

CENTER FOR TEACHING AND LEARNING EXCELLENCE
Instructional Design Division
Mid-Grade Learning Continuum (MLC) for Captains Career Course
Common Core

Common Core Course Advance Sheet (RC)

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1. SCOPE

The Reserve Component (RC) Captains Career Course (CCC) Common Core (CC) is a 105 hour academic course consisting of 31 lessons conducted in two phases: Distributed Learning (DL) and Resident. Lessons are organized into five modules: *AP100 Leadership and the Army Profession*; *MC100 Mission Command*; *O500 Operations*; *OP100 The Operations Process*; and *T100 Unit Training Management*.

The DL portion of the RC-CCC Common Core is a 75 hour online academic course that consists of 25 lessons and is conducted online using the Army Learning Management System (ALMS). The DL Phase is completed over a 13-month period prior to attending the Resident phase. For each online lesson, you will be afforded the opportunity to “test out” of the lesson if you pass a pre-test. If you do not pass the pre-test, you must then complete the online lecture portion and pass a post-test to complete the lesson. A more detailed assessment plan can be found in paragraph 2 of this advance sheet. You are required to complete the lessons sequentially beginning with the Leadership and the Army Profession module.

The Resident Phase of the Common Core is a 30 hour academic course consisting of 6 lessons, conducted in 6 modules (which includes an end of course (EOC) examination). The RC Resident Phase is completed during a 14-day ADT period. At the completion of the Resident Phase, students are then required to complete branch-specific training.

The Resident Phase of the Common Core is conducted in a small group seminar environment with facilitated peer-to-peer learning designed for Captains and senior First Lieutenants of all branches that include topics mandated by AR 350-1 for resident Professional Military Education (PME). The core curriculum focuses on mission command, the operations process, training, Operations, critical thinking, and enabling leadership competencies. The intent is to provide the tools to effectively lead company-sized teams and function as a battalion or brigade staff officer in the current and future Operational Environment. The modules and lessons of the CC are generally conducted each day from 0700 until 1800 for a ten-hour instructor/student contact day. One hour is set aside for lunch. Additionally, the CC phase is designed to be taught in its entirety before the student begins the branch specific technical education or sequenced throughout the branch curriculum.

AP100 Leadership and the Army Profession is a 34-hour module of instruction consisting of 10 lessons (9 DL lessons and 1 resident lesson). AP100 establishes a foundational and conceptual baseline block of instruction that sets the conditions for subsequent learning in the subsequent lessons and throughout your career. (Note: In FY19, the L100 and the LE100 modules were consolidated into the AP100, *Leadership and the Army Profession* module. This is why there is a combination of L100 and AP100 titled classes in the curriculum).

Distributed Learning Lessons – ALMS	Resident Lessons - ADT
AP110, Army Profession (3 hours)	AP200, Army Profession Exercise (5 hours)
L120, Leader Development Doctrine (4 hours)	
L130, Critical and Creative Thinking (4 hours)	
AP140, Army Profession and Ethic (3 hours)	
L160, Write Effectively (3 hours)	
L161, Staff Communications (3 hours)	
AP160, Lead in Organizations (3 hours)	
AP170, Establish and Exert Influence (3 hours)	
L172, Counseling 3 hours)	
Total DL Hours: 29	Total Resident Hours: 5

MC100 Mission Command is a 15-hour module of instruction consisting of 5 lessons that establish a doctrinal foundation of the philosophy and warfighting function of Mission Command. By understanding its fundamental principles, you will be able to reflect on your own leadership experiences and assess how effectively you, and your leaders, employed mission command. Understanding mission command will not only help you decide and lead more effectively as a commander, but also plan and prepare more effectively as a staff officer..

Distributed Learning Lessons – ALMS	Resident Lessons - ADT
MC111, BCT Capabilities/Limitations (2 hours)	MC200, Mission Command Exercise (5 hours)
MC112, Philosophy of Mission Cmd (3 hours)	
MC115, Art of Cmd/Science of Control (2 hrs)	
MC117, Framing the OE (3 hrs)	
Total DL Hours: 10	Total Resident Hours: 5

O500 Operations is a 24-hour module of instruction consisting of 9 lessons. O500 examines the current doctrine of Operations which “describes how the Army seizes, retains, and exploits the initiative to gain and maintain a position of relative advantage in sustained land operations through simultaneous offensive, defensive, and stability operations in order to prevent or deter conflict, prevail in war, and create the conditions for favorable conflict resolution.” ADP 3-0. The students address sustainment characteristics and functions. Understanding the Army doesn’t conduct operations by itself; the module examines Joint Operations and the Capabilities and limitations of sister services and other partners involved in operations. The Law of War is examined within the Operations block.

Distributed Learning Lessons – ALMS	Resident Lessons - ADT
O501, Doctrine Foundations (4 hours)	O200, Operations Exercise (5 hours)
O502, Stability Operations (2 hours)	
O503, Tactical Logistics (3 hour)	
O504, Offensive Operations (2 hours)	
O505, Defensive Operations (2 hours)	
O506, Homeland Defense and DSCA (2 hours)	
O507, Joint Operations (2 hours)	
O510, Law of Armed Conflict (2 hours)	
Total DL Hours: 19	Total Resident Hours: 5

Lessons O507 (DL) and O200 (Resident) (7 hrs) are an integral part of the core foundation for an introductory grounding in joint organization and war fighting as part of Joint Professional Military Education (JPME). These lessons address the two Joint Learning Areas of the Chairman of the Joint Chiefs of Staff Instruction (CJCSI 1800.01D, 15 July 2009) Professional Military Education learning areas for primary military education. The two Joint Learning Areas are:

Learning Area 1 – Joint Warfare Fundamentals

Learning Area 2 – Joint Campaigning

OP100 The Operations Process is an 16-hour module consisting of 4 lessons that establish the foundational concepts necessary for understanding the operations process. Lessons in the DL phase teach the fundamentals of the operations process, command post operations and the military decision-making process; which are strengthened in subsequent learning at the resident portion of the common core. OP100 consists of:

Distributed Learning Lessons – ALMS	Resident Lessons - ADT
OP111, Opns Process Fundamentals (4 hours)	OP200, Operations Process Exercise (5 hours)
OP112, Cmd Post Orgs and Operations (3 hours)	
OP121, Military Decisionmaking Process (4 hrs)	
Total DL Hours: 11	Total Resident Hours: 5

T100 Unit Training Management is a 12-hour module consisting of 2 lessons on Unit Training Management (UTM), which are designed to increase the student’s knowledge and ability to plan and train Army units. By understanding UTM, students will be able plan and train army units at the battalion and company level during any phase of the Sustainable Readiness Process. This block focuses on Mission Essential Task List (METL) selection and building a Unit Training Plan (UTP) using the operations process. This module also features the Army’s 11 Principles of Training according to ADP/ADRP 7-0 *Training Units and Developing Leaders*, August 2012, the use of training enablers such as the Army Training Network (ATN), Digital Training Management System (DTMS), and Combined Arms Training Strategy (CATS) to accomplish training. Use of key concepts from the Operations Process module of instruction such as Mission Analysis, COA Development & Plan Execution replace the legacy construct of long-range, short-range and near-term planning. This lesson builds on the Leadership and the Army Profession module’s critical thinking, problem solving, effective communication, and presenting military briefings lessons. It also incorporates the fundamentals of Mission Command as introduced earlier in the course. The block consists of the following lessons:

Distributed Learning Lessons – ALMS	Resident Lessons - ADT
T111: Unit Training Management (6 hours)	T200: Unit Training Management Exercise (6 hours)
Total DL Hours: 6	Total Resident Hours: 6

End of Course Exam (4 hours)

The End of Course Exam is an open book three-part comprehensive test and is worth a total of 300 points, which corresponds to 30% of the course grade. Part I consists of 7 short answer questions, and Part II consists of 2 problem-situation questions. Students have 4 hours to complete this exam.

2. COURSE ASSESSMENT PLAN:

Distributed Learning Phase: In each lesson you are assessed on your achievement of the lesson's enabling learning objectives which is measured by correctly answering 10 multiple choice questions. You will be provided one opportunity to successfully complete a pre-test prior to receiving the online lecture portion of each lesson. If you achieve a score of 80% or higher on the pre-test you will receive a passing grade for the lesson and may move forward in the lesson sequence without completing the lecture material. If you fail to receive a score of 80% or higher on the pre-test you must complete the online lecture portion and pass a post-test with a score of 80% or higher to complete the lesson. You will be given as many attempts as are necessary to successfully complete the post test. You will not be allowed to move ahead in the course until you have received a passing score on either the pre or post-test for each lesson in the lesson sequence. The DL phase is worth a total of 2500 points (100 points per lesson).

RC-CCC Common Core DL				Total hrs: 75 Total Pts: 1000
Army Profession AP110: Army Profession 3 hrs L120: Leader Doctrine 4 hrs L130: Critical Thinking 4 hrs AP140: Army Ethics 3 hrs L161: Write Effectively 3 hrs L160: Communications 3 hrs AP160: Lead in Orgs 3 hrs AP170: Exert Influence 3 hrs AP180: Counseling 3 hrs (DL: 9 lessons, 29 hours)	Mission Command MC111: BCT Capabilities 2 hrs MC112: Mission Cmd 3 hrs MC115: Art of Cmd 2 hrs MC117: Framing the OE 3 hrs (DL: 4 lessons, 10 hours)	Operations O501: Doctrine Found 4 hrs O502: Stability Opns 2 hrs O503: Tactical Logistics 3 hrs O504: Offensive Opns 2 hrs O505: Defensive Opns 2 hrs O506: DSCA 2 hrs O507: Joint Operations 2 hrs O510: Law of War 2 hrs (DL: 8 lessons, 19 hours)	Operations Process OP111: Opns Process 4 hrs OP112: CP Operations 3 hrs OP121: MDMP 4 hrs (DL: 3 lessons, 11 hours)	Unit Training Mgmt T111: Unit Tng Mgmt I 6 hrs (DL: 1 lessons, 6 hours)
9 Exams (900 Points)	4 Exams (400 Points)	(8 Exams) 800 Points	3 Exams (300 Points)	1 Exam (100 Points)

RC Common Core Resident Phase: This phase is worth a total of 1000 points. Points are assessed through papers (2 x individually produced papers), briefings (3 x group presentations), contribution to group learning and the End of Course (EOC) Exam. Papers and briefings are each worth 100 points towards the final course grade. In addition, students can earn up to 40 points per lesson for their contribution to learning and group work. Finally, the end of course exam is worth 300 points toward the final course grade.

RC-CCC Common Core Resident					
					Total hrs: 30 Total Pts: 1000
AP200 Army Profession 5 Hours 1 Lesson 1 x Paper (100pts) (C:40pts)	MC200 Mission Command 5 Hours 1 Lesson 1 x Paper (100pts) (C:40)	O200 Operations 5 Hours 1 Lesson 1 x Brief (100pts) (C:40pts)	OP200 Operations Process 5 Hours 1 Lesson 1 x Brief (100pts) (C:40)	T200 Unit Training Management 6 Hours 1 Lesson 1 x Brief (100pts) (C:40pts)	End of Core Exam 4 Hours 1 Lesson (300pts)
140 Points	140 Points	140 Points	140 Points	140 Points	300 Points

Assessment Instruments

Student performance is assessed using the CGSC Forms 1009C (Class Participation), 1009S (Speaking), and 1009W (Writing) dated January 2014 for assessing student performance. Forms 1009 are available as the following appendices to this advance sheet:

- Appendix A: CGSC Form 1009C, *Contribution to Learning*, January 2014
- Appendix B: CGSC Form 1009S, *Assessing Speaking and Presentations*, January 2014
- Appendix C: CGSC Form 1009W, *Assessing Writing*, January 2014

Grading standards are as follows:

A+ (97-100) = Exceptional — In all cases, individual work meets the highest standards for the assignment or course. Work represents the complete integration of critical reasoning, creative thinking, and evaluative skills as the student achieves course learning objectives. The student has demonstrated a mastery of course content. There is abundant evidence of this integration in both individual and group activities and products. Contributions in seminar are highlighted by insightful thought, understanding, and original interpretation of complex concepts; the student typically leads and facilitates group discussions. Student demonstrates exceptional ability to clearly and effectively communicate ideas and information in writing and verbally. Written or verbal communication is understandable in a single reading or hearing and free of errors in grammar, mechanics, and usage.

A (94-96) = Outstanding — In all cases, individual work meets the highest standards for the assignment or course. Work represents the complete integration of critical reasoning, creative thinking, and evaluative skills as the student achieves course learning objectives. The student has demonstrated a mastery of course content. There is abundant evidence of this integration in both individual and group activities and products. Contributions in seminar reflect an outstanding understanding of the material, and are highlighted by insightful thought and original interpretation of complex concepts. Student is fully engaged in discussions. Student demonstrates outstanding ability to

clearly and effectively communicate ideas and information in writing and verbally. Written or verbal communication is understandable in a single reading or hearing and free of errors in grammar, mechanics, and usage.

A- (90-93) = Excellent — In the majority of cases, individual work represents the complete integration of critical reasoning, creative thinking, and evaluative skills as the student achieves course learning objectives. There is significant evidence of this integration in both individual and group activities and products. Contributions in seminar reflect an excellent understanding of the material, and have an insightful quality; student is fully engaged in discussions; student demonstrates excellent ability to clearly and effectively communicate ideas and information in writing and verbally. Written or verbal communication is understandable in a single reading or hearing and generally free of errors in grammar, mechanics, and usage.

B+ (87-89) = Very Good — Meets the standards for the assignment or course. Work represents consistency in the application of critical reasoning skills as the student achieves course learning objectives. The student is competent in the application of course content. There is frequent evidence of this application in both individual and group activities and products. Contributions in seminar reflect a good understanding of material; student joins in most discussions. Student demonstrates very good ability to clearly and effectively communicate ideas and information in writing and verbally. Written or verbal communication is generally understandable in a single reading or hearing and contains only a few minor errors in grammar, mechanics, and usage.

B (84-86) = Satisfactory — Meets most of the standards for the assignment or course. Work represents some consistency in the application of critical reasoning skills as the student achieves course learning objectives. The student is competent in the application of course content. There is frequent evidence of this application in both individual and group activities and products. Contributions in seminar reflect a good understanding of material; involvement in discussions is satisfactory. Student demonstrates satisfactory ability to clearly and effectively communicate ideas and information in writing and verbally. Written or verbal communication is generally understandable in a single reading with some sentences or paragraphs that are not clear or are vague, and may contain numerous minor or a few major errors in grammar, mechanics, and usage.

B- (80-83) = Slightly Below Average — Shows slightly below average command of the material for the assignment or course; work represents a limited consistency in the application of critical reasoning skills as the student achieves course learning objectives. Contributions in seminar reflect an adequate, but slightly below average understanding of material; involvement in discussions is limited. Student demonstrates acceptable, but slightly below average ability to clearly and effectively communicate ideas and information in writing and verbally. Written or verbal communication requires more than a single reading or hearing to be understood and contains numerous sentences or paragraphs that are not clear or are vague and contains numerous major errors in grammar, mechanics, and usage.

C (70-79) = Marginal — Meets some of the basic standards for the assignment or course. Work represents low comprehension of course content and is inconsistent in its application of critical reasoning skills. Contributions in seminar reflect a marginal understanding of material and show minimal preparation; involvement in discussions is minimal; frequently needs to be encouraged. Student demonstrates marginal ability to clearly and effectively communicate ideas and information in writing and verbally. Written or verbal communication requires multiple readings or hearings to be understood and contains numerous unclear or vague paragraphs and major errors in grammar, mechanics, and usage that distract reader or listener.

U (<70) = Unsatisfactory — Failed to address the basic standards in most or all areas for the assignment or course. Work represents a consistent failure to achieve course learning objectives and lack of critical reasoning. Contributions in seminar reflect substandard preparation; limited participation even when called upon or encouraged. The student rarely, or minimally, demonstrates comprehension of course content and is not competent in its application; Student demonstrates significant weakness in ability to clearly and effectively communicate ideas and information. Written or verbal communication is consistently vague or unclear and contains excessive errors in grammar, mechanics, and usage.

I (Incomplete)= Instructors may award a temporary grade of Incomplete if a student for reasons or circumstances judged acceptable, was unable to complete TRI requirements on time. A grade of Incomplete will not be awarded to students who do not complete course requirements or fail to turn in assignments due to substandard time management. An "I" is given as a temporary grade when a student's academic performance assessment may be influenced by proceedings of an alleged violation of academic ethics, pending resolution of the case. An "I" is given as a temporary grade for approved absence such as medical leave, college approved Temporary Duty, emergency leave, family problems or other similarly justifiable circumstances. The faculty member will provide make-up guidance and make arrangements with the student for completion of the work required at the earliest possible date. Students cannot graduate with a final TRI grade of "I." If the work is not completed by the agreed upon due date, the faculty member will award a final grade of "U."

