO?"

(2) Any AER with a "Fail" for the APFT indicating noncompliance with the standards of AR 350-1 (if entries are applicable).

(3) Any "No" response to Within Standards related to the height and weight indicating noncompliance with the standards of AR 600-9 (if entries are applicable).

(4) Any "Did Not Meet Standards" rating.

(5) A "Did Not Graduate" reason for submission.

(6) A "Failed to Achieve Course Standards" (DA Form 1059) rating. If "Failed to Achieve Course Standards" (DA Form 1059) in Part III, block a, is checked, the reviewing official will clearly indicate and explain deficiencies contributing to reasons associated with the box check selection within Part III, block b. Examples (not all-inclusive) include assessments on the character and/or behavior of the rated student and/or lack of aptitude in certain academic areas. All "Failed to Achieve Course Standards" (DA Form 1059) requires an additional supplementary review (see para 2-17).

(7) Any comment so derogatory that the AER may have an adverse impact on the Soldier's career.

b. "Released Early (No Fault of Student)" reason for submission AERs will not be annotated as referred reports.

c. Students released from the MLC 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:

(1) Part I block l. (Comments). Part I block l. requires a statement explaining the reason for the student's release or a statement that Part III block a. does not apply to the report (except in the cases of academic failure, where comments must support the "Failed to Achieve Course Standards" rating).

(2) Part II blocks f. thru k. (Army Attributes, Core Leadership Competencies). Evaluation is possible, dependent upon the time frame of the student's release.



(3) Part III block c. Has the student demonstrated the aptitude for following assignments? Pg 52: Section V, para 3-13 e.(5)(a)7. "The reviewer may list up to three future assignments that are relevant to the student's demonstrated aptitude. This portion of the evaluation strictly addresses the student's potential for future positions of increased responsibility. A rating that is commiserate with positions associated with current rank and not positions of increased responsibility may constitute a referred report and comments must be specific and fully explained in Part III block b.

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.

e. A student will not be considered a course failure while an appeal of dismissal or academic redress is being considered.

f. 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.

1-17. 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 Part II blocks f. through k. and/or Part III block a. based on their situation. Some of the reasons for release are academic, disciplinary, lack of motivation, apathy, illness, injury, and compassionate. Part III block b. Comments, 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.

1-18. Student Grade Appeal

a. 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:

(1) 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:***

- (a) The student's name.
- (b) Rank.
- (c) Learning assessment title.
- (d) Definitive reason for the appeal request.
- (e) Date and time period involved.
- (f) Name of the facilitator who assigned the grade.

(2) 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:

- (a) Request further inquiry into the student's situation, or



- (b) Make a decision (resident) or a recommendation (Distributed Learning) and forward the packet to the NCO Leadership CoE Deputy Commandant for disposition.

b. 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.

c. 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.

d. 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.

1-19. 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.

1-20. 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 the APFT 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 Form 705 that records a passing APFT score. If the DA Form 705 weight data reflects that a student is overweight, he or she must also submit a current DA Form 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 their commander substantiating 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.

1-21. 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.

1-22. Absenteeism

NOTE: AR 600-8-10 (Leaves and Passes) governs all absences.

a. Resident. MLC is an intellectually rigorous course therefore, students should put forth every effort to attend all courseware. Students who receive approval from their respective NCOA Commandant for leaves/absences remain responsible for completing all assignments, projects, assessments.

b. 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

2-1. 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 CMP and/or the POI, plus associated TRAS documents.

2-2. NCO Leadership Center of Excellence and MLC 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