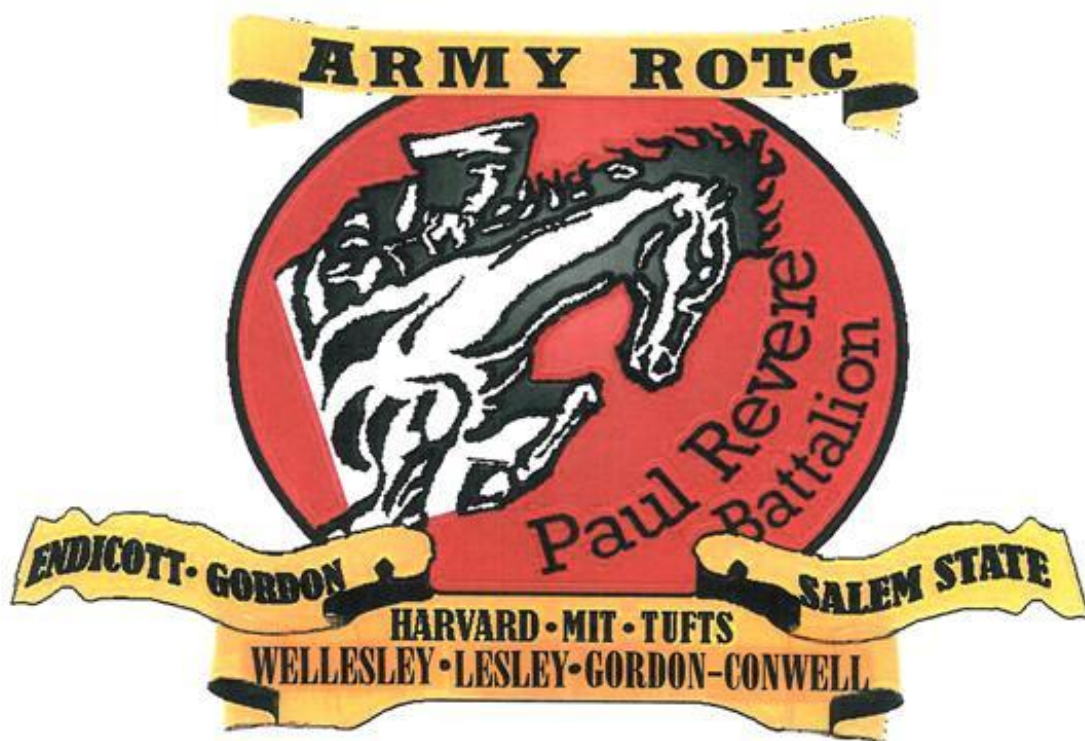


CADET



HANDBOOK

29 January 2011

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General Information

ROTC History

The origins of military instruction in civilian colleges date back to 1819 when CPT Alden Partridge founded the American Literary, Scientific and Military Academy, at Norwich, Vermont. Today, it is Norwich University. In 1862 the U.S. Congress recognized the need for military training at civilian educational institutions. The Morrill Land Grant Act was enacted to fulfill this need. This Act donated lands and money to establish colleges that would provide practical instruction in agriculture, mechanical and military sciences.

The United States Army Reserve Officers' Training Corps (ROTC) as we know it today dates from the National Defense Act of 1916. World War I prevented the full development of civilian educators and military professionals working together. At the conclusion of World War I, the program was fully implemented on college campuses. The success of this effort was demonstrated in World War II, Korea, Vietnam and the Gulf War. College campuses provided quality officers to meet the rapidly expanding needs of mobilization. In 1964 the ROTC Vitalization Act improved the program by adding scholarships and expanding junior ROTC opportunities. The inclusion of women in the program in 1973 was another important milestone.

Today, Army ROTC opportunities are available across the country at almost three hundred host colleges and universities, as well as hundreds of partnership schools.

MIT's ROTC History

After being established in 1861 with funds, which came in part from the sale of public lands, the Massachusetts Institute of Technology (MIT) began academic operations in 1865. Under the provisions of the 1862 Morrill Act, MIT was legally required to teach military skills training to its students. The 1865-66 school catalogue stated that "the regular student of the school will be taught the use of small arms, and the simpler parts of tactics; and for this purpose, will be organized into one or more companies, to meet on stated days for military instruction and exercise". The federal government minimally funded the military training at this and at other land grant schools. For the remainder of the 1800s, the head of the Military Science Department was seldom an active duty military officer. The first Professor of Military Science (PMS) was Hobart Moore. He left MIT in 1872, returning ten years later as General Hobart Moore. His job prior to being PMS was as an Army recruiting officer in Boston during the Civil War.

By the early 1900s, over 105 colleges and universities offered military instruction. When in 1916 Congress officially established the Reserve Officer Training Corps (ROTC), MIT had produced more active Regular Army officers than any other school with the single exception of West Point. In 1917 MIT President Richard MacLaurin telegraphed the War Department to offer the use of MIT's laboratory and staff resources for the national interest. When Congress declared war in April 1917, MIT was immediately called on to assist. Over 160,000 military men were trained in programs either planned or administered by MIT personnel. "Tech" men served in all branches of the Army but were most prevalent in ordnance, the chemical corps, and aviation. Altogether, some 4897 alumni and undergraduates served as members of the United States Armed Forces during the First World War. Twenty-two received the Distinguished Service Cross and thirteen the Distinguished Service Medal.

By 1946 the Army ROTC program was branch specific. Active duty cadre were divided into specific branches: Engineer, Signal, Chemical, Ordnance, Army Security Agency, and

Quartermaster. Cadets chose which branch they desired to join. Their ROTC instruction (including Advanced Camp) was then geared entirely in that direction. Graduation seniors received assignments in the branch in which they were trained.

During the height of the Vietnam conflict, protesting students occupied the offices of the Army ROTC program. Colonel Joe Eliot and his staff stayed with the students to prevent the situation from deteriorating. After three days of occupation, the protesters departed peacefully. Despite such expressions of anti-ROTC sentiment, MIT felt that the ROTC program was still a good thing to have on campus.

Since the reaffirmation of MIT's commitment to ROTC, there have been several notable changes in the program. Two years after a 1972 rule change, the first women entered the Army ROTC program at MIT. In 1976, due largely to the efforts of Harvard student Theodore Block, Harvard officially signed cross-enrollment agreements with the MIT ROTC programs. Tufts and Wellesley entered similar agreements the same year. Cadet Block received his commission in 1977, becoming the first Harvard graduate of the MIT Army ROTC program. Wellesley had its first MIT ROTC graduate in 1978 and Tufts in 1979. In 1985 Harvard and Wellesley held the first commissioning ceremonies at their respective campuses for cross-enrolled cadets.

In 1999 MIT and ROTC programs began in earnest to pursue common interests under the leadership of Prof. Robert McKersie, the chair of the ROTC Faculty Oversight Committee, to bring acceptance of the ROTC into the mainstream of the campus life. A first joint ROTC-Sloan Leaders' For Manufacturing leadership seminar was held during IAP '99 under the co-direction of CPT Tony Cho, Army ROTC faculty member, and James Wolters, LFM '00. The seminar was very successful and very much appreciated by the attending undergraduates.

In 2000, the Paul Revere Battalion has expanded to include Endicott College, Gordon College, and Salem State University. Additionally, in 2008 the Paul Revere Battalion expanded to include Lesley College and Gordon-Conwell College in 2009. With the addition of affiliate schools based north of the Boston area the demographics of the organization has shifted from the Boston based colleges/universities northward. Since 2005 the battalion strength has expanded greatly to Cadets participating in the schools north of Boston to where half of the Cadets in the Paul Revere Battalion are outside of Boston city limits.

Since 1861, MIT has trained and commissioned officers of the highest quality for both the Active and Reserve components of the U.S. Army. Based on a reaffirmation of support by officials at MIT Harvard, Wellesley, Tufts, Endicott, Gordon, Gordon-Conwell, Lesley, and Salem State, the program has a bright future and will continue its traditions of excellence.

Army ROTC Insignia

Figure 1. Reserve Officers' Training Corps Shoulder Sleeve Insignia.



Description

A shield arched at top and bottom, 3 1/2 inches in height and 2 1/2 inches in width, consisting of a field divided quarterly yellow and black and thereon at upper right a yellow lamp of knowledge inflamed, at lower left a yellow Trojan helmet, and diagonally across the yellow quarter a black sword point up, all between two yellow panels outlined black and inscribed in black letters 5/16 inch in height, "LEADERSHIP" at top and "EXCELLENCE" below, all within a 1/8 inch black border.

Symbolism

The shield symbolizes the Army mission of national defense and is divided into quarters representing the four traditional military science courses comprising the Senior ROTC curriculum. The sword signifies courage, gallantry and self-sacrifice intrinsic to the profession of arms. The lamp denotes the pursuit of knowledge, higher learning, and the partnership of Army ROTC with American colleges and universities. The Trojan helmet is symbolic of the ancient civilization concept of the warrior scholar. The motto *Leadership Excellence* expresses the ultimate responsibility of Army ROTC in the discharge of its moral responsibility to the nation.

Army ROTC Mission

The mission of U.S. Army Cadet Command is to commission the future officer leadership of the United States Army and motivate young people to be better citizens. Cadet Command does this through Senior and Junior ROTC (Reserve Officers' Training Corps) programs across the country.

There are 273 Senior Army ROTC programs at colleges and universities across the United States. These military science programs develop impart and develop the skills necessary to lead American Soldiers.

Program Description

MSL.101 Leadership and Personal Development

Introduces students to the personal challenges and competencies that are critical for effective leadership. Students learn how the personal development of life skills such as critical thinking, goal setting, time management, physical fitness, and stress management relate to leadership, officership, and the Army profession. The focus is on developing basic knowledge and comprehension of Army leadership dimensions while gaining a big-picture understanding of ROTC, its purpose in the Army, and its advantages for the student. Students must meet the following objectives throughout the course: leadership, values and ethics, personal development, officership, and tactics and techniques.

MSL.102 Introduction to Tactical Leadership

Overviews leadership fundamentals such as setting direction, problem solving, listening, presenting briefs, providing feedback, and using effective writing skills. Students explore dimensions of the leadership values, attributes, skills, and actions in the context of practical, hands-on, and interactive exercises. Professor of Military Science role models and the building of stronger relationships among students through common experience and practical interaction are critical aspects of the team-building and leadership exercises.

MSL.201 Innovative Team Leadership

Explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army leadership framework. Students practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises and participating in Leadership Labs. Focus is on continued development of the knowledge of leadership values and attributes through an understanding of Army rank, structure, and duties and basic aspects of land navigation and squad tactics. Case studies provide tangible context for learning the Soldier's Creed and Warrior Ethos as they apply in the Contemporary Operating Environment.

MSL.202 Foundations of Tactical Leadership

Examines the challenges of leading teams in the complex Contemporary Operating Environment. The course highlights dimensions of terrain analysis, patrolling, and operation orders. Further study of the theoretical basis of the Army leadership framework explores the dynamics of adaptive leadership in the context of military operations. Students develop greater self-awareness as they assess their own leadership styles and practice communication and team building skills. Contemporary Operating Environment case studies give insight into the importance and practice of teamwork and tactics in real-world scenarios.

MSL.301 Adaptive Team Leadership

Challenges students to study, practice, and evaluate adaptive leadership skills as they are presented with the demands of preparing for the ROTC Leader Development Assessment Course (LDAC). Challenging scenarios related to small unit tactical operations are used to develop self awareness and critical thinking skills. Students receive systematic and specific feedback on their leadership abilities. Students at this level begin to analyze and evaluate their own leadership values, attributes, skills, and actions. Primary attention is given to preparation for LDAC and the development of leadership abilities.

MSL.302 Leadership in Changing Environments

This course uses increasingly intense situational leadership challenges to build student awareness and skills in leading tactical operations. Having learned squad-level tactics in MS.301, students now learn to lead up to platoon level. Students review aspects of combat, stability, and support operations. They also conduct military briefings and develop proficiency in garrison operation orders. The focus is on exploring, evaluating, and developing skills in decision making, persuading, and motivating team members in the Contemporary Operating Environment. Students are evaluated on what they know and do as leaders as they prepare to attend LDAC.

MSL.311 Leadership Laboratory I

Collective training in fundamentals of small unit tactics, drill and ceremony, and the practice of individual military skills under field conditions off campus. Includes one weekend of field adventure training focused on teambuilding through completion of leader's reaction course, obstacle course, marksmanship, and rappelling.

MSL.312 Leadership Laboratory II

Continues the development of skills taught in MS.311. Training focus prepares student for the Leadership Development and Assessment Course (LDAC) the following summer. Provides multiple venues for student evaluation under the Leadership Development Program (LDP). Culminates in a weekend Field Training Exercise (FTX) practicing platoon tactics, land navigation, command and control, and patrolling. Voluntary opportunities exist for airborne school, air assault school, mountain warfare school, and advanced marksmanship training.

MSL.401 Developing Adaptive Leaders

Develops student proficiency in planning, executing, and assessing complex operations, functioning as a member of a staff, and providing leadership-performance feedback to subordinates. Students are given situational opportunities to assess risk, make ethical decisions, and provide coaching to fellow ROTC students. Students are measured by their ability both to give and receive systematic and specific feedback on leadership abilities. Students analyze and evaluate the leadership values, attributes, skills, and actions of MS.301 and MS.302 students while simultaneously considering their own leadership skills. Attention is given to preparation for the branch-specific Officer Basic Course (OBC) and the development of leadership abilities.

MSL.402 Leadership in a Complex World

Explores the dynamics of leading in the complex situations of current military operations in the Contemporary Operating Environment. Students examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. Students also explore aspects of interacting with nongovernmental organizations, civilians on the battlefield, and host nation support. The course places significant emphasis on preparing students for their first unit of assignment as Army Second Lieutenants. Uses case studies, scenarios, and "What now, Lieutenant?" exercises to prepare

students to face the complex ethical and practical demands of leading as commissioned officers in the United States Army, Army Reserves or Army National Guard.

MSL.411 Advanced Leadership Laboratory I

Designed to develop the student's technical, tactical, and leadership skills while continually assessing the student's officership potential. Through assignment to leadership positions in both command and staff capacities, students actively participate in the planning and execution of training within the program, directing and controlling the corps of cadets, enhancing oral and written communications, and the application of the troop leading procedures and mission analysis.

MSL.412 Advanced Leadership Laboratory II

Continuation of MS.411. Training focus prepares the student for their branch-specific Officer Basic Course (OBC) the following summer/fall/spring. Continued student development and evaluation under the Leadership Development Program (LDP). Culminates in a second weekend Field Training Exercise (FTX) practicing platoon tactics, land navigation, command and control, and patrolling. Includes preparation for the transition from student to Second Lieutenant in the US Army/Army Reserves or Army National Guard.

Enrollment Requirements

1. General.

- a. Be of good moral character.
- b. Be a U.S. citizen by birth or naturalization. There are limited exceptions for foreign students.
- c. Be at least 17 years old to begin ROTC and under 39 years of age at time of commissioning.
- d. Be enrolled in and attending classes full time at a school participating in the Senior ROTC program and pursuing a course of instruction leading to an approved baccalaureate or advanced degree.
- e. Have at least a 2.0 (2.5 for ROTC scholarship recipients) cumulative grade point average based on a 4.0 scale. (This is the grade point average required by ROTC Cadet Command.)
- f. Execute a loyalty oath or affirmation.
- g. Not be a conscientious objector.
- h. Be selected by the Professor of Military Science (PMS).

2. Advanced Course Requirements. In order for a cadet to be enrolled in the Advanced Course these additional requirements must be met:

- a. Demonstrate leadership and officer potential.
- b. Have at least two full academic years remaining in college as an undergraduate or graduate student.
- c. Have Basic Course completion credit.
- d. Successfully complete the current aptitude or screening tests and any other prescribed surveys or evaluations.
- e. Be medically and physically qualified.
- f. Execute a contract with the U.S. Army.

Financial Assistance

1. ROTC Scholarships

Four, three and two-year Army ROTC scholarships are awarded on a competitive basis to eligible and qualified students who apply. Students who attend the summer Leader's Training Course after their sophomore year may apply for two-year scholarships as well. A limited number of three and two-year scholarships are also available on campus. Interested cadets should contact the Enrollment Officer.

Each scholarship pays full tuition and mandatory fees at all of our schools. In addition, cadets are provided a monetary amount for books and a monthly tax-free stipend.

2. Guaranteed Reserve Forces Duty (GRFD) Scholarships

Army ROTC also offers three and two-year scholarships in return for part-time duty in the Army National Guard or the Army Reserve. This scholarship is worth full tuition and mandatory fees for each academic year. Scholarship winners also receive a monthly tax-free stipend and a book stipend (\$900 per year). The dedicated National Guard/Reserve program allows 2, 2.5, 3, and 4-year National Scholarship winners to elect to convert their scholarship to DedARNG during the second semester/term of their MSL II year. This is not a new scholarship, but a conversion process for currently enrolled scholarship cadets. Individuals selected for DedARNG scholarships must serve their eight-year military service obligation in the ARNG in an active drilling capacity (one weekend a month and a two-week annual training period each year), except for period(s) of active duty required to obtain branch qualification (i.e., OBC) or related to mobilization.

3. Subsistence Allowance

All contracted cadets receive a tax free subsistence allowance of \$300-\$500 per month, depending upon their MS year. Cadets are also paid a subsistence allowance for summer training at the Leader's Training Course (LTC) and the Leadership Development and Assessment Course (LDAC).

4. Simultaneous Membership Program (SMP)

SMP allows Advanced Course students to be members of the Army National Guard or the Army Reserve and Army ROTC at the same time. ROTC SMP students are paid at the rate of at least Sergeant E-5 for their Guard or reserve training assemblies, plus the subsistence allowance from the ROTC Advanced Course. They serve as officer trainees in their Guard or Reserve units. All are eligible for certain veteran's educational benefits from their Guard or Reserve unit.

5. National Guard Tuition Waiver

The Massachusetts State Legislature enacted the Educational Assistance Bill waiving tuition at state colleges for National Guard members. This tuition waiver is applicable to all members of the Massachusetts Army National Guard who are enrolled or accepted for enrollment in a state college in an undergraduate degree granting or certificate program.

6. Non Scholarship Option

Cadets who are contracted and who are not receiving an ROTC scholarship will receive a monthly stipend as MSIII's and MSIV's and are eligible to compete for active duty assignments. Alternatively, they can guarantee accession to the Reserves or National Guard with a non-scholarship GRFD endorsement.

The Paul Revere Battalion Program

CADRE FACULTY AND STAFF

Professor of Military Science (Battalion Commander)	
Assistant Professor of Military Science (Battalion Executive Officer)	
Assistant Professor of Military Science (ROO Recruiting Operations Officer): Enrollment Officer	
Senior Military Instructor (Battalion Command Sergeant Major)	
Human Resources Technician (S-1):	
Assistant Professor of Military Science (S-3): Operations and Training Officer or Senior Military Science Instructor (COMTEK)	
Enlisted Instructor (S-3 Operations and Training Sergeant)	
Supply Technician (S-4)	
Administrative Assistant	
Additional Cadre Member	
Additional Cadre Member	

CADET CHAIN OF COMMAND

c/BC: Cadet Battalion Commander	
CO: Cadet Company Commander (___ CO)	
PL: Cadet Platoon Leader (___ PLT)	
SL: Cadet Squad Leader (___ SQD)	
TL: Cadet Team Leader (___ Team)	

SUPPORT CHAIN OF COMMAND

c/CSM: Cadet Command Sergeant Major	
1SG: Cadet First Sergeant (___ Co)	
PSG: Cadet Platoon Sergeant (___ PLT)	

CADET STAFF

c/XO: Cadet Executive Officer	
c/S-1: Cadet Personnel Officer	
c/S-2/ROO: Cadet Recruiting Officer	
c/S-3: Cadet Operations Officer	
c/S-4: Cadet Logistics Officer	
S-6 / PAO: Public Affairs Officer	

Organization

1. Battalion Cadre

a. The Professor of Military Science (PMS) is the representative of the Department of the Army at MIT. He is a member of the Active Army assigned to duty at the University and is a member of the faculty with the academic rank of Professor during the term of his assignment. He serves as chairman of the Department of Military Science.

b. Assistant Professors of Military Science are Active Duty or Reserve Component commissioned officers serving with the Military Science Department. They instruct academic classes and serve as advisors to help cadets on the road to becoming commissioned officers.

c. Noncommissioned Officers (NCOs) in the cadre are proficient in their military occupational skills and provide training, administrative and logistical support, and serve as instructors for military science classes.

2. Cadets

a. Each student is designated as an MS I, MS II, MS III, or MS IV cadet (MS = Military Science) based on academic alignment and military training experiences:

MS I: Normally an academic Freshman

MS II: Normally an academic Sophomore

MS III: Normally an academic Junior

MS IV: Normally an academic Senior

b. The cadet organization includes a Battalion Headquarters with a staff for overall coordination. The cadets are further organized into Companies, platoons and squads, similar to infantry platoons (*see Annex O*). As cadets progress through AROTC, they will be given more responsibility and will function in higher leadership positions:

MS I: Members of squad

MS II: Team Leaders

MS III: Squad Leaders, Platoon Sergeants, Battalion and Company Staff NCOs

MS IV: Platoon Leaders, Company Commanders and XOs, Battalion Commander, Battalion Staff Officers and Command Sergeant Major

Program Activities

1. The U.S. Army ROTC Program offered at MIT is designed to develop your management, leadership, and basic military skills. There is a great deal of focus on preparing you to successfully complete the Leader Development and Assessment Course (LDAC), the most significant event in your cadet life. The ultimate goal is for each cadet to be well prepared for service as a commissioned officer in one of the three components of the U.S. Army - the active Army, the Army National Guard, or the United States Army Reserve. The purpose of each MS year is delineated in the following two sections.

2. The Basic Course

a. MS I cadets attend Military Science academic classes and Leadership Labs each semester. The purpose of Military Science I is to:

- 1) Provide the cadet an overview of Army ROTC and the Army: its history, customs, regulations and opportunities, to include the scholarship process.
- 2) Develop personal character and challenge freshmen to live up to the standards of Army Officers.
- 3) Foster a sense of responsibility within cadets, especially toward academics and ROTC subjects.
- 4) Develop self-confidence through challenging, adventurous and innovative training, including hands-on military skills.
- 5) Develop oral and written presentation skills.
- 6) Develop a sense of belonging to the Army family, especially as a member of the Paul Revere Battalion, which will motivate students to participate fully in Army ROTC.
- 7) Prepare MS I cadets to become successful MS II cadets.

b. MS II cadets attend ROTC academic classes and Leadership Labs each semester. The purpose of Military Science II is to:

- 1) Introduce MS II cadets to the role of the noncommissioned officer, expose them to NCO leadership in the Active Army and the Paul Revere Battalion, and prepare them to assume NCO leadership of the cadet battalion in the future.
- 2) Become familiar with and develop knowledge of basic military skills, specifically first aid, operations orders, tactics, and leadership. The focus of training is to prepare cadets to be future leaders of the cadet battalion and eventually, the Army.
- 3) Further develop oral and written presentation skills.
- 4) Encourage qualified cadets to apply for 2-year Army ROTC Scholarships and participation in the ROTC SMP as MS IIIs.
- 5) Encourage qualified MS II cadets to contract into the Advance Course.
- 5) Prepare MS II cadets to be successful MS III cadets.

3. The Advanced Course

a. MS III cadets will attend Military Science academic courses each semester. Participation in FTXs, weekly scheduled Leadership Laboratories, formal social functions, and physical training is required. Participation in extracurricular activities is encouraged. The purpose of Military Science III is to:

1) Prepare cadets for success at LDAC. Training consists of hands-on situational tactical exercises, planning and executing operations orders and basic military skills.

2) Employ the Leadership Development Process, and the 26 Attributes and Core Leader Competencies, to evaluate and improve MS III performance.

3) Further develop oral and written presentation skills.

4) Prepare cadets to become Cadet Officer leadership of the battalion. The MS III year will reinforce troop leadership skills necessary for success as cadet officers.

5) Enable the cadet to make sound informed decisions concerning component (Reserve Forces Duty, Active Duty), branch, and initial duty assignments.

6) Teach cadets to provide the NCO leadership in the cadet battalion.

7) Instill an understanding that college performance is as important as ROTC involvement to the cadets' future. Similarly, their performance at LDAC is a training and performance evaluation, which is critical in the selection process for component and branch.

b. MS IV cadets will attend ROTC academic courses each semester. Participation in FTXs, special professional development events, physical training, and all Leadership Laboratories is required. Involvement with extracurricular activities is encouraged. The purpose of Military Science IV is to:

1) Develop the cadet's leadership and managerial skills, enabling him/her to assume the junior officer leadership of the U.S. Army.

2) Develop leadership and managerial skills in the Cadet Battalion by planning, coordinating, and conducting the training of Basic Course cadets.

3) Prepare MS IV cadets for success at their branch specific Basic Officer Leadership Course.

4. Professional Military Education Requirements

Certain academic courses outside the regular Military Science curriculum are required to provide each cadet with the academic foundation necessary to support his/her continued intellectual growth. Requirements which cadets must satisfy are the baccalaureate degree and completion of at least one undergraduate course from each of the following designated fields of study: written communication skills, American military history (preferably one that includes a battle analysis), and computer literacy (or demonstrate proficiency otherwise).

General Policies and Standards

1. Personal Conduct

Personal conduct is listed first because it is the most important standard that you must uphold. It is the foundation of your officer training. The standards of personal conduct for cadets encompass integrity, ethics, moral character, and the honor code.

a. Integrity: Cadets are expected to be truthful in all matters and to do the right thing, all the time, even when no one is watching.

b. Ethics: As a professional body, the Army officer corps possesses a set of values and ideals, which are not negotiable. As you progress through the program, you will be instructed in values and ideals, their requirements, and how to best uphold them.

c. Moral Character: You must demonstrate exemplary moral character, both in and out of the classroom. Alcohol or drug abuse, driving under the influence, lying, stealing, cheating, etc. are all antithetical to the Army values and will not be tolerated.

d. Honor Code: The academic honor code of the respective universities applies to all cadets as students. However, as future Army officers, you will be upheld to a higher standard of conduct. The following cadet honor code applies:

“A cadet will not lie, cheat, steal, or tolerate those who do.”

This cadet honor code is intended to be a touchstone in your life as a cadet and a commissioned officer and should always serve as your guide when in doubt. The non-toleration clause requires you to report observed violations to the ROTC cadre.

2. Administrative

a. Each cadet will keep his/her Military Advisor/Instructor and chain of command informed of his/her current address, telephone number, or other means of being contacted.

b. Military Advisors/Instructors will counsel cadets each semester concerning their academic progress and individual performance. Cadets are encouraged to visit their advisor anytime to discuss problems or to seek information.

c. Cadets are expected to provide any requested documents or information promptly.

d. Disenrollment from ROTC can result when a cadet no longer meets ROTC enrollment criteria. Poor academic or ROTC performance, being overweight, inaptitude for military service, poor attendance in class or training, or disciplinary problems are possible causes. Before disenrollment a cadet will be warned of his/her questionable standing and remedial measures will be discussed. Formal probation, administrative and academic suspension and disenrollment notices will be issued in writing.

e. Property accountability is critical. A cadet is issued uniforms, books, and other equipment belonging to the ROTC unit. Cadets may be required to pay for lost or damaged equipment and supplies. Nonpayment could result in the withholding of all school grades and other administrative measures.

f. Each cadet will visit unit supply and clear all supply records with the Supply Officer/NCO at the end of their participation in ROTC. All issued uniforms, books, or other equipment will be accounted for before commissioning, or before departing on a leave of absence.

3. Training

- a. Regular classroom attendance or prearranged make-up of missed class instruction is expected of all cadets. Punctuality, attentiveness, prior preparation, and active participation are each student's responsibility. Learning is not a passive endeavor.
- b. Participation in Leadership Laboratories is required of all cadets.
- c. Cadets also participate in a Physical Training (PT) Program. Cadets conduct PT at three times per week as directed by the battalion..
- d. Two FTXs are conducted per year (one per semester). Participation in these intensive field training exercises is mandatory. You can learn to lead only by doing.
- e. Upon written request to their unit, SMP cadets will be excused from annual training during the year they are required to attend LDAC. They are not required to attend both, unless they choose to do so, but they must attend LDAC.
- f. Use the chain of command for information flow and to solve training problems.

Physical Training (PT)

Physical Training (PT) is an integral part of our AROTC program. Army training is inherently physically demanding, and each Cadet is expected to maintain a high standard of fitness by participating in BN PT sessions, in addition to a personal program. By staying in shape, cadets improve performance not only in the field, but on campus as well.

- Basic PT. Regular PT sessions will be conducted three times a week (locations will depend on training needs and IAW the syllabus or battalion published guidance). These sessions will follow standard Army PT exercises or similar variations at the PT leader's discretion (TC 3-22.20)

- The Army Physical Fitness Test (APFT). The APFT is divided into three events: number of pushups in two minutes, number of sit-ups in two minutes, and the time it takes to run two miles.

- Personal Training. Cadets seeking to improve specific exercises on the APFT, or just interested in developing a personalized workout plan should contact their MS Advisor at the office for more details. Cadets may find that they need workout buddies for motivation. To find an appropriate AROTC workout partner at your school, contact the cadet chain of command (COC). The Battalion staff organizes a Cadet Mentorship Program (CMP), where a PT mentor will assist you in building and maintaining a physical training regimen.

Attendance

Academic excellence is one of the top priorities of every cadet. To allow cadets ample time and energy to achieve success in academics at our respective institutions, the AROTC program limits the majority of material to onsite instruction and training, with only minimal offsite assignments. Within the limitations of this setup, consistent AROTC attendance is crucial in order to maximize each cadet's development. As a guideline, here are some basic expectations and procedures to remember.

Attendance will be closely monitored to ensure that each cadet receives adequate training. The tracking system is not meant to penalize cadets, but identify situations as they occur when additional training assistance or guidance may be required for certain cadets.

When running late, call the point of contact or the AROTC office (617-253-4471) as appropriate. All Cadets will notify both the Cadet Chain of Command and the Cadre Chain of Command prior to absence from any ROTC training event. Notification to the Cadet Chain of Command is for accountability purposes only and is not used to gain excusal from training events. Notification to the Cadre Chain of Command is for excusal purposes. Only Cadre members may excuse a Cadet from any training event, not Cadets.

MS instructors will have the authority to authorize absences at their discretion for normal military science classes and physical fitness training. The PMS is the sole approval authority for absences from any leadership laboratory. Unless written or verbal approval for absence is granted in advance the absence will be considered unexcused and deductions to military science grades may be taken into account. Repeated unexcused offenses will be referred to the PMS for action.

Extracurricular Activities

The Military Science Department sponsors several organizations and activities designed to further the participant's development, knowledge, and preparedness for service as a commissioned officer. Cadets are encouraged to get involved in any of these activities.

Ranger Challenge

Ranger Challenge is the varsity sport of ROTC. This team competes against teams from the New England area, in events such as: APFT, Marksmanship, Orienteering, Obstacle Course, and M16 Rifle Assembly/Disassembly. The best of those teams compete against the best teams from across the First Region. To apply, cadets should contact the Cadet Ranger Challenge Captain.

Pershing Rifles

Our chapter company of the National Society of Pershing Rifles is C-12 (ABN), and it is a co-ed, fraternal organization comprised of cadets and midshipmen from all three ROTC services. The purpose of the company is to achieve and maintain the highest levels of technical and tactical proficiency, military professionalism, and leadership, achieved through study, intense training, and drilling in small unit infantry tactics.

Social Activities

As in all professions, the Army Officer Corps observes certain social customs. Cadets are required to attend social functions steeped in tradition as part of pre-commissioning training. They are enjoyable learning experiences and foster camaraderie.

Dining In

A formal unit's function that is mandatory for all contracted cadets. The Dining In is a regimental dinner with origins dating back to the British Royal Army of pre-colonial times. The Paul Revere Battalion typically holds this in the Fall semester as an "Army-only" event, with select guests or speakers.

Military Ball

This formal is mandatory for contracted cadets and is highly recommended for non-contracted cadets. Guests are encouraged and most welcome. The ball is generally held at a local hotel in the Spring semester. All three ROTC services participate.

Summer Activities

Cadets may compete for training opportunities conducted at Active Army Schools or internships. This training is usually conducted during the summer months. Some allocations are available during the winter holidays. Cadets are selected to attend this excellent training based on their overall standing within the program. Since the number of allocations is limited, selection for schools is competitive and based on factors including ROTC grades, academic grades, participation in ROTC activities, APFT scores and advisor recommendations. Cadets should request consideration for attendance at these schools early in the fall quarter/semester by contacting their cadre advisor.

Air Assault School (AA)

Cadets are trained in airmobile operations, including rappelling from helicopters, airmobile tactics and rigging airmobile cargo. This is a two-week course taught at Fort Campbell, KY or Fort Rucker, AL. Upon successful completion, the cadet is awarded the Air Assault Badge. This training opportunity is open to cadets who have completed MS I, Basic Camp or Basic Training and Advanced Individual Training.

Airborne School (ABN)

Army paratrooper training conducted for three weeks at Fort Benning, GA. Upon successful completion cadets are awarded the Parachutist Badge. This training opportunity is open to cadets who have completed MS I, Basic Camp or Basic Training and Advanced Individual Training.

Cadet Field Training (CFT)

This is an 8-week program of instruction executed by the United States Military Academy to develop the leadership skills of sophomore cadets. Seven weeks of CFT will be at Camp Buckner, with one week at Fort Knox, KY for Mounted Maneuver Training (MMT). CFT consists of basic skill level training ending with Maneuver Light Training where the cadets train on how to defend and attack an opposing force. Cadets must be contracted and have completed MS II.

Cadet Internship Program (CIP)

An initiative of Assistant Secretary of the Army for Manpower and Reserve Affairs (ASA/MRA), the CIP allows cadets to work with Department of the Army (DA), the Secretariat, Office of the Chief of the Army Reserve, (OCAR), National Guard Bureau (NGB), and Office of the Secretary of Defense (OSD) for 3 weeks.

Cadet Troop Leadership Training (CTLT)

This is an optional program for MS III cadets during the summer following completion of LDAC. This three week CONUS or four week OCONUS program trains cadets in lieutenant positions with active Army and Reserve component units. Assignments are available in nearly all branches and with units worldwide.

Drill Cadet Leader Training (DCLT)

The 4-week DCLT Program provide cadets an opportunity to apply leadership skills, interact with highly skilled and experienced Noncommissioned Officers (NCOs) and drill sergeants, and improve common task skill proficiency in an Army training environment. Cadets serve in

positions with the cadre of Initial Entry Training (IET) and One-Station Unit Training (OSUT) units -- Basic Training.

Engineer Internship Program (EIP)

Engineering Internships are hosted by the US Army Corps of Engineers (USACE) and Directorates of Public Works at select Army installations. Cadets assigned to this internship will work exclusively in an engineering capacity and under the direct supervision of an engineer. The majority of the engineering internships are not co-located on a military installation.

Lawrence Livermore National Laboratory Internship (LLNL)

This opportunity is an individually supervised research and study program conducted at the Lawrence Livermore National Laboratory. It is designed to provide students a hands-on experience with advanced technologies and techniques and to increase awareness of LLNL's stockpile stewardship mission while supporting DoD and a multitude of military projects.

National Ground Intelligence Center Internship Program (NGICIP)

This internship is sponsored by the National Ground Intelligence Center (NGIC) located in Charlottesville, VA. Internships are in the field of computer science, computer engineering, information gathering or data mining, and in selected languages. Cadets assigned to this internship will work exclusively in a Military Intelligence (MI) environment and under the direct supervision of MI personnel.

Nurse Summer Training Program (NSTP)

This course is available only to qualified nurse cadets. NSTP is an optional clinical elective providing opportunities to develop and practice leadership skills in a clinical environment. Nurse cadets train for three weeks at selected U.S. Army Medical Command Medical Treatment Facilities. Cadets work side-by-side with an Army Nurse Corps officer preceptor.

Northern Warfare Training Course (NW)

This is a three-week course covering tactical operations in a cold weather climate. The course is taught at Fort Greely, AK and open to cadets who have completed MS II, Basic Camp graduates or Basic Training and Advanced Individual Training graduates.

Culture and Language Program (CULP)

Through the Culture and Language Immersion Program, cadets travel to a non-English speaking country and experience full cultural immersion. Cadets attending a CULP course have the opportunity to visit foreign military academies, national landmarks, markets and other areas of cultural significance in the country they travel to as they take classes in language, politics and local customs. CULP courses are conducted during winter or summer break.

Robin Sage (RS)

The Robin Sage exercise provides cadets with an interest in Infantry and/or Special Forces an opportunity to serve as squad members within "G" bands. The "G" band conducts link-up operations with Special Forces Student Operational Detachment Alphas, receives specific training and conduct combat and sustainment operations. Over a three-week period in Camp Mackall, North Carolina, this program provides the cadets with opportunities to learn and grow as potential leaders.

Additional Cadet Resources

This section directs you to resources where you can find more information. These resources should direct you to the answers of most of your specific concerns and questions.

- **Cadet Library.** Located in the rear of the Merrill Room, the Library represents the efforts of Cadre and cadets alike to compile an up to date collection of cadet-oriented works. In addition to the array of practical field manuals, these shelves hold numerous fiction and nonfiction books, videos, and movies emphasizing anything from leadership development to military history. Interested cadets will also find branch overviews of the 17 Army branches to which they can be accessed upon graduation. Familiarize yourself with the contents of the library and the SOP for checking items out (see posted details in Library).

Some Publications by Topic:

<i>Cadet Handbook</i>	<i>Army ROTC Compilation</i>
<i>FM 3-21.8</i>	<i>Infantry Rifle Platoon and Squad (previously FM 7-8)</i>
<i>FM 3-22.20</i>	<i>Army Physical Readiness Training</i>
<i>FM 3-25.26</i>	<i>Map Reading and Land Navigation</i>
<i>FM 3-21.5</i>	<i>Drill and Ceremonies</i>
<i>FM 3-22.9</i>	<i>M16A1 & M16A2 Rifle</i>
<i>AR 670-1</i>	<i>Wear and Appearance of Uniform</i>
<i>AR 600-8-22</i>	<i>Military Awards</i>

- **Army ROTC Online.** Extensive material is also available through the computer. Cadets will have access to the Cadet computers in the Merrill Room. For cadets requiring more information on Army ROTC there is an excellent PowerPoint presentation on file as well as Internet access. Here are a few web addresses to start you off:

1. <http://web.mit.edu/armyrotc/> (Paul Revere BN webpage)
2. <http://dir.yahoo.com/Government/USGovernment/Military/Army/ROTC/> (directory of ROTC school web pages of varying usefulness. BU's page is an excellent resource)
3. <http://www.rotc.usaac.army.mil/> (general AROTC webpage)
4. <http://www.army.mil/> Official Army Webpage











- **Cadre:** Perhaps one of the most valuable resources available for the future officers of Army ROTC is the collected real Army experience of the cadre. Coming from a variety of backgrounds and assignments, these individuals can offer invaluable insight and perspective only attainable through years of life and experience in the U.S. Army. Their commitment to the Army is demonstrated by their numerous career achievements and presence in ROTC where they teach future leaders. Be sure to familiarize yourself with their biographical information to get an idea of who might best advise you about a tour overseas, or perhaps answer your questions about where engineer officers are stationed, or maybe discuss PT techniques.

ANNEX A






MILITARY RANK

In writing a letter, you may use the abbreviation in the address of the letter. Use the rank/title spelled out in the heading, i.e., Dear Colonel.

Officer Rank













<u>ABV</u>	<u>GRADE</u>	<u>RANK/TITLE</u>	<u>ORAL ADDRESS</u>	<u>INSIGNIA</u>
GEN	0-10	General (4 star)	General	
LTG	0-9	Lieutenant General (3 star)	General	
MG	0-8	Major General (2 star)	General	
BG	0-7	Brigadier General	General	
COL	0-6	Colonel	Colonel	
LTC	0-5	Lieutenant Colonel	Colonel	 (silver)
MAJ	0-4	Major	Major	 (gold)
CPT	0-3	Captain	Captain	
1LT	0-2	First Lieutenant	Lieutenant	 (silver)
2LT	0-1	Second Lieutenant	Lieutenant	 (gold)

Warrant Officer Rank

<u>ABV</u>	<u>GRADE</u>	<u>RANK/TITLE</u>	<u>ORAL ADDRESS</u>	<u>INSIGNIA</u>
CW5	W-5	Chief Warrant Officer	Mister/Miss	
CW4	W-4	Chief Warrant Officer	Mister/Miss	
CW3	W-3	Chief Warrant Officer	Mister/Miss	
CW2	W-2	Chief Warrant Officer	Mister/Miss	
W01	W-1	Warrant Officer	Mister/Miss	

*All Warrant Officers can also be addressed by: Sir/Ma'am, and CW2-CW5 can be addressed as "Chief."

Non-Commissioned Officer (NCO) Rank (Enlisted Soldiers)

<u>ABV</u>	<u>GRADE</u>	<u>RANK/TITLE</u>	<u>ORAL ADDRESS</u>	<u>INSIGNIA</u>
SMA	E-9	Sergeant Major of the Army	Sergeant Major	
CSM	E-9	Command Sergeant Major	Sergeant Major	
SGM	E-9	Sergeant Major	Sergeant Major	
1SG	E-8	First Sergeant	First Sergeant	
MSG	E-8	Master Sergeant	Sergeant	
SFC	E-7	Sergeant First Class	Sergeant	
SSG	E-6	Staff Sergeant	Sergeant	
SGT	E-5	Sergeant	Sergeant	
CPL	E-4	Corporal	Corporal	
SPC	E-4	Specialist	Specialist	
PFC	E-3	Private First Class	Private	
PVT	E-2	Private	Private	
PVT	E-1	Private	Private	No Insignia

ANNEX B

CADET LEADERSHIP POSITION RESPONSIBILITIES

Listed below are general responsibilities for major evaluated cadet leadership positions. By design, they are neither specific nor all encompassing. As generalized duty descriptions, they apply to on-campus programs as well as to garrison and field environments. The intent of this annex is to provide a sample outline to use as a foundation of responsibilities to build on.

BATTALION LEVEL POSITIONS

CADET BATTALION COMMANDER (c/BC):

- * Commands and controls the battalion.
- * Uses staff to manage battalion activities.
- * Responsible for health, welfare, morale, and discipline of the battalion.
- * Provides training objectives for subordinate commands.
- * Disseminates command guidance/issues orders.
- * Executes the orders of the PMS and cadre.
- * Inspects and ensures orders and policies are followed.
- * Places special emphasis on supervising planning for labs, FTXs, dining in and the Military Ball

Cadet Battalion Commander for a battalion consisting of over XX Cadets from one host school and seven affiliate schools/universities. Provides guidance and direction; delegates responsibilities to commanders and staff to execute assigned missions. Serves as a standard bearer (leads by example). Builds an effective chain of command and develops a positive command climate. Communicates intent and empowers subordinates to act appropriately to accomplish missions. Supervises the Battalion XO, company commanders, and Battalion Sergeant Major. Directs and supervises the long - range planning of major events and activities. Delineates responsibilities and expectations. Sets suspenses and enforces standards. Implements cadre guidance. Supervises and evaluates the execution of plans. Develops and oversees the MSIV mentorship program of MSIIIs, MSII and MSI.

CADET BATTALION EXECUTIVE OFFICER (c/XO):

- * Supervises all tasks assigned to the staff by the c/BC.
- * Directs the efforts of special staff officers.
- * Ensures staff is rendering assistance to subordinate commands.
- * Supervises the implementation of risk management.
- * Serves as Battalion Commander in his/her absence.

Cadet Executive Officer for a battalion consisting of over XX Cadets from one host school and seven affiliate schools/universities. Second in command; assumes command in the Battalion Commander's absence. Serves as the Chief of Staff; coordinates the efforts of the battalion staff. Anticipates requirements and directs staff estimate process, then supervises staff planning, coordination, and execution of all specified and implied tasks. Assigns staff proponents for specific tasks. Ensures staff officers maintain continuity folders and pass lessons learned to incoming staff. Ensures staff serves subordinate commanders. Schedules and controls staff meetings. Ensures that safety briefings are presented at all special events. Oversee's MSIV mentors.

CADET BATTALION PERSONNEL OFFICER (c/S-1):

- * Ensures full unit accountability and reports attendance to cadre.
- * Supervises morale support activities including recreational and fitness activities.
- * Supervises awards program.
- * Supervises administration of discipline.
- * Advises the commander on personnel and administration policies.

Cadet Personnel Officer for a battalion consisting of over XX Cadets from one host school and seven affiliate schools/universities. Principal staff officer for all matters regarding administration and human resources. Prepares and maintains unit strength reports, rosters, and records. Maintains bulletin boards, photo archives, sends out invitations, ensures cadet organization are current and manned.

CADET BATTALION INTELLIGENCE / RECRUITING OPERATIONS OFFICER (c/S-2/ROO)

- * Assists cadre recruiting officer during recruiting events.
- * Analyzes university student populations and develops strategies to target great officer candidates.
- * Conducts other recruiting tasks as directed by the Cadre recruiting officer.
- * Tracks all matters concerning anti terrorism / force protection
- * Briefs the command on weather analysis

Cadet Intelligence / Recruiting Officer for a battalion consisting of over XX Cadets from one host school and seven affiliate schools/universities. Responsible for assisting in targeted recruiting on campus and marketing new recruiting efforts. Plans, coordinates, and supervises all cadet-recruiting activities to include mail outs and recruiting booths. Works directly with the cadre Recruiting Operations Officer. Informs all cadets of enrollment activities and maintains the cadet recruiting incentive award program. Additionally for predicting training conditions and providing advance warning of conditions that require adjustments to exercises and activities. Prepares and briefs current events, the weather forecast and maintains the cadet reference/language library and branch orientation literature. Keeps the S-3 informed of changing conditions that will effect operations.

CADET BATTALION OPERATIONS OFFICER (c/S-3):

- * Prepares monthly/weekly training schedules.
- * Develops Mission Essential Task List (METL).
- * Supervises the execution of training.
- * Prepares and distributes Warning Orders (WARNOs), Operations Orders (OPORDs) and Fragmentary Orders (FRAGOs).
- * Compiles training records and reports such as After Action Review (AARs).
- * Prepares, publishes and distributes Warning Orders, Operations Orders and Fragmentary Orders.

Cadet Operations Officer for a battalion consisting of over XX Cadets from one host school and seven affiliate schools/universities. Responsible for planning and implementing exercises and activities. Writes operation orders and/or Memorandums of Instruction (MOI) for all activities and keeps the Commander and staff informed of all operations. Coordinates with other staff sections for required support and supervises Leadership Labs, PT, APFTs, Field Training Exercises, LDP, Club Activities, specialty PT events. Additionally, supervises the designation, preparation, and rehearsal of instructors.

CADET BATTALION LOGISTICS OFFICER (c/S-4):

- * Coordinates the use of all classes of supply for labs and FTXs.
- * Determines maintenance requirements.
- * Coordinates transportation requirements.
- * Coordinates the distribution of TA-50 and personal clothing.
- * Coordinates field sanitation requirements.

Cadet Logistics Officer for a battalion consisting of over XX Cadets from one host school and seven affiliate schools/universities. Responsible for planning and coordinating all internal and external logistical support for training and activities of the Battalion. Ensures accountability and maintenance of all equipment. Assists the cadre Supply Technician as required. Additionally, conducts required inventories and ensures all equipment is properly maintained.

CADET BATTALION SIGNAL / PUBLIC AFFAIRS OFFICER (S-6 / PAO):

- * Coordinates with nonmilitary agencies.
- * Creates retention plans.
- * Principal responsibility for the Lance.
- * Coordinates community activities.
- * Responsible for all tasks related to communications and technology.
- * Maintains battalion computer network.
- * Maintains radio communications during battalion events.
- * Ensures Power Point and Smart Board are functioning properly prior to staff meetings.

Cadet Signal / Public Affairs Officer for a battalion consisting of over XX Cadets from one host school and seven affiliate schools/universities. Responsible for photography, publishing the Paul Revere Recorder (battalion newsletter), and maintaining and posting information to the MIT Army ROTC website.

CADET BATTALION COMMAND SERGEANT MAJOR (c/CSM):

- * Accounts for personnel; prepares morning reports.
- * Conducts battalion formations.
- * Issues orders/instructions through the NCO chain of command.
- * Ensures personal appearance standards are met.
- * Conducts drill and ceremonies at the battalion level.
- * Supervises and controls field mess provisions.
- * Supervises maintenance and control of equipment through the NCO chain.

Cadet Battalion Command Sergeant Major Officer for a battalion consisting of over XX Cadets from one host school and seven affiliate schools/universities. Serves as the Cadet Battalion Commander's expert on cadet-enlisted matters and serves as an intermediary between the Cadet Battalion Commander, Cadet NCOs, and enlisted members. Principal advisor to the commander on the state of morale, discipline, and training of cadets within the battalion. Works with battalion to ensure that: correct information about training, special events, etc. is passed up and down the chain of command - cadets improve their professional appearance both in uniform and of ROTC facilities and equipment. CSM also oversees the training and performance of the Color Guard at special events, ensures formations and drill / ceremony are executed in accordance with FM 22-5, runs the flag duty detail, fosters unit Esprit, and attends weekly battalion command and staff meetings, and performs all other duties as assigned by the Cadet Battalion Commander.

COMPANY LEVEL POSITIONS

COMPANY COMMANDER:

- * Commands and controls the company.
- * Responsible for the overall welfare and success of the company.
- * Executes the BC's instructions/orders.
- * Conducts troop leading procedures.
- * Inspects and follows-up on instructions.
- * Prepares and issues company OPORDs.
- * Controls tactical movements.

Cadet Company Commander for a company consisting of over XX Cadets from one host school and up to seven affiliate schools/universities. Leads by example. Builds a positive command climate. Evaluates the performance of cadets in the company. Responsible for everything that the company does or fails to do. Provides input to battalion planning. Develops company plans IAW higher HQ directives. Ensures cadets are adequately prepared to execute their responsibilities, especially during field training exercises. Recommends deserving cadets for awards and promotions.

COMPANY EXECUTIVE OFFICER:

- * Second in command of the company.
- * Oversees the daily execution of day to day activities.
- * Executes the BN XO's instructions/orders.
- * Coordinates the efforts of all HQ Platoon sections.
- * Assists the Company commander in all assigned duties.

Cadet Company Executive Officer for a company consisting of over XX Cadets from one host school and up to seven affiliate schools/universities. Acts as the commander when the Commander is unavailable. Supervises and coordinates the planning actions of the staff and ensures the necessary external planning and communications in order to execute all company functions, activities, and training.

COMPANY FIRST SERGEANT:

- * Second in command of the company.
- * Oversees the daily execution of day to day activities.
- * Executes the BN XO's instructions/orders.
- * Coordinates the efforts of all HQ Platoon sections.
- * Assists the Company commander in all assigned duties.

Cadet First Sergeant for a company consisting of over XX Cadets from one host school and up to seven affiliate schools/universities. Senior Noncommissioned officer in the company; supports the company commander by training and supervising the NCO chain of command. The First Sergeant is responsible for the conduct of all individual training, accountability of all personnel, and assists the executive officer in the administration and logistical support of the company. Enforces cadet observance of military customs and courtesies. Enforces military bearing and cadet appearance in uniform. Maintains accountability of all assigned personnel and equipment.

PLATOON LEADER (PL):

- * Commands and controls the platoon.
- * Responsible for the overall welfare and success of the platoon.
- * Executes the BC's instructions/orders.
- * Conducts troop leading procedures.
- * Inspects and follows-up on instructions.
- * Prepares and issues OPORDs.
- * Controls tactical movements.
- * See FM 3-21.8 for detailed patrolling responsibilities.

Cadet Platoon Leader for a company consisting of over XX Cadets from one host school and up to seven affiliate schools/universities. Leads by example. Builds an effective chain of command and develops a positive command climate. Responsible for direct supervision of platoon sergeant and the squad leaders. Provides guidance and direction; delegates responsibilities. Responsible for everything that the platoon does or fails to do. Builds morale and esprit de corps in the platoon.

PLATOON SERGEANT (PSG):

- * Controls and accounts for personnel and equipment.
- * Ensures personal appearance meet standards.
- * Supervises the issue of equipment, rations, and ammunition to the squads of the platoon.
- * Conducts platoon formations.
- * Conducts drill and ceremonies at the platoon level.
- * Performs duties directed by the PL.
- * Conducts pre-combat inspections.
- * See FM 3-21.8 for detailed patrolling responsibilities.

OPERATIONS SERGEANT:

- * Prepares all platoon operations orders and training plans.
- * Briefs the Training Officer weekly as to all training and labs for that week.
- * Conducts platoon AARs.
- * Maintains continuity book.
- * track all platoon training statistics and forecasts training shortfalls
- * Performs duties directed by the PL.

SUPPLY SERGEANT:

- * Tracks all platoon supply requests.
- * Works with supply technician to issue equipment.
- * Provides command status of equipment on hand.
- * Conducts inventories as requests.
- * Forecast equipment needs based on training events.

SQUAD LEADER (SL):

- * Controls and accounts for personnel and equipment.
- * Ensures personal appearance meets standards.
- * Supervises distribution of equipment, rations, and ammunition.
- * Controls squad formations and movements.
- * Conducts troop leading procedures.
- * Prepares and issues OPORDs

- * Conducts squad offensive, defensive, and patrolling operations.

TEAM LEADER (TL):

- * Controls and accounts for personnel and equipment
- * Ensures barracks/personal appearance meet standards.
- * Supervises distribution of equipment, rations, and ammunition.
- * Controls team formations and movements.

ANNEX C

MILITARY CUSTOMS AND COURTESIES

Within the context of training, cadets will maintain a professional military bearing by applying the basic customs and courtesies used in the Army ROTC program. These same customs and courtesies learned in ROTC will be applied throughout their career in the military.

- **Forms of Address.** Cadets will use standard Army courtesy for Cadre at all times. All officers will be addressed as “sir” or “ma’am” as appropriate. NCOs will be addressed by their rank. It is appropriate to use surname when addressing officers by rank. For example, Captain DeForest should be addressed as “sir,” or “Captain DeForest,” but not just as “Captain.” Be respectful and use common sense. Follow these guidelines when addressing the cadre of other services, visiting officers, and civilians. When addressing two or more officers, the articles “gentlemen” or “ladies” are used.

- **Cadet to Cadet.** When in an AROTC training environment cadets will apply similar courtesy to the cadet chain of command, “sir” or “ma’am” for cadet officers and so on. When formally addressing another cadet, using “Cadet” followed by the addressee’s surname is acceptable. “Mr.” or “Ms.” is also appropriate and cadets may find this option useful when unsure of how to address midshipmen and cadets of the other ROTC programs.

- **Reporting.** When required to officially report while in uniform, cadets will:

1. Come to attention.
2. Salute, holding it.
3. Report as appropriate: “Sir/Ma’am, Cadet X reporting as ordered” or “Sir, Cadet X requests permission to speak with you”, etc.
4. Drop the salute after it has been returned
5. Remain at attention until told “at ease” or other such direction
6. At completion of conversation, come to the position of attention; salute and hold the salute until it is returned; drop the salute then depart.

- **Saluting.** A salute is a form of greeting and respect. Detailed instructions on proper saluting are found in the *Cadet Handbook* and *FM 3-21.5 (Drill and Ceremonies)*. The salute will be rendered in the following situations:

1. As required at military formations and ceremonies (as prescribed in FM 3-21.5)
2. By all cadets in uniforms outdoors when meeting or when approached by a cadre officer or a cadet officer of higher rank.
3. By cadets in uniform indoors when officially reporting to a cadre officer, cadet officer of higher rank, or a board of officers.
4. As the national colors pass by out of doors when in uniform.

Note: An appropriate greeting should be offered when saluting a higher-ranking official: e.g., “Good morning, Ma’am” or “Good evening, gentlemen”; the salute is not rendered indoors except when reporting or when in a ceremony.

- **Cover.** Wear the proper cover whenever outdoors and indoors only when bearing arms. All other times indoors, remove cover.

- **Place of Honor.** The Place of Honor is always to the right. When walking with an individual of higher rank, walk on the left and slightly farther back. Similarly, when seated, the junior individual will sit on the left and so on.

ANNEX D

DRILL AND CEREMONIES (D&C)

Reference: FM 3-21.5

Drill and Ceremonies (D&C) refers to formal movement, formations and special ceremonies as practiced in AROTC. As all cadets are likely to encounter marching and formations everyday in their Army experience, it is important for each cadet to become comfortable with the required movements and commands. MSIIIs in particular will need to demonstrate confidence in personally leading formations and directing marching. For more detailed instructions, reference FM 3-21.5.

- Basic D&C. The following list (fig 5.1) represents a basic minimum of D&C knowledge expected of every cadet. The list connects the verbal command with a rough description of its execution and is meant to serve as a primer. Though more D&C will be covered, familiarity with this list will provide a solid foundation for the majority of D&C used at the BN and later at LDAC.

Figure 5.1

<u>Movement</u>	<u>Command</u>	<u>Brief Description</u>
<i>Standing:</i>		
Position of Attention	“(group), atten-SHUN!” “FALL—in!”	Eyes straight ahead, arms down straight along pant seam, knees slightly bent, heels together, slight angle of boots, “gut in, chest out.” No talking.
Parade Rest	“Pa-rade, REST!”	Eyes straight ahead, thumbs interlocked and hands flat against small of back, palms facing away from the body, legs shoulder-width apart (formal formations). No talking.
At Ease	1. “Stand at, EASE” 2. “at ease”	1. At the command of “EASE” cadet will assume the position of Parade Rest, but will move eyes and head directly to the individual leading the formation. 2. Thumbs interlocked at the small of back, arms relaxed, feet shoulder width apart. Can move head and eyes, but cannot talk.
Rest	“Rest.”	Keep right foot planted to mark spot in formation, otherwise relax, talk, etc. (Note: If at Attention, must go to At Ease before giving Rest command)
<i>Facing Movements:</i>		
Right/Left Face	“Right, FACE!” “Left, FACE!”	For Right Face: From Position of Attention, pivot on right heel and ball of left foot, bring left foot up next to right (reverse for Left Face)
About Face	“About, FACE!”	From Position of Attention put right toe behind left foot approximately one foot length, pivot left heel and right toe until facing the opposite direction.
<i>Marching:</i>		
Forward March	“Forward, MARCH!”	Lead with left foot and begin marching on command.
Mark Time	“Mark time, MARCH!”	Called on left step, march in place, can adjust/dress up line while marking time, call just before Halt
Halt	“(group), HALT!”	From Mark Time, “group, halt” then finish last two steps (i.e. group-halt-one-two.)

Turning:

Column Right/Left	“Column right, MARCH!” “Column left, MARCH!”	Right: Call “Column Right” on right step, take left step, call “march” on right step, pivot on left foot and turn. Left: Call “Column Left” on left step, step right, call “march”, pivot right foot and turn.
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- **Using a “Command Voice”.** When leading a group and giving commands, it is crucial to use a strong, authoritative voice, often referred to as a “command voice”. A “command voice” communicates a *clear* and *audible* D&C command to the entire group addressed. Certain formal ceremonies require the group leader’s discretion for the volume of his or her “command voice.”

- **Other Commands and D&C to Know.**

- Present Arms/Order Arms (salute/drop salute)
- Rear March (reverse marching direction)
- Right/Left Flank (similar to facing movement while marching)
- Counter Column (reverse group direction using four inverting columns)
- Dress Right Dress, (Including “At Close Interval”) (how to properly position and align your group)
- Eyes Right when Marching.

ANNEX E

PHYSICAL FITNESS

Reference: FM TC 3-22.20

1. BATTALION COMMANDER'S GUIDANCE:

- a. Goal of PT program: Ensure cadets are physically, mentally, and emotionally prepared to meet the bare minimum demands of leading a platoon in combat or non-combat operations.
- b. Critical Tasks: Exceed minimum APFT standards at all times and meet body composition standards at all times.
- c. Objective 1: Exceed minimum standard for physical fitness on the APFT by achieving a 270 or above on the APFT (All Cadets)
 - i. Sub-Objective 1a: End of 1st Semester Freshmen score greater than 230
 - ii. Sub-Objective 1b: End of 2nd Semester Freshmen score greater than 240
 - iii. Sub-Objective 1c: End of 2nd Semester Sophomores score greater than 260
 - iv. Sub-Objective 1d: End of 2nd Semester Juniors score greater than 270
 - v. Sub-Objective 1e: Seniors sustain at greater than 270
- d. Objective 2: Cadet can effectively lead physical fitness training sessions with confidence (MSIII/IV)
 - i. Sub-Objective 2a: Plan, back brief, and rehearse conduct of PT Sessions
 - ii. Sub-Objective 2b: Lead PT Sessions to Army standards
 - iii. Sub-Objective 2c: Lead 2 or more evaluated physical fitness sessions as a Cadet NCO (MSIII)
 - iv. Sub-Objective 2d: Conduct Self-assessment of PT Session and correct shortfalls
- e. Objective 3: Cadets develop, maintain, monitor, and assess physical fitness training program that meets unit critical/essential tasks (MSIV)
 - i. Sub-objective 3a: Develop a physical fitness program that supports critical/essential tasks
 - ii. Sub-objective 3b: Assess PT program to determine if it meets goals.
 - iii. Sub-objective 3c: Adjust PT program as required by unit and individual if not meeting goals
 - iv. Sub-objective 3d: Observe, counsel, mentor, and provide feedback to those planning and leading PT and enforce Army and unit standards for physical fitness.

2. PT TESTS AND REQUIREMENTS

- a. Each cadet is required to take the Army Physical Fitness Test every semester and to stay within the Army weight standards. Refer to TC 3.22-20 for physical fitness training and APFT standards.
- b. Physical training will be a part of the Army ROTC Program throughout the school year. All cadets should take it upon themselves to stay in good physical condition.
- c. The Army Physical Fitness Test that will be given to each cadet consists of three events. Each freshman cadet must be able to score 60 points in each event to pass the Physical Fitness Test. The

number of points required for a passing score increases from year to year. There are 100 possible points for each event with 300 points being a maximum score on the test.

(1) The Push-up: Cadets start in the front leaning rest position and will have two minutes to complete as many repetitions of this exercise as possible. The arms and back must be straight in the starting position. On the command of GO, begin your push-ups by bending at the elbow and lowering your body until the top of the upper arms, shoulders, and lower back are aligned parallel to the ground. You will then return to the starting position. This will count as one (1) push-up. You may rest, but your body cannot touch the ground.

PUSHUP



START & AUTHORIZED REST POSITION

AGES 17-21

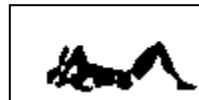
Min. Male - 42 Push-ups; 60 points
 Max. Male - 71 Push-ups; 100 points
 Min. Female - 19 Push-ups; 60 points
 Max. Female - 42 Push-ups; 100 points

AGES 22-26

Min. Male – 40 Push-ups; 60 points
 Max. Male – 75 Push-ups; 100 points
 Min. Female – 17 Push-ups; 60 points
 Max. Female – 46 Push-ups; 100 points

(2) The Sit-up: The start position is flat on your back, knees bent at a 90 degree angle, fingers interlocked behind your head. You have two minutes to complete this test. On the command of GO, begin curling your body forward until you reach the vertical position where the base of your neck is above the base of your spine, then return to starting position. During the exercise, another cadet will hold your ankles down to the ground. Your hands must remain interlocked behind your head throughout the exercise. You may rest only in the up position.

SIT-UP



START POSITION

AUTHORIZED REST POSITION

AGE 17-21

Min. Male - 53 Sit-ups; 60 points
 Max. Male - 78 Sit-ups; 100 points
 Min. Female - 53 Sit-ups; 60 points
 Max. Female - 78 Sit-ups; 100 points

AGE 22-26

Min. Male – 50 Sit-ups; 60 points
 Max. Male – 80 Sit-ups; 100 points
 Min. Female – 50 Sit-ups; 60 points
 Max. Female – 80 Sit-ups; 100 points

(3) The Two-Mile Run: The minimum and maximums are as listed below:



AGE 17-21

Min. Male - 15:54; 60 points
 Max. Male - 13:00; 100 points
 Min. Female - 18:54; 60 points
 Max. Female - 15:36; 100 points

AGE 22-26

Min. Male – 16:36; 60 points
 Max. Male – 13:00; 100 points
 Min. Female – 19:36; 60 points
 Max. Female – 15:36; 100 points

3. WEIGHT CONTROL PROGRAM

a. Meeting the Army height and weight standard is as much a part of being a leader as wearing the uniform properly. Excess weight is not only detrimental to one's health, but it also can prevent a cadet from entering the Advanced Program. Any cadet whose weight does not meet the military acceptable weight standards cannot be contracted into the Advanced Program and cannot attend LDAC. These standards are listed on the next page:

Ht Inch.	MALE		FEMALE	
	AGES		AGES	
	17-20	21-27	17-20	21-27
58	---	---	119	121
59	---	---	124	125
60	132	136	128	129
61	136	140	132	134
62	141	144	136	138
63	145	149	141	143
64	150	154	145	147
65	155	159	150	152
66	160	163	155	156
67	165	169	159	161
68	170	174	164	166
69	175	179	169	171
70	180	185	174	176
71	185	189	179	181
72	190	195	184	186
73	195	200	189	191
74	201	206	194	197
75	206	212	200	202
76	212	217	205	207
77	218	223	210	213
78	223	229	216	218
79	229	235	221	224
80	234	240	227	230

Maximum Weights Listed – (see AR 600-9)

- b. Contracted Cadets who fail to meet the weight standards will be subject to any one or combination of the following sanctions:

- (1) Weekly weigh-ins
- (2) Mandatory supervised PT Program

(3) Mandatory participation in the Cadet Mentorship Program (CMP)

(4) Advanced Course cadets who fail to meet the PT standard will not be sent to LDAC and may be disenrolled.

(5) Seniors who do not pass the PT test before commissioning may be disenrolled

d. Those cadets who do not meet the standard within the time allotted may be disenrolled from the program. The responsibility for losing weight shall rest wholly with the individual cadet.

ANNEX F

PROPER WEAR OF MILITARY UNIFORM

Reference: AR 670-1

1. GENERAL

a. Wearing a military uniform is a privilege. It sets you apart as a special person. Wear the uniform with pride.

b. The supply sergeant will issue you your various uniforms. If necessary, arrangements will be made for alterations so the uniforms fit properly.

c. When in uniform, always wear the complete uniform. Never mix articles of civilian clothing with uniform parts. However, your uniform shoes, socks, and All Weather Coat without insignia may be worn with your civilian clothes.

d. Uniforms will be clean and neatly presented when worn. All patches will be machine sewn on. Coordinate with Supply officer/NCO for free sewing.

e. Cover (headgear) will be worn when outdoors. Keep buttons buttoned, zippers closed, and snaps fastened. Footwear and brass will be highly shined.

f. Simultaneous Membership Program (SMP) cadets will be issued certain uniform items by AROTC. When participating in ROTC training, the Cadet Command patch and ROTC unit insignia will be worn. When training with their reserve component units, patches and distinctive unit insignia of that unit will be worn.

2. Cadre and cadets alike are expected to present a positive, professional image. As such, all cadets will be neatly groomed. When wearing a military uniform or otherwise representing Army ROTC, cadets will conform to the following standards:

a. Male haircuts. The hair will not be excessive or present an unkempt appearance. It will present a tapered look. When combed, it will not fall over the ears or eyebrows or touch the collar except for the closely cut neck hair. Use AR 670-1 as a reference.

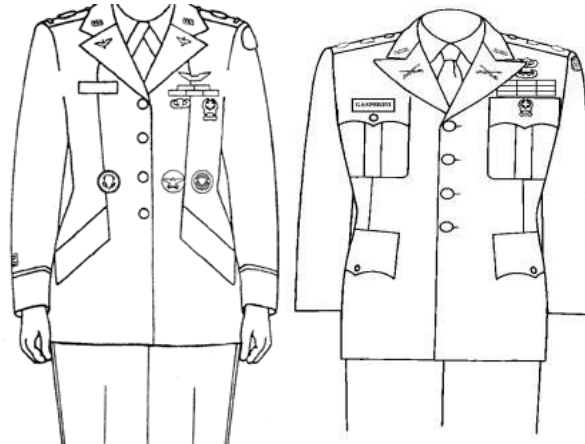
b. Female haircuts. The bulk or length of the hair will not interfere with wearing of military headgear. Hair should not appear unkempt. The hair length may not extend below the bottom edge of any uniform collar. Long hair may meet this standard by being pinned up using natural hair-colored clips etc.

c. Men will be clean-shaven except for mustaches. If a mustache is worn, it will be neatly trimmed so that no portion covers the upper lip line or extends beyond or below the corner points of where the upper and lower lips join.

d. Earrings. Female may wear screw-on, clip-on, or post-type earrings with only the Class A, Class B, dress, and mess uniforms. Earrings will not be worn with ACU's or PT uniforms. Earrings will not exceed 6mm or 1/4 inch in diameter. They will be of gold, silver, and white pearl or diamond, unadorned and spherical. When worn, earrings will fit snugly against the ear and will be worn as a matched pair with only one earring per ear lobe.

1. The Army Green Service Uniform

a. The Class "A" uniform is often referred to as "Greens." This uniform is appropriate for most occasions.



Class A Uniforms (Female and Male)

b. Class A uniform consists of the following:

i. Male - Garrison cap, Army green coat and trousers, AG-415 green shirt (short or long sleeve), a black four-in hand necktie, black oxford shoes, black socks, black belt with brass buckle and tip, black all weather coat (optional), uniform brass and accessories

ii. Female - Garrison cap, Army green coat, slacks or skirt, AG-415 green shirt (short or long sleeve), black neck tab, black oxford shoes or black pumps, black all weather coat (optional), uniform brass and accessories.

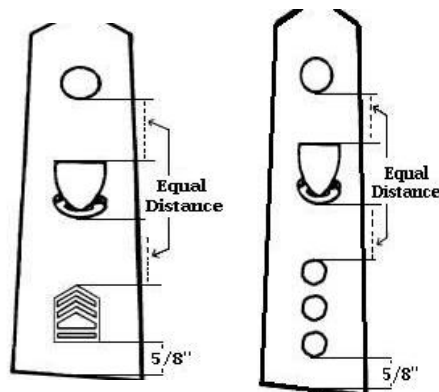
iii.

iv. Green Coat (as seen above).

v. Insignia of rank. Non-subdued insignia will be worn centered on both shoulder loops of the coat, 5/8 inch from the outside shoulder seam. The top of enlisted insignia will point toward the individual's neck. (See page F-9 for cadet rank) When more than one rank disk or lozenge is worn, they will be spaced 1/4 in apart.

vi.

vii. Distinctive Unit Insignia (DUI). Worn on the shoulder loops of the coat and centered between the insignia of grade and the outer edge of the button.



Insignia of rank and DUI on Class A

viii. **Shoulder Insignia.** The ROTC unit patch will be sown on to the left sleeve, 1/2 inch below the shoulder seam. The MIT unit patch will be worn in the same manner on the right sleeve.

ix.

x. **Torch of Knowledge.** This insignia is worn by Basic Course cadets (MS I and MS II's) centered on both collars parallel to the inside edge of each lapel with the outside edge of the insignia positioned 1 inch above the notch of the lapel.



Class A - Torch of Knowledge Male



Class A - Torch of Knowledge Female

xi. **R.O.T.C. Initials.** This insignia is worn by MS III and MS IV cadets centered on both lapels of the coat, parallel to the inside edge of each lapel. The lower edge of the insignia is positioned 5/8 inch above the notch of the lapel.

xii.



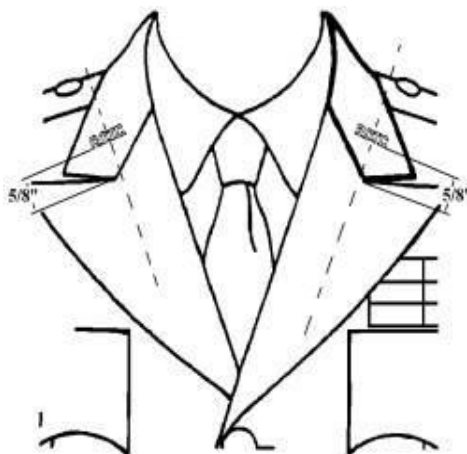
Class A - ROTC Insignia Male



Class A - ROTC Insignia Female

xiii. **Branch Insignia.** Second semester MS IV's may wear branch insignia centered on both lapels, 1 1/4 inches below the ROTC initials, with the insignia bisecting the ROTC initials and parallel to the inside edge of the lapel.

xiv.



Class A - ROTC Insignia Male

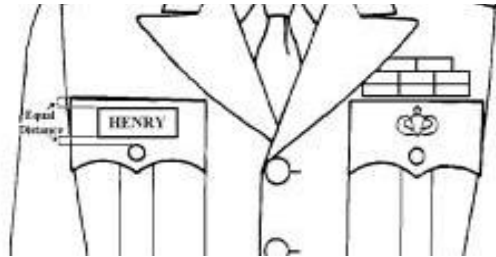


Class A - ROTC Insignia Female

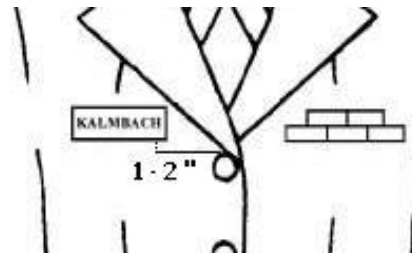
c. **Nameplate.**

i. Male cadets. The nameplate will be worn on the flap of the right breast pocket, centered from left to right and between the top of the button and the top of the pocket on the Army green 415 shirts and the coat of the Army green uniform.

ii. Female cadets. On the Army green uniform, the nameplate will be worn between 1 to 2 inches above the top button, centered horizontally on the wearer's right side. Placement of the nameplate may be adjusted to conform to individual figure differences.



Class A - Nameplate Male



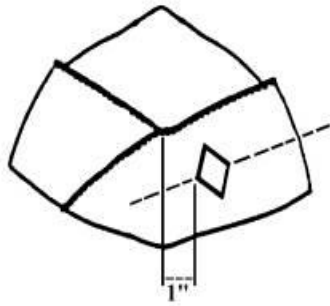
Class A - Nameplate Female

b. **Ribbons.** Only authorized ribbons will be worn. The order of precedence is found at the "Cadet Awards" page. Ribbons will be worn in the order of precedence from the wearer's right to left in one or more rows either with no space or a 1/8 inch space between rows. No more than four (4) ribbons will be worn in any one row. Male personnel will wear their ribbons centered 1/8 inch above the left breast pocket in as many rows as necessary. Female personnel will wear them centered on the left side with the bottom row positioned parallel to the bottom edge of the nameplate. Placement of the ribbons may be adjusted to conform to the individual's figure differences.

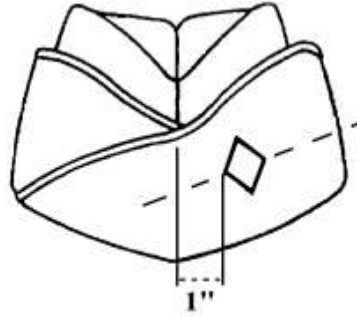
c. **Other Insignia, Badges, and Tabs.** See CCR 670-1 and AR 670-1.

d. **Garrison Cap** (male and female). The garrison cap will be worn with the front vertical crease of the cap centered on the forehead, in a straight line with the nose. The cap will be tilted slightly to the right, but in no case will the side of the cap rest on the top of the ear. Center the cap approximately 1 inch above the eyebrows (approximately the width of the first two fingers). The top of the cap will be opened to cover the crown of the head. Hair will not be visible on the forehead below the front bottom edge of the cap. Insignia will be worn as follows:

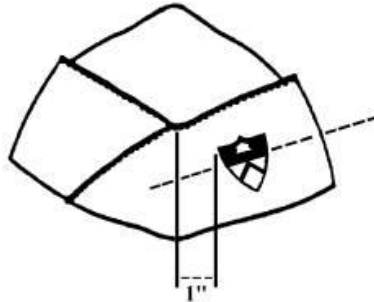
i. Officers will wear rank insignia. When more than one rank disk or lozenge is worn, they will be spaced 1/4 inch apart. Enlisted cadets wear the Distinctive Unit Insignia (DUI) - or more commonly called "Unit Crest" - centered on the left curtain 1 inch from the crease.



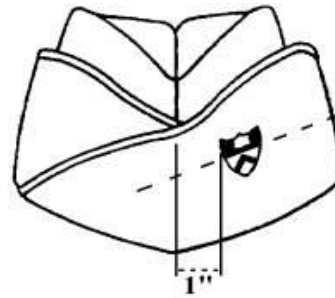
Garrison Cap - Male Officer



Garrison Cap -Female Officer



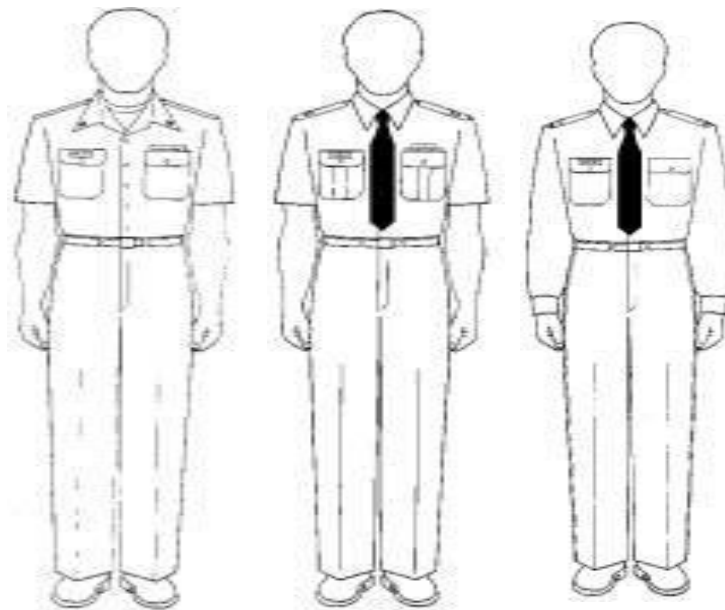
Garrison Cap - Male Enlisted



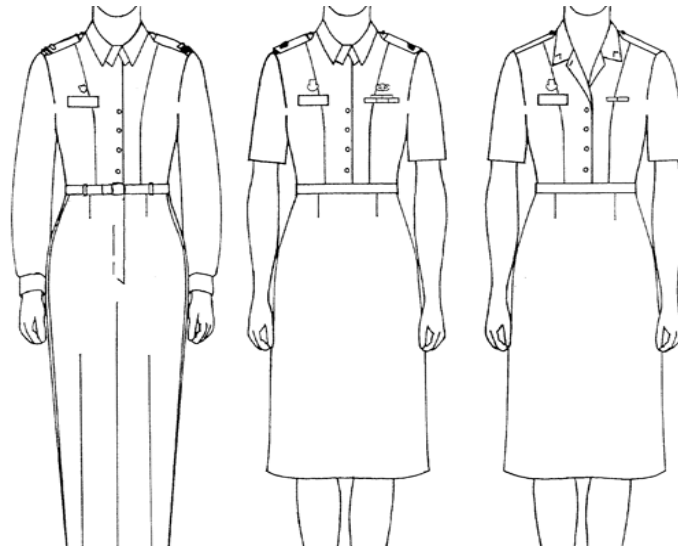
Garrison Cap - Female Enlisted

e. AG-415 green shirt; short and long sleeve.

i. **Males.** The long sleeve shirt can only be worn with the necktie. The short sleeve shirt can be worn with or without the necktie. A nameplate will be worn same as on the Class A jacket. Cloth shoulder boards with embroidered cadet rank will be worn on both uniform shirts.



ii. **Females.** The short sleeve shirt can be worn with or without the neck tab. The long sleeve shirt can only be worn with the neck tab. Nameplate and cloth shoulder boards with embroidered cadet rank will be worn on both uniform shirts. Ribbons may be worn.



f. **Belt, buckle, brass.** The brass tip belt is worn only with the brass buckle. The belt is worn so that the tipped end passes through the buckle to the wearer's left for males, and the wearer's right for females. The tipped end will extend beyond the end of the buckle so that only the brass tip is visible, and no fabric portion of the belt can be seen beyond the buckle. The plain end (no tip) of the belt may extend beyond the keeper portion of the inside of the buckle, as long as it is not visible when worn.

g. **Black, all weather coat.** Officer rank will be worn on the shoulder loops, as on the Class As. Non-subdued enlisted rank will be worn on the collars.



2. Class B Uniform

a. The Class "B" uniform is the normal daily duty uniform in an office setting. The Class "B" uniform is similar to the class "A" uniform except that the Green Uniform coat is not worn. The green shirt now becomes the outer garment.

(1) **Males.** The tie is optional with the short sleeve shirt but not with the long sleeve. Nameplate and cloth shoulder boards with embroidered cadet rank will be worn on both uniform shirts. Ribbons may be worn (see above)

(2) **Females.** The short sleeve shirt can be worn with or without the necktie or neck tab. The long sleeve shirt can only be worn with the necktie or neck tab. Nameplate and cloth shoulder boards with embroidered cadet rank will be worn on both uniform shirts. Ribbons may be worn.

b. MS Is will wear their non-subdued rank on their collars. All other ranks will wear cloth shoulder boards.

3. Army Combat Uniform.

a. "The ACU" is the normal work uniform. For most leadership labs and field Training Exercises you will wear ACUs, unless directed otherwise.

b. **Wear of ACU Coat/Trousers.**

1. The coat is worn hook and looped and zipped
2. The coat has hook and loop fasteners for wearing the U.S. flag insignia.
3. The coat has a zippered front closure, tilted chest pockets with hook and looped closure, hook and looped sleeve cuff closure (which must be closed at all times), integrated blouse bellows for increased upper body mobility, and shoulder pockets with hook and loop.
4. The mandarin collar will be normally worn in the down position.
5. Soldiers are authorized to wear the mandarin collar in the up position when wearing body armor or when weather conditions dictate the wear as prescribed by the commander.
6. The coat is normally worn outside the trousers, and the trousers are worn with a belt. The coat may also be worn inside the trousers when directed by the commander (i.e., when wearing IBAS, MOPP gear, etc.).
7. The coat will not extend below the top of the cargo pocket on the trousers and will not be higher than the bottom of the side pocket on the trousers.
8. The elbow pouch with hook and loop closure for internal elbow pad inserts must be closed at all times.
9. Permanent infrared feedback squares affixed to each shoulder for nighttime identification will be covered when insignias are not worn on the pocket flaps.
10. Sleeves will be worn down at all times, and not rolled or cuffed.
11. The moisture wicking tan t-shirt or cotton t-shirt is worn underneath the coat and it is tucked inside the trousers at all times.
12. Soldiers will wear the trousers tucked into the top of the boots or bloused using the draw strings at the bottom of the trousers or commercial blousing devices.
13. Personnel will not wrap the trouser leg around the leg tightly enough to present a pegged appearance or insert any items inside the trouser leg to create a round appearance at the bottom of the trouser leg.
14. When bloused, the trousers should not extend below the third eyelet from the top of the boot.
15. The knee pouch with hook and loop closure for internal knee pad inserts and the bellowed calf storage pocket with hook and loop closure on the left and right legs will be worn closed at all times



c. **ACU Patches and Badges.**

1. Shoulder sleeve insignia (SSI) - Unit patch. The SSI is centered on the hook and loop-faced pad already provided on the left sleeve of the ACU coat
2. Skill badges - Soldiers may wear up to five (5) badges on the ACU. All skill badges will be worn above the U.S. Army tape.
3. One badge is worn 1/8 inch above and centered on the U.S. Army tape. If you have two or more badges have 1/4 inch between badges.
4. U.S. flag insignia - the U.S. flag insignia (full color or subdued) is worn on the right shoulder pocket flap of the ACU coat. The flag insignia is placed directly on top of the hook and loop-faced pad already provided with the ACU coat shoulder pocket flap. The subdued U.S. flag insignia is worn as directed by the commander under tactical or field conditions.
5. Last name/U.S. Army tape- last name/U.S. Army tapes are 5 inches in length, have a hook and loop-faced pad, and are worn immediately above and parallel with the top of the slanted chest pocket flaps. The background of the last name/U.S. Army tape must be in the ACU pattern.

d. **ACU Patrol Cap.** The ACU Patrol Cap is worn with the ACU in field environments and when the Kevlar helmet is not worn, on work

details, or when the wear of the beret is impractical as determined by the commander. Soldiers will wear the

ACU Patrol Cap straight on the head so that the cap band creates a straight line around the head, parallel to the ground. The Patrol Cap will fit snugly and comfortably around the largest part of the head without distortion or excessive gaps. The cap is worn so that no hair is visible on the forehead beneath the cap. Sewn or pin on rank is worn on the ACU Patrol Cap. The last name will be centered on the back of the cap with Velcro fasteners to the Velcro panel that is pre-sewn onto the cap.

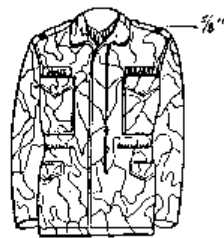
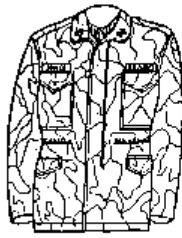


e. **Boots.** The boots are laced diagonally with tan laces, with the excess lace tucked into the top of the boot under the bloused trousers or slacks, or wrapped around the top of the boot. When trousers or slacks are bloused, personnel will not wrap them around the leg so tightly so as to present a pegged appearance. When the trousers or slacks are bloused properly, the bloused portion of the trousers or slacks should not extend below the third eyelet from the top of the boot. The black boot is NOT authorized to be worn with the ACU.

f. **Belt.** The tan or black riggers belt is worn with the ACU. It is worn so that the tipped end passes through the buckle to the wearer's left; the tipped end will not extend more than 2 inches beyond the edge of the buckle.

g. **Rank Insignia.** Cadets will wear the appropriate rank insignia on the front of their ACU coat. Rank insignia is placed directly on top of the hook and loop-faced pad already provided on the ACU coat.

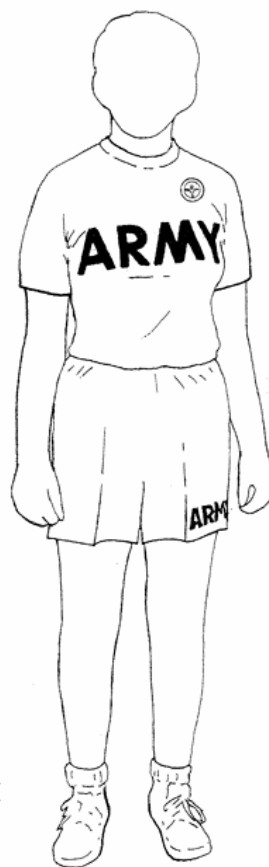
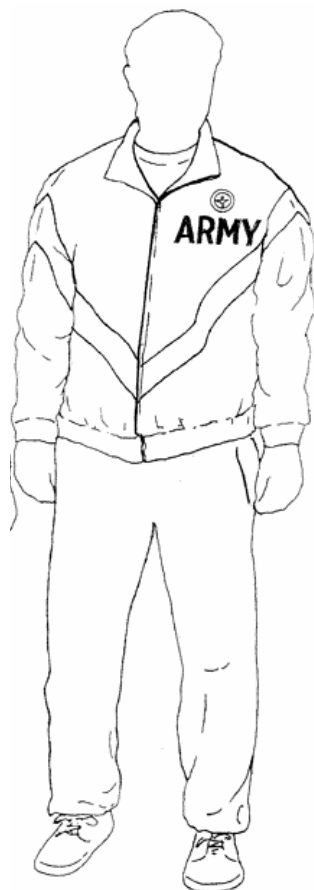
h. **BDU Field jacket.** Enlisted rank is placed on the collars. Officers will wear subdued rank on their shoulder loops in the same manner as the Class A's.



4. PT Uniform

a. Physical Training Uniform (IPFU). The Physical Training Uniform is often referred to as “PTs.” This uniform is normally worn only during physical training.

a. It consists of black ARMY shorts, gray ARMY T-shirt, running shoes, jacket, pants, and white socks w/ no logos that cover the ankle bone. It may be worn black watch cap and gloves.



CADET RANK

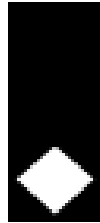
1. Cadet Rank Insignia is shown below:

CADET OFFICER RANKS*

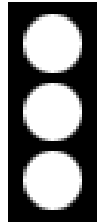
**Note: Shown below is the VERTICAL ORIENTATION. This orientation is worn on the center ACU patch only. All others (i.e. patrol cap cover, shoulder straps, etc.) are worn in the HORIZONTAL ORIENTATION.*



Lieutenant
Colonel



Major



Captain



First
Lieutenant



Second
Lieutenant

CADET ENLISTED RANKS



Command
Sergeant
Major



First
Sergeant



Master
Sergeant



Sergeant
First
Class



Staff
Sergeant



Sergeant



Corporal



Private First
Class



Private

2. Cadet Rank is based upon MS level and leadership position.

- a. **MS 1:** First semester MS's will wear PV1 rank (non contracted) or PV2 rank (contracted). Second semester MSI's will wear PV2 rank (non contracted) or PFC rank (contracted) .
- b. **MS II:** MS IIs who are not contracted will wear PV2 rank and MSII (non team leaders (completed MS101 and MS102) will wear Corporal (CPL) rank.
- c. **Advanced Course (MS III/IVs):** Advanced course cadets will wear rank according to their leadership position.

Battalion Leadership

Cadet Battalion Commander (c/BC): Lieutenant Colonel (LTC)
Cadet Executive Officer (c/XO): Major (MAJ)
Cadet Sergeant Major: Command Sergeant Major (CSM)
Cadet Personnel Officer (c/S-1): Captain (CPT)
Cadet Assistant S-1 (c/S-1A): First Lieutenant (1LT)
Cadet Operations Officer (c/S-3): Major (MAJ)
Cadet Assistant S-3 (c/S-3A): Captain (CPT)
Cadet Logistics Officer (c/S-4): Captain (CPT)
Cadet Signal / Public Affairs Officer (S-6/PAO): Captain (CPT)

Company Leadership

Company Commander (CO): Captain (CPT)
First Sergeant (1SG): First Sergeant (1SG)
Company Executive Officer (XO): First Lieutenant (1LT)
Operations Sergeant (c/OPS NCO): Staff Sergeant (SSG)
Supply Sergeant (c/Supply NCO): Staff Sergeant (SSG)

Platoon Leadership

















Platoon Leader (PL): Second Lieutenant (2LT)
Platoon Sergeant (PSG): Sergeant First Class (SFC)
Squad Leader (SL): Staff Sergeant (SSG)
Team Leader (TL): Sergeant (SGT)

AWARDS

1. **PURPOSE.** The Cadet Awards Program is to recognize merit and performance, develop morale and esprit de corps, and provide incentive to strive for personal excellence.

2. **GENERAL.**

- a. Awards will be presented during the Fall and Spring semesters at appropriate award ceremonies.
- b. Awards will be worn on the Class A uniform as described on page F-4.
- c. Awards will be worn in the order of precedence shown below.

			
Superior Cadet Decoration Award	Region Commander's Leadership Award	Camp Commander's Leadership Award	Platoon Leadership Award
Most outstanding cadet in each year	Most outstanding cadet in each regiment	Number one cadet in each company	Awarded to the number one cadet training platoon
			
Physical Proficiency Award	Military Proficiency Award	Superior at Advanced Camp	Excellence at Advanced Camp
Scores in top 10 percentile of points on the record physical fitness test	Top 5 percent of cadets in each camp cycle	Top 5 in platoon at advanced camp	Receives an overall E at LDAC
			
Advanced Camp Graduate	Region Ranger Challenge Winner	Brigade Ranger Challenge Winner	Ranger Challenge Team Member
Awarded to cadets after successfully passing LDAC	All members of the Ranger Challenge team which wins Region competition	All members of the Ranger Challenge team which wins Brigade competition	Member of Ranger Challenge team
			
SGT York Award	Drill Team	Color Guard	Battalion Commander's Military Award
The cadet who does the most to support the ROTC program	Member of the drill team	Member of the color guard	Battalion Commander's discretion



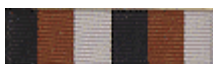
One-Shot-One-Kill Award

Shoot 40 out of 40 at Basic/Advanced Camp



Bold Challenge

Battalion Commander's discretion



Basic Camp Graduate

Completed Basic Camp



Dean's List Award

Semester GPA 3.50-4.00



Cadet Honors Award

Semester GPA 3.20-3.49



Cadet Scholar Award

Semester GPA 2.90-3.19



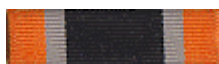
Highest jump in Semester GPA

Most improved grades



ROTC Honors

GPA of 4.0 in military science



Battalion Commander's Academic Award

Battalion Commander's discretion



Platinum Medal Athlete

Score 300 on APFT



Gold Medal Athlete

Score 290-299 on APFT



Silver Medal Athlete

Score 280-289 on APFT



Bronze Medal Athlete

Score 270-279 on APFT



Most Improved Award

Largest increase in score since last APFT (a cadet may receive only one)



Battalion Commander's Athletic Award

Battalion Commander's discretion



CTLT Ribbon

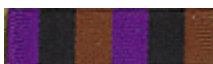
Awarded after successful completion of CTLT



Bataan March Team



Battalion Commander's discretion



Battalion Rifle Team



Battalion Commander's discretion



Battalion Commander's discretion



Not currently used

Decorations from Fraternal and Social Organizations



1812 General's Society



AFCEA Academic Excellence Award



American Legion Gold Academic Award



American Legion Silver Academic Award.



American Legion Gold Military Award.



American Legion Silver Military Award



American Veterans Outstanding Cadet Award.



Reserve Officer's Association Bronze Award.



Military Order of World Wars Gold Award.



Military Order of World Wars Silver Award.



Military Order of World Wars Bronze Award.



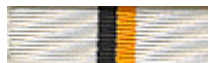
Daughters of the American Revolution



Sons of the American Revolution



AUSA History Award.



AUSA Member.



SAME Academic Award.

ANNEX G

TRADITIONS OF THE U.S. ARMY ROTC CADET COMMAND

1. The United States Army ROTC Cadet Command was organized 15 April 1986 at historic Fort Monroe, Virginia, blending the vibrance of a new command with the traditions of the Army's second oldest continuously active installation. The history of ROTC extends back to the nineteenth century when military training was introduced at what is today Norwich University in Vermont. The lineage of Cadet Command's Reserve Officers' Training Corps dates to 1916 and the passage of the National Defense Act. A new chapter began with the consolidation of all ROTC activities within Cadet Command, an organization forging its own identity and its own traditions.

2. THE CADET CREED.

a. The Cadet Creed was adopted in June 1988 to imbue Army Cadets with the values, which are critical to being successful cadets and later Army Officers.

THE CADET CREED

**I am an Army Cadet. Soon I will
take an oath and become an Army Officer
committed to DEFENDING the values
which make this Nation great. HONOR is
my touchstone. I understand MISSION
first and PEOPLE always.**

**I am the PAST - the spirit of those
WARRIORS who made the final sacrifice.**

**I am the PRESENT - the scholar
and apprentice soldier enhancing my skills
in the science of warfare and the art of
leadership.**

**But above all, I am the FUTURE -
the future WARRIOR LEADER of the
United States Army. May God give me the
compassion and judgment to lead and the
gallantry in battle to WIN.**

I WILL do my DUTY.

b. Explanation of the Cadet Creed. The Cadet Creed, in a few carefully selected words, explains what is expected of an Army cadet. The Cadet Creed is a key element in the traditions of Cadet Command.

"DEFENDING the values which make this Nation great." Cadets, upon being commissioned, take an oath to defend, with their lives when necessary, the Constitution of the United States of America. This

document, created more than two centuries ago after our Nation's valiant struggle for independence, is the keystone of our way of life, of the world's most wondrous democracy. Our Nation derives its strength from the consent of the governed. The basic tenets of our Constitution are that all people have certain natural inalienable rights, are born equal, and must be treated equally before the law. These are powerful words, but words, which have meaning only as long as we as Americans are willing to defend our value system as embodied in our Constitution. Each Army Cadet is honor bound to do this, both as a cadet and later as a commissioned officer.

"HONOR is my touchstone." Honor is used in two ways when referring to Army cadets. Serving the people of the United States as a commissioned officer is an honor afforded only a small fraction of our young men and women. More importantly, "with honor" describes how an Army cadet will serve upon being commissioned. Honor is the bedrock upon which the Army officer builds a successful career. Honor encompasses integrity and dedication. Honor is the thread, which holds together the fabric of our Army as it discharges its critical mission of being the strategic force, which maintains the integrity of our Nation and peace in our world. Serving with honor begins in the cadet years and builds throughout a career.

"MISSION first and PEOPLE always." The Army cadet who lives by these five words will always get the job done, which is the essence of being an Army officer. A commissioned officer has a sacred obligation to take care of the men and women entrusted to the unit - to guide, train, teach and counsel. The leader who cares for people will always command the respect and dedicated service of those commanded, assuring mission accomplishment.

"I am the PAST." The legacy of the Army cadet dates to the colonial Army, which won our independence. It has been enriched by each generation that served in time of peace to safeguard our security, and in time of war to secure victory through supreme sacrifice. The tradition of the Army cadet is to live up to the magnificent example set by their former comrades-in arms, in our land and overseas, as the guardians of liberty.

"I am the PRESENT." Army cadets are talented people who are molded into superior leaders through a commitment to excellence by the officers and noncommissioned officers who make up Cadet Command. The skills of the Army cadet are enhanced in the classroom, at field training exercises, at Advanced and Basic Camp, and through Ranger Challenge. The Army cadet dedicated to excellence will become an officer who is both a war winner and a respected leader.

"I am the FUTURE." Army cadets are indeed the Army's future officer leadership. Into the hands of Army cadets across the Nation will be placed the responsibility of leading the outstanding young Americans who fill the enlisted ranks of our Army. Our Army cadets will be challenged to maintain and strengthen our Army. Being an officer-leader will be both a challenge and an opportunity. Each Army cadet must live up to his or her full potential to become a warrior leader with the "RIGHT STUFF" to be a war winner.

"I WILL do my DUTY." Doing one's duty encompasses all the traits inherent in being an Army cadet and an Army officer. In the words of one of America's most respected Army commanders, General Robert E. Lee, "Duty is the most sublime word in our language. Do your duty in all things. You cannot do more. You should never wish to do less."

3. **THE FOSTER FLAG.** Cadet Command's colors are the crisp black and gold of America's senior military service, attesting to the command's critical mission: To commission the future officer leadership of the United States Army. Mrs. Maria Foster, wife of SGM Calvin Foster of the U.S. Army Fourth Region, U.S. Army ROTC Cadet Command, hand-stitched the first colors of the command. SGN Foster presented the flag to MG Robert E. Wagner, the first Commanding General of Cadet Command, on 2 May 1985, at Continental Park, Fort Monroe, during ceremonies marking the organization of the new command. From 2 May 1986 to 16 December 1987, the Foster Flag proudly flew at numerous Cadet Command ceremonies. It symbolizes the dedication of Cadet Command to promoting "Leadership Excellence" and commissioning the future officer leadership of the United States Army. The Foster Flag now stands in a place of honor in the foyer of Cadet Command Headquarters at Fort Monroe.

4. **PATCH AND CREST.** Cadet Command's shoulder patch was authorized 8 April 1986. Its crest was authorized on 22 August 1986. The symbolism of both insignia is identical. The shield symbolizes the Army mission of national defense and is divided into quarters representing the four traditional military science courses comprising Senior ROTC curriculum. The sword signifies courage, gallantry and self-sacrifice intrinsic to the profession of arms. The lamp denotes the pursuit of knowledge, higher learning, and the partnership of the Army ROTC with American colleges and universities. The Greek helmet is symbolic of the ancient civilization concept of the warrior scholar. The motto "LEADERSHIP EXCELLENCE" expresses the ultimate responsibility of Army ROTC in the discharge of its moral responsibility to the nation.

5. **CADET PARK.** Cadet Park at Headquarters Cadet Command was dedicated 28 April 1987 as part of the first anniversary observance of the Command. Cadet Park was dedicated in the year of the Bicentennial of the American Constitution, the document our cadets swear to defend and preserve upon being commissioned. Cadet Park at Headquarters, Cadet Command and those at each region, are also our symbolic link to the university community. Our parks commemorate the men and women who have earned Army commissions through Cadet Command and are serving their Nation proudly as officer-leaders. This commissioning process is made possible by the administration and faculties of colleges and universities throughout our country who have opened their campuses to Cadet Command and are our active partners in "Commissioning the Future Officer Leadership of the United States Army."

6. **CANNONADE.** An integral part of Cadet Command's reviews and ceremonies is the firing of a three-volley cannonade saluting the pillars of our service to our Nation - **DUTY, HONOR, and COUNTRY.**

DUTY - Obedience and disciplined performance. Despite difficulty or danger, duty requires self-responsibility and selfless devotion.

HONOR - Encompassing integrity and dedication. Honor is the thread, which holds together the fabric of our Army.

COUNTRY - For which men and women have given their lives. Our country shines as the light of freedom and dignity to the world.

7. The ARMY SONG, also known as "The Army Goes Rolling Along." Based upon "The Caisson Song" by Brig. Gen. E.L. Gruber. Written and adapted by H.W. Arberg.

**March along, sing our song
with the Army of the free
Count the brave,
count the true,
who have fought to victory.
We're the Army and proud of our name;
We're the Army and proudly proclaim:**

**First to fight for the right, and to build the Nation's might,
And the Army Goes Rolling Along
Proud of all we have done,
Fighting till the battle's won,
And the Army Goes Rolling Along**

CHORUS:

**Then it's hi, hi, hey! The Army's on its way
Count off the cadence loud and strong (two, three)
For wher-e'er we go, You will always know
that the Army Goes Rolling Along**

**Valley Forge, Custer's ranks, San Juan hill and Patton's tanks,
And the Army went rolling along.
Minute men from the start,
Always fighting from the heart,
And the Army keeps rolling along.**

CHORUS

**Men in rags, men who froze, still that Army met its foes,
And the Army went rolling along.
Faith in God, then we're right,
And we'll fight with all our might,
As the Army keeps rolling along.**

8. THE SOLDIER'S CREED

I am an American Soldier.

I am a Warrior and a member of a team. I serve the people of the United States of America and live the Army Values.

**I WILL ALWAYS PLACE THE MISSION FIRST
I WILL NEVER ACCEPT DEFEAT
I WILL NEVER QUIT
I WILL NEVER LEAVE A FALLEN COMRADE**

I am disciplined, physically and mentally tough, trained and proficient in my Warrior tasks and drills. I always maintain my arms, my equipment and myself.

I am an expert and I am a professional.

I stand ready to deploy, engage and destroy the enemies of the United States of America in close combat.

I am a guardian of freedom and the American way of life.

I am an American Soldier.

9. THE NCO CREED

No one is more professional than I. I am a Noncommissioned Officer, a leader of soldiers. As a Noncommissioned Officer, I realize that I am a member of a time honored corps, which is known as "The Backbone of the Army".

I am proud of the Corps of Noncommissioned Officers and will at all times conduct myself so as to bring credit upon the Corps, the Military Service and my country regardless of the situation in which I find myself. I will not use my grade or position to attain pleasure, profit, or personal safety.

Competence is my watchword. My two basic responsibilities will always be uppermost in my mind -- accomplishment of my mission and the welfare of my soldiers. I will strive to remain technically and tactically proficient.

I am aware of my role as a Noncommissioned Officer. I will fulfill my responsibilities inherent in that role. All soldiers are entitled to outstanding leadership; I will provide that leadership. I know my soldiers and I will

always place their needs above my own. I will communicate consistently with my soldiers and never leave them uninformed. I will be fair and impartial when recommending both rewards and punishment.

Officers of my unit will have maximum time to accomplish their duties; they will not have to accomplish mine. I will earn their respect and confidence as well as that of my soldiers. I will be loyal to those with whom I serve; seniors, peers, and subordinates alike. I will exercise initiative by taking appropriate action in the absence of orders. I will not compromise my integrity, nor my moral courage. I will not forget, nor will I allow my comrades to forget that we are professionals, Noncommissioned Officers, leaders!

ANNEX H

BRANCHES OF THE ARMY

The Branches of the Army are classified as basic and special branches, which are further divided into arms and Services based on the normal functions and roles performed by the soldiers assigned to them. Certain branches are both an arm and a Service. Combined arms are those branches whose members are primarily concerned with combat and combat support. Services are those branches whose members are concerned with providing combat service support to the Army. Certain branches are both an arm and service.

The Branch Chief is Head of the Branch. The respective branch school commandant or director is the assigned branch chief for a basic branch in the Army. Thus, the Corps of Engineers branch proponent is the Commandant, US Army Engineer School. The Military Intelligence branch proponent is the Commanding General, US Army Intelligence Center and School. The Signal Corps branch proponent Commandant, US Army Signal School.

The arms are Infantry, Corps of Engineers, Air Defense Artillery, Field Artillery, Armor, Signal Corps, Military Police Corps, Aviation, Chemical Corps, Special Forces, and Military Intelligence.

The Services are Adjutant General Corps, Corps of Engineers, Finance Corps, Quartermaster Corps, Army Medical Department, Chaplains Branch, Judge Advocate General's Corps, Ordnance Corps, Signal Corps, Chemical Corps, Military Police Corps, and Transportation Corps.

The branches of the Army are classified as the basic branches and the special branches. The special branches are each corps of the Army Medical Department (specifically, Medical Corps, Army Nurse Corps, Dental Corps, Veterinary Corps, Medical Service Corps, and Army Medical Specialist Corps), the Judge Advocate General's Corps, and the Chaplains Branch.



INFANTRY closes with the enemy of fire and maneuver in order to destroy or capture him or repel his assault by fire, close combat, and counter attack. The Infantry forms the nucleus of the Army's fighting strength.



ARMOR closes with and destroys the enemy through firepower, shock action, and mobility. The heritage and spirit of the United States Horse Cavalry lives today in Armor. And although the horse has been replaced by 60 tons of steel driven by a 1,500 HP engine, the dash and daring of the Horse Cavalry still reside in Armor. The tank was invented out of military necessity. In the Great War the allies developed the tank to support infantry, batter down strong points of resistance, and serve as a defense against the deadly machine gun. It brought mobility to the battlefield and changed the course of land warfare. The US Army Tank Corps was created on January 26, 1918, with COL Samuel D. Rockenbach assigned as its chief. COL George S. Patton Jr., commanded the 304th US Tank Brigade.



FIELD ARTILLERY The Field Artillery is the Army's Fire Support branch--the "King of Battle." It destroys, neutralizes or suppresses the enemy by cannon, rocket or missile fire and integrate all supporting fires--Field Artillery, tactical air, Naval guns, Army aviation and mortars--into combined-arms operations. Field Artillery puts "Steel on Target" in the right places, at the right time and in the right proportions to assure the success of the maneuver commander's plan--a task that requires thorough understanding of maneuver and fire support doctrine, tactics and techniques.



AIR DEFENSE ARTILLERY protects the force and selected geopolitical assets from aerial attack, missile attack, and surveillance. ADA originated from the Coast Artillery Corps which was created after the Revolutionary War to defend the US coasts against naval attack and bombardment. As the US entered WWI in 1917, War Department planners saw the need for an Antiaircraft Artillery (AAA) Corps to protect the ground forces from the new threat of aerial bombardment. At the end of WWII, the AAA Corps was established separately from the Coast Artillery. The AAA Corps grew during the Cold War period as the USSR developed both nuclear weapons and the intercontinental bomber force to deliver them. As the Soviet bomber threat waned in the 1960's, the focus of ADA doctrine shifted to defense of maneuver forces.



AVIATION The mission of Army Aviation is to find, fix, and destroy the enemy through fire and maneuver; and to provide combat, combat service and combat service support in coordinated operations as an integral member of the combined arms team. On the modern battlefield, Army Aviation, unlike the other members of the combined arms team, has the organic flexibility, versatility, and assets to fulfill a variety of maneuver, CS, CSS, roles and functions. These cover the spectrum of combined arms operations. Aviation can accomplish each of these roles-within the limits of finite assets and capabilities-during offensive or defensive operations and also for joint, combined, contingency, or special operations.



CORPS OF ENGINEERS Combat Engineers have been a vital and inseparable element of the combined arms team since the battle of Bunker Hill. They are the first in and last to leave a battle. Combat missions for engineers include: bridge building and destruction; minefield emplacement

and reduction; and other tasks requiring specialized engineer skills and equipment. Construction engineers build and maintain roads, airfields and facilities to support combat operations. Topographic engineers provide the terrain depiction products and analyses that give maneuver commanders an edge in battle.



MILITARY POLICE CORPS is trained to detect and deter the enemy in the rear area, protecting command posts, communications centers, and vital resources. Today's military police officer enjoys the distinction of a unique role in the Army by having two diverse and challenging missions. First is the ever-present need to prepare for war by leading and training combat ready military police forces that can conduct combat operations against enemy forces in the rear area, and expedite battlefield movement of critical resources. Second is the peacetime garrison environment of law enforcement, criminal investigation, terrorism counter-action, physical security, corrections, and crime prevention. This mission focuses on the human aspects of law enforcement and reflects the military police motto--of the troops and for the troops.



MILITARY INTELLIGENCE Determining an enemy's plans, intentions, and capabilities before they're set into motion is of critical value to military leaders. This is the job of Military Intelligence (MI). The Army must be prepared to fight outnumbered and win in a high-intensity conflict, or to defeat the shadow of guerilla insurgency in a low-intensity situation. In any scenario, Military Intelligence is of paramount importance. With more than 30,000 members, MI is one of the largest branches of the Army. Duties include all aspects of planning, organization, training, and operations of tactical intelligence, counterintelligence, signals intelligence and electronic warfare, security, interrogation, and aerial reconnaissance and surveillance. Military Intelligence is engaged in fighting the "silent war" at tactical, operational, and strategic levels--collecting, analyzing and disseminating intelligence data.



SIGNAL CORPS operations range from tactical combat signal units or as detachment commanders in signal units which operate strategic fixed station telecommunications switching centers, satellite terminals, and radio relay stations. Other duties which involve the research and development of new communications electronics equipment, missile guidance systems, lasers, and computer hardware. Signal officers advise commanders on the employment of cable, switching. radio, and satellite communications systems as well as command signal units at company, battalion, and brigade levels. Opportunities to serve as communications electronics staff officers are diverse and challenging with worldwide assignments at operational levels ranging from the forward edge of the battlefield to the White House Communications Agency in the nation's capital.



CHEMICAL CORPS is responsible for battlefield nuclear, biological, chemical, smoke, and flame operations, including combat operations, logistics, training, intelligence, personnel management, research, development, and analysis.



TRANSPORTATION CORPS Transportation Corps was established 31 July 1942 by Executive Order 9082. Transportation Corps -- The Spearhead of Logistics -- is responsible for terminal, rail, tactical truck, and marine operations ranging from watercraft and marine terminal operations, to highway, movement controls, rail operations transportation automation mobilization, and strategic deployment planning.



ADJUTANT GENERAL'S CORPS runs a series of personnel management systems. These systems impact on unit readiness, morale, and soldier career satisfaction, and cover the lifecycle management of all Army personnel. The AG Corps officer is responsible for both peacetime and wartime personnel systems. These systems cover all personnel activities from accession of new soldiers, to discharge and retirement, as well as specialized wartime personnel systems such as replacement operations, strength accounting, casualty reporting, and postal.



FINANCE CORPS mission is to sustain the combat soldier and commanders in the field with timely and accurate finance and accounting support. This support includes military and civilian pay, the preparation and payment of travel, transportation and commercial vendor vouchers, and accounting for the obligation and disbursement of public funds. In addition to providing the traditional military pay support to the individual soldier, the Finance Corps plays an important role in supporting logistical, medical and supply requirements during tactical missions.



JUDGE ADVOCATE GENERAL'S CORPS The Judge Advocate General's Corps provides legal services for the Army and its soldiers. Judge advocates serve as prosecutors and defense attorneys for criminal trials under the Uniform Code of Military Justice. In addition, they practice international, operation, labor, contract, environmental, tort, and administrative law. Judge advocates also provide routine legal services for the soldier, retirees, and their families. They practice in military, state and federal courts.



QUARTERMASTER CORPS --the "Sustainer of the Army" -- plans and directs activities which provide soldiers with food, water, petroleum, repair parts, weapon systems, and a multitude of field services. The three occupational specialties of the Quartermaster Corps are Petroleum Management, Materiel / Service Management, and Subsistence Management.



ORDNANCE CORPS The Ordnance Corps is responsible for keeping the Army's combat forces moving and shooting. Ordnance Corps is the largest Corps in the Army, with companies, battalions, arsenals, depots, groups and division and corps support commands that develop, produce, acquire and support the Army's weapons systems, ammunition, missiles, and wheeled and tracked vehicles. The Corps is responsible for managing and maintaining a diverse range of Army materiel from conventional and special ammunition to major weapon and missile systems.



MEDICAL CORPS offers the kind of professional challenges that prevents a doctor's career from becoming a predictable daily routine. The Army Health Care Team represents one of the largest comprehensive systems of health care in the world.

ANNEX I

SAFETY

1. Military training can be physically and mentally challenging, as well as rewarding. Prior to any ROTC event, do a risk assessment. Identify and implement measures that will ensure safe training for the soldier. Always train safely. Accidents must be reported to a cadre member immediately.
2. Toxic plants. Poison ivy, oak, and sumac are found throughout the New England Region. Minimize exposure based on proper uniform and recognition. Sleeves should be rolled down and trousers bloused. Implement immediate treatment. Wash affected areas with soap and water. Seek medical treatment as soon as possible.
3. Animals, Insects and Reptile Hazards.
 - (1) Wildlife is abundant and varied on military installations with most animal activity taking place at night. Most animals are shy and will only attack if cornered. Cadets must leave the wildlife alone and not attempt to feed them. Feeding wild animals causes them to lose their natural fear of man and may cause them to become aggressive.
 - (2) Small animals such as rabbits, foxes, raccoons, opossums and skunks are numerous. Personnel coming in contact with these animals run a high risk of contracting rabies if scratched or bitten. Anyone bitten by such an animal should carefully cleanse the wound, seek medical aid immediately and, if possible, and obtain the animal for examination by qualified medical personnel.
 - (3) Most training areas abound with a wide variety of nuisance insects, but only wood ticks, chiggers, spiders, wasps, and hornets present a significant hazard.
 - (4) Prevention of insect bites. Check bedding before using. Check clothing socks and shoes before wearing. Avoid sleeping or leaving clothes near damp places. Dampness appears to attract these creatures. If you feel an insect or spider crawling on you, remain still. Sudden movement may cause it to bite or sting. Never step in the shade of a bush or small tree without visually checking that spot. Food crumbs attract insects, which in turn attract spiders, which feed on the insects. Constant use of insect repellents, uniforms worn properly, (i.e., sleeves rolled down, trousers bloused) should minimize contact with insects. Ticks are especially dangerous because they can carry Rocky Mountain spotted fever or Lyme's Disease. If a tick becomes imbedded in your skin, seek medical aid.
 - (5) Prevention of snake bites. The most common snakes found in the area are: water moccasins, diamond back rattlesnakes and copperheads. While in the field environment, walk carefully; watch where you step and where you sit.
 - (6) Treatment of snake bites. Get prompt medical attention. Keep the victim quiet and still. Immobilize the bitten extremity. Treat for shock but DO NOT elevate the bitten extremity. DO NOT use the "cut and suck" method.
4. Wearing of contact lenses. Contact lenses will not be worn in conditions where the hazard of foreign particles entering the eye is great or during exposure to hazardous air contaminants such

as foreign particles, gases, vapors and fumes. Under these conditions, contact lenses may seriously aggravate any chemical eye injury.

5. Electrical Storms. If you are caught outside as a thunderstorm approaches, remember that lightening always takes the easiest path to the ground. Make sure you are not it. The following precautions will be taken when caught in the open during an electrical storm.

(1) Ground weapons and steel guidons.

(2) If possible, take shelter in a building protected by a lightning rod system, in a closed automobile, or in a large unprotected building. Stay away from plumbing, wiring and appliances.

(3) If caught in the open, avoid large groups, stay low in a ditch or depression. Do not handle metal objects, turn off field radios, and minimize use of field telephones.

(4) If caught in the woods, take shelter under a small tree among several large ones. Stay at least six feet from the tree trunk to avoid being hit by a side strike. Do not stand under an isolated tree in an open field.

(5) Do not erect tents under solitary trees or adjacent to metal fences.

(6) Stay away from streams, pools, pipelines and telephone poles.

6. Weapon safety. Treat all weapons as if loaded. Never point a weapon at an individual. Clean weapons in authorized areas only. Do not take privately owned weapons to an exercise.

7. Summary. This is the first safety briefing you will receive. During each phase of instruction, you will be thoroughly briefed on safety precautions that are peculiar to that portion of training. Pay close attention to each briefing. If you see a safety violation or problem, report it to your supervisor immediately. A strong safety program requires your 100% participation. Each injury or accident diminishes the effectiveness of the unit. Be part of the solution, not the problem.

ANNEX J

RISK MANAGEMENT

1. **PURPOSE.** To identify the tactical risk management program for accident prevention in both garrison and (field) training operations.

2. **APPLICABILITY.** This applies to all aspects of the ROTC program.

3. **GENERAL.** The Risk Assessment Management Program (RAMP) provides leaders with a systematic approach to controlling and reducing risk. It is a process which requires leaders to identify hazards or risks associated with training events, minimize or control these risks, and weigh them against overall training value. Leaders will conduct risk assessments whether formally, during the planning process of a training event, or informally, while making a hasty plan. All training and activities require a risk assessment.

4. **GUIDANCE.**

- a. Integrate risk management into all training and activities from concept through termination.
- b. Accept no unnecessary risk.
- c. Make risk decisions at the proper level.
- d. Document risk decisions.

5. **HAZARD CONTROL PROCESS.**

Identify the hazards. Hazards are potential sources of danger, which may cause injury, damage, and/or mission degradation. They may be encountered during training and other activities and include such obvious things as weather, terrain, weapons, and equipment. Hazards can also be less obvious, such as a stream that appears shallow, but is actually deep in some places.

RISK ASSESSMENT MATRIX

EFFECT	PROBABILITY				
	FREQUENT	LIKELY	OCCASIONAL	REMOTE	UNLIKELY
CATASTROPHIC	EXTREME	EXTREME	HIGH	HIGH	MODERATE
CRITICAL	EXTREME	HIGH	HIGH	MODERATE	LOW
MARGINAL	HIGH	MODERATE	MODERATE	LOW	LOW
NEGLIGIBLE	MODERATE	LOW	LOW	LOW	LOW

**see next page for explanation of terms*

Explanation of Terms:

HAZARD PROBABILITY

FREQUENT:

Individual Item: Occurs often in life of system
Inventory of Items: Continuously experienced
Individual Person: Occurs often in a career
All Persons Exposed: Continuously experienced

LIKELY:

Individual Item: Occurs several times in life of system
Inventory of Items: Occurs frequently
Individual Person: Occurs several times in a career
All Persons Exposed: Occurs frequently

OCCASIONAL:

Individual Item: Occurs sometimes in life of system
Inventory of Items: Occurs several times in life of system
Individual Person: Occurs sometimes in a career
All Persons Exposed: Occurs sporadically

REMOTE:

Individual Item: Unlikely, but possible in life of system
Inventory of Items: Unlikely, but expected sometime
Individual Person: Unlikely, but possible in a career
All Persons Exposed: Occurs seldom

UNLIKELY:

Individual Item: Too unlikely to occur in life of system
Inventory of Items: Unlikely, but possible in life of system
Individual Person: Too unlikely to occur in a career
All Persons Exposed: Occurs very rarely

HAZARD SEVERITY

CATASTROPHIC: Death or permanent and total disability; system loss; major property damage

CRITICAL: Permanent partial disability; temporary total disability (more than three months); major system damage; significant property damage

MARGINAL: Minor injury; lost workday; compensable injury or illness; minor system damage; minor property damage

NEGLIGIBLE: First aid or minor medical treatment; minor system impairment

LEADERSHIP DIMENSIONS**Reference: AR 600-100 and FM 6-22**

A dimension is an observable trait that can gauge an individual's potential to perform a future action. The Army has identified 26 dimensions to measure the potential of an individual to serve as a junior military officer. These dimensions are used to evaluate ROTC cadets throughout their on- and -off-campus military training. It is therefore important that each cadet understands the indicators by which he or she will be assessed. The dimensions are divided into the following:

Part I - Attributes (what a leader is): Characteristics that are inherent part of an individual's total core, physical, and intellectual aspects. Attributes shape how one behaves.

1. **Character:** A person's moral and ethical qualities which give a leader motivation to do what is appropriate regardless of circumstances or consequences.
 - Army Values
 - *Loyalty* – Bears true faith and allegiance to the U.S. Constitution, the Army, the Unit, and other Soldiers
 - *Duty* – Fulfills professional, legal, and moral obligations
 - *Respect* – Treats others as they should be treated, promotes dignity, consideration, and fairness
 - *Selfless Service* – Places welfare of others and Army priorities before self
 - *Honor* – Adherence to the Army's publicly declared code of values
 - *Integrity* – Does what is right both legally and morally; honest in word and deed
 - *Personal Courage* – Faces fear, danger, or adversity
 - Empathy: The ability to see something from another person's point of view, to identify with and enter into another person's feelings and emotions
 - Warrior Ethos: I will always place the mission first, I will never accept defeat, I will never quit, I will never leave a fallen comrade
2. **Presence:** The impression that a leader makes on others, which contributes to their success in leading them; the image that a leader projects; how others perceive a leader (outward appearance, demeanor, words, and actions)
 - *Military Bearing (MB)* – Projecting a commanding presence and professional image of authority
 - *Confident (CF)* – Projects self-confidence and certainty, demonstrates composure and poise; calm and collected possesses self control of emotions
 - *Physically Fit (PF)* – Having sound health, strength, and endurance that supports one's emotional health and conceptual abilities under stress
 - *Resilient (RS)* – Showing tendency to recover quickly from setbacks, shock, and adversity, stress or injury while maintaining a mission and organizational focus

3. **Intellectual Capacity:** The ability to draw on the mental tendencies and resources that shape a leader's conceptual abilities and impact of effectiveness, which then are applied to one's duties and responsibilities
 - *Mental Agility (MA)* – Flexibility of mind, a tendency to anticipate or adapt to ever changing conditions, improvisation
 - *Sound Judgment (SJ)* – Assesses situations and draws feasible conclusions; makes sound and timely decisions
 - *Innovation (IN)* – Ability to introduce something new; is original in thoughts and ideas; creative
 - *Interpersonal Tact (IP)* – Effectively interacts with others; possesses the capacity to understand personal interactions with others; awareness of how others see you
 - *Domain Knowledge (DK)* – Possessing facts, beliefs, and logical assumptions in relevant areas: technical, tactical, cultural and geopolitical knowledge

Part II – Core Leader Competencies (what a leader does): Works to lead others; develops themselves, their subordinates and organizations to achieve mission accomplishment.

1. **Leads:** The application of character, presence, intellect and abilities while guiding others toward a common goal and mission accomplishment
 - *Lead Others (LD)* – Motivates, inspires, and influences others to take initiative, to work toward a common purpose, to accomplish critical tasks and to achieve unit objectives
 - *Leads By Example (LE)* – Provides the example to others; serves as a role model, maintains high standards in all aspects of behavior and character
 - *Extends Influence Beyond CoC (EI)* – Uses indirect means to influence others outside normal chain of command; Involves diplomacy, negotiation, conflict resolution and mediation
 - *Communicates (CO)* – Clearly expresses ideas to ensure understanding, actively listens to others, and practices effective communication techniques
2. **Develops:** Taking actions to foster team work, encourage initiative, and to accept personal responsibility, while demonstrating care
 - *Creates a Positive Environment (CP)* – Creates a positive cultural and ethical environment
 - *Prepares Self (PS)* – Self study, self development and becoming multi skilled, ensures they are prepared to lead
 - *Develops Others (DO)* – Encourages and supports others to grow as individuals and teams; prepares others for success; makes the organization more versatile
3. **Achieves:** Sets objectives and focuses on mission accomplishment
 - *Gets Results (GR)* – Structuring what needs to be done so results are consistently produced; developing and executing plans while providing direction, guidance, and clear priorities towards mission accomplishment; manages the resources for mission accomplishment

ANNEX L

CADET EVALUATION PROCESS

- 1. OML CALCULATION:** Cadet performance, particularly during the MS III year and the Leaders Development and Assessment Course (LDAC), is used to determine the campus and national Order of Merit Listing (OML). During the MS IV year, cadets list their branch choices in order of preference, and those cadets in the top 10 % of the national OML are guaranteed their first choice. All other selections are based on availability within branches and the needs of the Army. Below is a breakdown of how cadet performance, or the Order of Merit Score (OMS), is computed. This score is used to determine the national OML.

1. Academic Program (40%)

(40.00) Cumulative GPA (includes ROTC GPA)

2. Leadership Program (60%)

Leader (45%)

- (6.75) - LDAC Performance (E/S/N)
 - Leadership positions
 - Leadership attributes/skills/actions
- (11.25) - LDAC PLT TAC Evaluation (E/S/N)
- (4.50) - LDAC Land Navigation (1st score)

PMS Experienced Based Observations

- (6.75) - PMS MSIII CER OML
- (4.50) - PMS Accessions OML
- (4.50) - PMS Accessions Potential Comments
- (4.50) - Cadet Training / Extracurricular Activities
- (2.25) - **Language / Cultural Awareness**

Physical (15%)

APFT (90%)

- (1.69) - Campus (most current fall sem)
- (2.36) - Campus (most current spring sem)
- (9.45) - LDAC (1st score)

Athletics (10%)

- (1.50) - Varsity, Intramural, or Community Team

KEY POINTS: Get the best grades you can get, do well in ROTC and participate in activities, seek out Internships/Military Training (e.g. CFT, ABN, AASLT, etc.), be realistic and flexible and take languages and Rosetta Stone courses.

ANNEX M

YELLOW CARDS AND BLUE CARDS

A. Yellow Cards: Yellow Cards are used to document your leadership rotation. When writing a Yellow Card, your goal is to professionally outline and evaluate your actions as a leader so your grader can write an accurate report of your performance. This is an opportunity to give your say on a leadership rotation before your evaluator produces your Blue Card, so it is essential that you dedicate time to properly fill out this card. When writing a Yellow Card:

* Use the STAR-TAR-TAR... format. These letters stand for Situation, Task, Actions taken and Results, respectively. Over the course of a leadership rotation, your Situation will remain the same. However, you will have multiple tasks to complete. Each task will require actions to complete it, and these actions will always have a result. See the sample Yellow Card below for an example.

* Check your spelling and write legibly using simple, authoritative language (“I instructed...” “Ordered...” etc.).

* Include as many tasks (with their actions and results) as you can. Graders normally grade more than one individual simultaneously, and therefore cannot be present for the entirety of your leadership rotation. In order to get credit for taking certain actions, your evaluator needs to know they happened.

* Offer an honest self-evaluation for your performance (especially on the back of the card). As an Army officer you will not always have someone monitoring your actions and offering advice. The ability to objectively reflect on your decisions and acknowledge areas that need improvement is therefore essential.

SAMPLE YELLOW CARD:

FRONT

CADET SELF-ASSESSMENT REPORT (ROTC Cdt Cmd Reg 145-3)			REQUIREMENTS CONTROL SYMBOL ATCC-122	
Cadet	Unit	Unit Position	Length (hours)	Date
<p>SUMMARY OF PERFORMANCE (Describe the Situation, assigned Task, the Action taken, and the Results).</p> <p><i>S – PSG for a 45 man Platoon for period of 24 hours for Water Confidence day.</i></p> <p><i>T – Get Platoon through chow.</i></p> <p><i>A – Organized Squads by priority of who had appointments and had to be front-loaded.</i></p> <p><i>A – Sent two runners from 1st Squad to observe when 2nd PLT was 50% done with chow so we could march over to meet our hard time.</i></p> <p><i>A – Marched Platoon to chow.</i></p> <p><i>R – Entire Platoon got through chow during our allotted time block.</i></p> <p><i>T – Inspect equipment for Water Confidence Training.</i></p> <p><i>A – Instructed SL's to PCI squad members during accountability formation before marching to the Water Confidence course.</i></p> <p><i>A – Supervised SL's as they inspected squad member.</i></p> <p><i>R – PLT arrived at the Water Confidence Course with all required equipment.</i></p>				

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BACK

My Strongest Attributes and/or Core Leader Competencies: (list 1, 2 or 3) <i>DK - My knowledge of D&C allowed me to assist the 1SG in forming the company</i> <i>LD - By utilizing the TLPs, the PL and I developed a plan that included PCIs and a solid timeline for the platoon</i> Attributes and/or Core Leader Competencies I Need to Improve: (list 1, 2 or 3) <i>SJ - I did not accurately judge the 1SLs ability when I placed him in charge of the platoon</i>	
<div style="border: 1px solid black; display: inline-block; padding: 2px 10px;"> Overall Self-Assessment <div style="display: inline-block; border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; text-align: center; line-height: 20px; margin-left: 5px;">E</div> <div style="display: inline-block; border: 1px solid black; width: 20px; height: 20px; text-align: center; line-height: 20px; margin-left: 5px;">S</div> <div style="display: inline-block; border: 1px solid black; width: 20px; height: 20px; text-align: center; line-height: 20px; margin-left: 5px;">N</div> </div>	
Complete self-assessment to this point and turn it in prior to counseling	
Cadet Summary of Counseling	
My Strongest Attributes and/or Core Leader Competencies (As Noted by Evaluator): <i>MA - I saw the need to prepare for the AAR and helped ensure an effective one</i> Attributes and/or Core Leader Competencies to Improve (As Noted by Evaluator): <i>DK - I was not totally accurate in my knowledge of D&C in assisting the 1SG</i> Actions I Plan to Take: <i>I will study the appropriate Army manuals and utilize other Cadets knowledge of D&C. Within a week I will fix</i> <i>the gaps in my D&C knowledge</i> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>	
Cadet's Signature	Date

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B. BLUE CARDS: Blue cards are used to evaluate cadets in positions of leadership. When writing a blue card, your objective is to accurately and fairly document and assess a cadet's leadership performance. When writing Blue Cards:

- * Provide a comment under sustains and improves (with a continuation card if necessary) for every "No" under the character section and for every "E" or "N" block checked.
- * Write a summary of the cadet's performance in Part III identifying the applicable leadership dimensions for each statement, in parenthesis, at the end of the statement. Always start with your main point (IE/ CDT Awesome performed in an excellent manner while serving as PSG of a 44 man platoon from 27SEP10-28SEP10).
- * Support all sustains and improves with descriptions of the actions and/or behaviors that warranted them. The "how" is essential for all comments. Instead of writing "Cadet demonstrated good communication" you should write "Cadet demonstrated good communication skills by briefing an excellent OPORD and clearly communicating his demands to his subordinates."
- * For more specific explanations of each leadership dimension, refer to the "Salmon Cards" provided by Cadet Command.
- * Counsel the cadet after having completed the blue card. It is OK to ask the cadet why he/she made certain decisions and took certain actions prior to making your final evaluation decision. Ensure that the cadet fully understands the mistakes he/she made during his/her lane and is prepared to correct them next time.

SAMPLE BLUE CARD:

FRONT

LEADERSHIP ASSESSMENT REPORT				CADET COMMAND REG 145-3 REQUIREMENTS CONTROL SYMBOL ATCC-122	
PART I - Attributes (what a leader is): Characteristics that are an inherent part of an individual's total core, physical, and intellectual aspects. Attributes shape how one behaves					
1. Character: A person's moral and ethical qualities which give a leader motivation to do what is appropriate regardless of circumstances or consequences					
ARMY VALUES (Comments mandatory in Part III for all "NO" entries)				Yes	No
1. LOYALTY: Bears true faith and allegiance to the U.S. Constitution, the Army, the Unit and other Soldiers				<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. DUTY: Fulfills professional, legal, and moral obligations				<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. RESPECT: Treats others as they should be treated; promotes dignity, consideration, & fairness				<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. SELFLESS-SERVICE: Places welfare of others and Army priorities before self				<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. HONOR: Adherence to the Army's publicly declared code of values				<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. INTEGRITY: Does what is right both legally and morally; honest in word and deed				<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. PERSONAL COURAGE: Faces fear, danger, or adversity				<input checked="" type="checkbox"/>	<input type="checkbox"/>
EMPATHY: The ability to see something from another person's point of view, to identify with and enter into another person's feelings and emotions					
WARRIOR ETHOS: I will always place the mission first; I will never accept defeat; I will never quit; I will never leave a fallen comrade					
<small>Mark "E", "S", or "N" for each observed attribute and/or core leader competency. IMPROVE comments in Part III are mandatory when rating of "N" is indicated</small>					
2. Presence The impression that a leader makes on others, which contributes to their success in leading them; the image that a leader projects, how others perceive a leader (outward appearance, demeanor, words, and actions)	MB Military Bearing <input checked="" type="checkbox"/> S <input type="checkbox"/> N <input type="checkbox"/> PF		Physically Fit <input checked="" type="checkbox"/> E <input type="checkbox"/> N		
	Projecting a commanding presence and professional image of authority		Having sound health, strength, and endurance that supports one's emotional health and conceptual abilities under stress		
	CF Confident <input checked="" type="checkbox"/> S <input type="checkbox"/> N <input type="checkbox"/> RS		Resilient <input type="checkbox"/> E <input type="checkbox"/> S <input type="checkbox"/> N		
	Projects self-confidence and certainty; demonstrates composure and poise; calm and collected; possesses self control of emotions		Showing a tendency to recover quickly from setbacks, shock, adversity, stress or injury while maintaining a mission and organizational focus		
3. Intellectual Capacity The ability to draw on the mental tendencies and resources that shape a leader's conceptual abilities and impact of effectiveness, which then are applied to one's duties and responsibilities	MA Mental Agility <input checked="" type="checkbox"/> S <input type="checkbox"/> N <input type="checkbox"/> SJ		Sound Judgment <input checked="" type="checkbox"/> E <input type="checkbox"/> N <input type="checkbox"/> IN		Innovation <input type="checkbox"/> E <input type="checkbox"/> S <input type="checkbox"/> N
	Flexibility of mind; a tendency to anticipate or adapt to ever-changing conditions; improvisation		Assesses situations and draws feasible conclusions; makes sound and timely decisions		Ability to introduce something new; is original in thoughts and ideas; creative
	IP Interpersonal Tact <input checked="" type="checkbox"/> E <input type="checkbox"/> N <input type="checkbox"/> DK		Domain Knowledge <input checked="" type="checkbox"/> X <input type="checkbox"/> S <input type="checkbox"/> N		
	Effectively interacts with others; possesses the capacity to understand personal interactions with others; awareness of how others see you		Possessing facts, beliefs, and logical assumptions in relevant areas; technical, tactical, cultural and geopolitical knowledge		
PART II - Core Leader Competencies (what a leader does): Works to lead others, develops themselves, their subordinates and organizations to achieve mission accomplishment					
1. Leads The application of character, presence, intellect and abilities while guiding others toward a common goal and mission accomplishment	LD Leads Others <input checked="" type="checkbox"/> E <input type="checkbox"/> N <input type="checkbox"/> EI		Extends Influence beyond CoC <input type="checkbox"/> E <input type="checkbox"/> S <input type="checkbox"/> N		
	Motivates, inspires, and influences others to take initiative, to work toward a common purpose, to accomplish critical tasks and to achieve unit objectives		Uses indirect means to influence others outside normal chain of command involves diplomacy, negotiation, conflict resolution and mediation		
	LE Leads by Example <input checked="" type="checkbox"/> E <input type="checkbox"/> N <input type="checkbox"/> CO		Communicates <input checked="" type="checkbox"/> X <input type="checkbox"/> S <input type="checkbox"/> N		
Provides the example to others; serves as a role model; maintains high standards in all aspects of behavior and character		Clearly expresses ideas to ensure understanding, actively listens to others, and practices effective communication techniques			
2. Develops Taking actions to foster team work, encourage initiative, and to accept personal responsibility, while demonstrating care	CP Creates a Positive Environment <input checked="" type="checkbox"/> E <input type="checkbox"/> X <input type="checkbox"/> N <input type="checkbox"/> PS		Prepares Self <input checked="" type="checkbox"/> X <input type="checkbox"/> S <input type="checkbox"/> N <input type="checkbox"/> DO		Develops Others <input checked="" type="checkbox"/> E <input type="checkbox"/> X <input type="checkbox"/> N
	Creates a positive cultural and ethical environment		Self-study, self-development and becoming multi-skilled; ensures they are prepared to lead		Encourages and supports others to grow as individuals and teams; prepares others for success; makes the organization more versatile
3. Achieves Sets objectives and focuses on mission accomplishment	GR Gets Results <input checked="" type="checkbox"/> E <input type="checkbox"/> X <input type="checkbox"/> N				
	Structuring what needs to be done so results are consistently produced; developing and executing plans while providing direction, guidance and clear priorities towards mission accomplishment; manages the resources required for mission accomplishment				

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BACK

LEADERSHIP ASSESSMENT REPORT				CADET COMMAND REG 145-3 REQUIREMENTS CONTROL SYMBOL ATCC-122	
PART III - RECORD OF OBSERVATIONS AND COUNSELING				Check here if SPOT REPORT <input type="checkbox"/>	
<small>a. SUMMARY OF OBSERVATION: Summarize most significant observed leadership behaviors. Use sufficient detail to support summary ratings in Parts I and II. Use continuation card if necessary.</small>					
<i>Cadet Morgan performed in a satisfactory manner while serving as the Platoon Sergeant for a 45 man platoon for Water Confidence day. He began by conducting a good handover with the previous PSG, ensuring that no taskings or deadlines would be missed (PS, DK, SJ, IP). He organized his SLs and issued out his initial guidance and expectations, with priorities of work to be completed while waiting for the OPORD from the PL (MA, SJ, DK, DO, LD).</i>					
<small>b. COUNSELING: Comment on at least 1 "SUSTAIN" and 1 "IMPROVE" attribute and/or core leader competency as identified in Part I and II. ("IMPROVE" comments are required for each "N" entry in Part I and II). Not required for Spot Report.</small>					
SUSTAIN: <i>PS – Clearly demonstrated knowledge of duties and responsibilities of a PSG, demonstrated by issuing proper clear and concise commands to the Platoon.</i>					
<i>MB – Projected himself as a leader. No doubt over who was in charge of 1st PLT.</i>					
IMPROVE: <i>LD – Use your team leaders. You can't be everywhere at all times, so use your subordinate leaders. Delegate a clear task and purpose and let them do their job.</i>					
PART IV – OVERALL NET ASSESSMENT (Circle one) E S N					
RATED CADET NAME		UNIT	DUTY POSITION (Location # Spot Report)		DATE
RATED CADET SIGNATURE		ASSESSOR NAME / INITIALS		CADRE <input type="checkbox"/> CADET <input type="checkbox"/>	

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NOTE: Signature indicates that counseling was administered as reflected in Part III above, and does not imply agreement with ratings.

ANNEX N

MILITARY TERMINOLOGY

1. The Army, like any profession has its own special jargon. The military uses a lot of abbreviations and acronyms. Commonly used ones you will likely encounter are listed below. The complete official reference is AR 25-52 "Authorized Abbreviations, Brevity Codes and Acronyms." With time and experience you will be able to communicate military ideas quickly.

2. Translation of Acronyms.

AAR	After Action Review: A group critique at the end of a mission or exercise to maximize the learning experience of the group.
ACU	Army Combat Uniform: The camouflage duty uniform worn with combat boots.
AGR	Active Guard/Reserve: Reserve component officers serving full time on active duty in support of the Reserve Component mission.
AIT	Advanced Individual Training. A specialized training for enlisted soldiers generally following completion of Basic Training.
APMS	Assistant Professor of Military Science: An ROTC Cadre Officer.
APFT	Army Physical Fitness Test: Evaluates physical condition. It consists of three events (push-up, sit-up and 2 mile run), which are rated on a scale from 0 to 100 points for each event. The minimum passing score for each event is 50 points.
AR	Army Regulation. Prescribes responsibilities of staff agencies, units, and individuals on specific topics and includes how and by whom the policy is implemented or for whom it is intended.
ARNG	Army National Guard: Similar to Army Reserve, but with more domestic missions.
ARTEP	Army Training and Evaluation Program. Lists the specific tasks and missions that a unit should be able to accomplish. It is used to develop, conduct, and evaluate training readiness.
ASAP	As Soon As Possible: Do what is requested now.
AWOL	Absent Without Leave.
BDU	Battle Dress Uniform: The camouflage uniform recently replaced by the ACU.
BMNT	Before Morning Nautical Twilight. Time when the first rays of sunshine bend over the eastern horizon at dawn (first light).
BOLC	Basic Officer Leader Course: Training course to prepare junior officers.
CC	U.S. Army ROTC Cadet Command: The active duty major Army Command, which controls ROTC.
CER	Cadet Evaluation Report: Leadership evaluation or "report card" of cadets on performance at campus and at LDAC.
CO	Commanding Officer: The officer with legal authority over all personnel and operations in the unit.

CONUS	Continental United States: Usually refers to an assignment within the lower 48 states of the US.
CRB	Cadet Record Brief: A computer-generated report used by Cadet Command
CTLT	Cadet Troop Leadership Training: Program during the summer for MS IIIs after Advanced Camp to work as a leader and experience the challenges of an active Army unit.
D&C	Drill and Ceremonies: How military groups move from place to place and render honors. (i.e. marching, saluting, etc.)
DMG	Distinguished Military Graduate
DTG	Date/Time Group: Military format for specifying a date and time, usually in DDTTTTMMYY (i.e. 14 0700 APR 1985)
EENT	End of Evening Nautical Twilight. Time when last rays of sunshine disappear over the western horizon at dusk (last light of day).
FM	Field Manual: describes doctrine (how to do something) such as tactics.
FTX	Field Training Exercise: Training conducted outside the classroom maximizing hands-on experience.
FY	Fiscal Year: A fiscal accounting year. For the U.S. Government it begins 1 October and ends 30 September.
GTA	Graphic Training Aid: A visual aid or tool used while conducting training.
GRFD	Guaranteed Reserve Forces Duty: A commissioning contract option guaranteeing a new lieutenant will not serve on active duty except for the Officer's Basic Course.
HQ	Headquarters: Where the unit leadership is located.
IAW	In Accordance With: Tells you what reference to use in order to accomplish something.
JROTC	Junior Reserve Officers' Training Corps: A high school leadership and citizenship development program.
LCE	Load-Carrying Equipment: The web gear carried by a soldier while in the field. It usually consists of the pistol belt, suspenders, canteen and ammunition pouches.
LDAC	Leadership Development Advance Course
LDP	Leadership Development Program: An evaluation program of leadership potential for Army ROTC and West Point cadets.
LES	Leave and Earnings Statement: A document, which accompanies your monthly military paycheck that accounts for your money and vacation days.
LRC	(Field) Leaders Reaction Course: A mental or “puzzle-based” course designed to evaluate a cadet’s leadership and teamwork abilities.
MS	Military Science or student: Refer to ROTC cadets or classes (MS I-Freshmen, MS II-Sophomores, MS III-Juniors, and MS IV's-Seniors).
NAC	National Agency Check: A security clearance check

NCO	Noncommissioned officer: Doer-supervisors in the Army; includes all of the sergeant ranks.
NLT	No later than: Tells you to do something by a specific time.
OBC	Officers Basic Course: Branch specific active duty training following BOLC II.
OCONUS	Outside of Continental United States. Refers to overseas assignments
OER	Officer Evaluation Report: A job evaluation and report card.
OML	Order of Merit List: Ranked and prioritized list of people based on their demonstrated performance and leadership potential.
PT	Physical Training: Includes stretching, calisthenics, strength training and cardiovascular training to prepare for APFT.
SOP	Standard Operating Procedure: The organization's standard and approved way to do something.
STX	Situational Tactical Exercise: A simulated combat training mission, usually conducted at the squad or platoon level.

TROOP LEADING PROCEDURES and ORDERS

Troop Leading Procedures

1. **Receive the Mission**
 - a. Determine mission and time available (develop timeline)
 - b. No detailed analysis of METT-TC
 - c. 1/3 – 2/3 rule
2. **Issue Warning Order** (rule of thumb: follow OPORD format)
3. **Make a Tentative Plan**
 - a. Mission
Enemy
Terrain and Weather
Observation and Fields of Fire
Avenues of Approach
Key and Decisive Terrain
Obstacles
Cover and Concealment
Visibility, Winds, Precipitation, Cloud Cover, Temperature/Humidity
Troops Available
Time Available
Civil Considerations
 - b. Mission and intent of commander two levels up
 - c. Mission and intent of immediate commander
 - d. Platoon or squad mission
 - e. Constraints
 - f. Identification of tasks (Specified, Implied, Essential)
 - g. Identification of Risks
 - h. Restated Mission
 - i. Analysis of Enemy
 - i. Composition
 - ii. Disposition
 - iii. Strength
 - iv. Capabilities
 - v. Anticipated Enemy Courses of Action
 - j. Course of Action Development
 - i. Analyze Relative Combat Power
 - ii. Generate Options
 - iii. Array Initial Forces
 - iv. Develop Schemes of Maneuver
 - v. Assign Headquarters
 - vi. Prepare COA Statements and Sketches
 - vii. War Gaming of COA(s)
 - viii. COA Comparison and Selection
4. **Initiate Movement**
5. **Conduct Reconnaissance**
 - a. Confirm Priority Intelligence Requirements (PIRs)
 - b. If leaving the platoon or squad to conduct leader's reconnaissance, leave a five point contingency plan, or GOTWA

- i. Where the leader is **going**
 - ii. **O**thers going with the leader
 - iii. Amount of **T**ime the leader plans to be gone
 - iv. **W**hat to do if the leader does not return
 - v. Unit's and leaders **A**ctions on chance contact while leader is gone
- 6. Complete the Plan**
- 7. Issue the Operation Order**
- 8. Supervise and Refine**
 - a. Confirmation briefs, rehearsals, and inspections
 - i. Ensure subordinates know the mission, the commander's intent, the concept of the operation, and their assigned tasks.
 - ii. Rehearsals include map rehearsal, sand table or terrain model, radio rehearsal, reduced force rehearsal, and full force rehearsal
 - b. The leader should establish a priority for rehearsals based on available time. The priority of rehearsals flows from the decisive point of the operation. Thus the order of precedence is:
 - i. Actions on the objective
 - ii. Actions on enemy contact
 - iii. Special teams
 - iv. Movement techniques
 - v. Others as required
 - c. Security must be maintained during the rehearsal
 - d. Inspections
 - i. Squad leaders should contact initial inspections shortly after receipt of the **WARNO**
 - ii. The PSG should conduct spot checks throughout the preparation
 - iii. The PL and PSG conduct final inspections
 - e. Inspections should include:
 - i. Weapons and ammunition
 - ii. Uniforms and Equipment
 - iii. Mission-essential equipment
 - iv. Soldier's understanding of the mission and their specific responsibilities
 - v. Communications
 - vi. Rations and water
 - vii. Camouflage
 - viii. Deficiencies noted during earlier inspections

Orders

Platoon orders – at a minimum, the following individuals will attend platoon orders:

- (1) Platoon leader
- (2) Platoon sergeant
- (3) Squad leaders
- (4) Platoon FO
- (5) PLT Medic
- (6) Attachment leaders

Squad orders – at a minimum, the following individuals will attend squad

- (1) Squad leader
- (2) Team leaders

Formats

Warning order (WARNOs do not have to follow a specific format, but the 5 paragraph OPORD format is a good guide)

- (1) Situation
- (2) Mission
- (3) Execution
 - (a) Concept
 - (b) Timeline (Includes Timeline Prior to LD)
 - (c) Rehearsal Tasks
 - (d) Tasks to Subordinates
- (4) Service Support
- (5) Command and Signal

b. **Fragmentary order (FRAGO)** - The format for a FRAGO is that portion of the current OPORD that has changed. If significant changes have occurred since the last OPORD, a new OPORD should be prepared.

Squad Operation Order

- (1) Situation
 - (a) Enemy
 - (b) Friendly
 - (c) Attachments and Detachments
- (2) Mission
 - (a) Who, What, When, Where, Why
- (3) Execution
 - (a) Concept of the Operation
 1. Scheme of Maneuver
 2. Fire Support
 - (b) Fire Team Tasks
 - (c) Coordinating Instructions
 - (d) Safety
- (4) Service Support
- (5) Command and Signal

Platoon Operation Order

- (1) Situation
 - (a) Enemy Forces
 1. Disposition, composition, and strength
 2. Capabilities
 3. Most probable course of action
 - (b) Friendly Forces
 1. Higher Unit
 2. Left Unit's Mission
 3. Right Unit's Mission
 4. Forward Unit's Mission
 5. Mission of Unit in Reserve or Following
 6. Units in Support or Reinforcing Higher Unit
 - (c) Attachments and Detachments
- (2) Mission Task and Purpose (Who, What, When, Where, Why)
- (3) Execution – Intent (Expanded Purpose – Key Tasks - Endstate)

- (a) Concept of the Operation - How unit will accomplish the mission.
 - 1. Maneuver - Designate main effort and ID tasks
 - 2. Fires - Concept of fire support, address priority of fires, priority targets, and restrictive control measures.
 - 3. Additional combat support elements - Concept of employment and priority of effort.
- (b) Tasks to Maneuver Units - Tasks and purpose for each.
- (c) Tasks to combat support units
- (d) Coordinating Instructions
 - 1. Priority intelligence requirements and report tasks
 - 2. MOPP level
 - 3. Troop safety and operational exposure guide
 - 4. Engagement and disengagement criteria and instructions
 - 5. Fire distribution and control measures
 - 6. Consolidation and reorganization instructions
 - 7. Reporting requirements
 - 8. Specified tasks that pertain to more than one
 - 9. Rules of engagement
 - 10. Order of march and other MMNT procedures
- (e) Safety
- (4) Service Support
 - (a) General - Provide trains location, Casualty and damaged equipment collection points, and routes to and from them.
 - (b) Material and services
 - 1. Supply
 - a. --Class I – Subsistence
 - b. --Class II - Clothing, individual equip., tools and tent packages
 - c. --Class III - Petroleum, oil, and lubricants
 - d. --Class IV - Construction Materials
 - e. --Class V – Ammunition
 - f. --Class VI - Personal demand items
 - g. --Class VII - Major end items
 - h. --Class VIII - Medical Supplies
 - i. --Class IX - Repair parts
 - 2. Transportation - Schedule and distribution
 - 3. Services - Type, designation, location.
 - 4. Maintenance
 - 5. Medical evacuation (See appendix 3 Annex J)
 - (c) Personnel - EPW collection point and handling instructions.
 - (d) Miscellaneous
- (5) Command and Signal
 - (a) Command
 - 1. Location of higher unit commander and CP
 - 2. Location of unit leader or CP
 - 3. Location of second in command or alternate CP
 - 4. Succession of command - During combat, any member of the platoon may be required to assume command. Frequently, the platoon FO or RATELO may need to continue operations and direct the operation until the chain of command can be reestablished. Under normal conditions, the platoon succession of command will be:
 - a. Platoon leader
 - b. Platoon sergeant
 - c. Main effort squad leader
 - d. Supporting effort squad leaders by rank
 - (b) Signal

1. SOI index in effect
2. Listening silence if applicable
3. Methods of communication in priority
4. Emergency signals
5. Code words

BATTLE DRILLS 1-5**BATTLE DRILL 1. PLATOON ATTACK**

SITUATION: The platoon is moving as part of a larger force conducting a movement to contact or a hasty or deliberate attack.

REQUIRED ACTIONS: (see [Figure 4-2.](#))

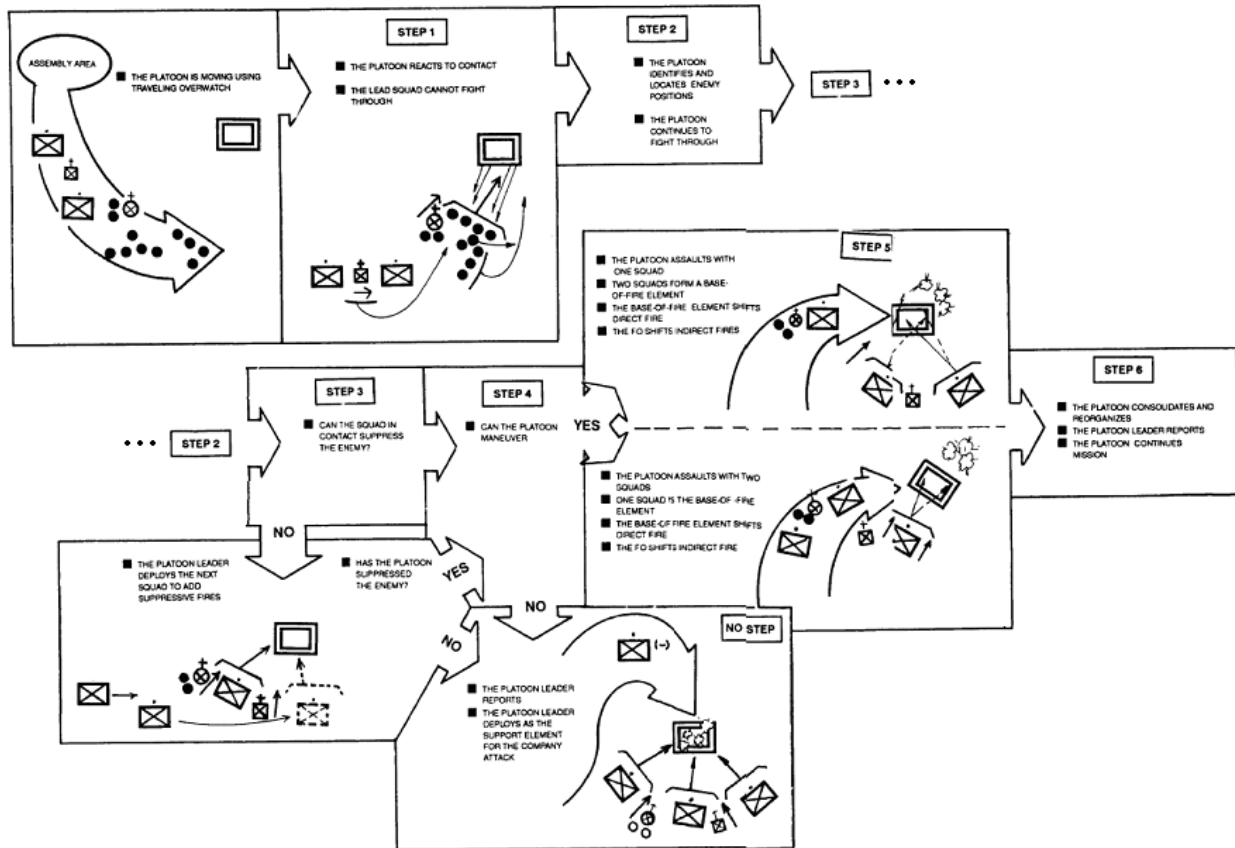


Figure 4-2. Platoon attack.

STEP 1. Action on Enemy Contact.

a. **The platoon initiates contact.** The platoon leader plans when and how his base-of-fire element initiates contact with the enemy to establish a base of fire. This element must be in position and briefed before it initiates contact. If the platoon has not been detected, STEPS 1 and 2 consist of positioning the support element and identifying the enemy's positions.

b. **The enemy initiates contact.** If the enemy initiates contact, the platoon takes the following actions:

(1) The squad in contact reacts to contact ([Battle Drill 2](#)). It attempts to achieve suppressive fires with one fire team and maneuvers the other team to attack the enemy in the flank. The squad leader notifies the platoon leader of his action.

(2) The platoon leader, his RATELO, the platoon FO, the squad leader of the next squad, and one machine gun team move forward to link up with the squad leader of the squad in contact.

(3) The squad leader of the trail squad moves to the front of his lead fire team.

(4) The platoon sergeant moves forward with the second machine gun team and links up with the platoon leader. If directed, he assumes control of the base-of-fire element and positions the machine guns to add suppressive fires against the enemy.

(5) The platoon leader assesses the situation. He follows the success of the squad's flank attack by leading the trail squads along the covered and concealed route taken by the assaulting fire team of the squad in contact.

(6) If the squad in contact cannot achieve suppressive fire, the squad leader reports to the platoon leader.

(a) The squad in contact establishes a base of fire. The squad leader deploys his squad to provide effective, sustained fires on the enemy position. The squad leader reports his final position to the platoon leader.

(b) The remaining squads (not in contact) take up covered and concealed positions in place and observe to the flanks and rear of the platoon.

(c) The platoon leader moves forward with his RATELO, the platoon FO, the squad leader of the nearest squad, and one machine gun team.

STEP 2. Locate the Enemy.

a. The squad leader of the squad in contact reports the enemy size and location, and any other information to the platoon leader. The platoon leader completes the squad leader's assessment of the situation.

b. The squad continues to engage the enemy's position.

c. The platoon sergeant moves forward with the second machine gun team and links up with the platoon leader.

STEP 3. Suppress the Enemy.

a. The platoon leader determines if the squad in contact can gain suppressive fire against the enemy based on the **volume** and **accuracy** of the enemy's return fire.

(1) If the answer is **YES**, he directs the squad (with one or both machine guns) to continue suppressing the enemy:

(a) The squad in contact destroys or suppresses enemy weapons that are firing most effectively against it; normally crew-served weapons.

(b) The squad in contact places screening smoke (M203) to prevent the enemy from seeing the maneuver element.

(2) If the answer is **NO**, the platoon leader deploys another squad and the second machine gun team to suppress the enemy position. (The platoon leader may direct the platoon sergeant to position this squad and one or both machine gun teams in a better support-by-fire position.)

b. The platoon leader again determines if the platoon can gain suppressive fires against the enemy.

(1) If the answer is YES, he continues to suppress the enemy with the two squads and two machine guns.

(a) The platoon sergeant assumes control of the base-of-fire element (squad in contact, the machine gun teams, and any other squads designated by the platoon leader).

(b) The machine gun team takes up a covered and concealed position and suppresses the enemy position.

(c) The platoon FO calls for and adjusts fires based on the platoon leader's directions. (The platoon leader does not wait for indirect fires before continuing with his actions.)

(2) If the answer is still NO, the platoon leader deploys the last squad to provide flank and rear security and to guide the rest of the company forward as necessary, and reports the situation to the company commander. Normally the platoon will become the base-of-fire element for the company and may deploy the last squad to add suppressive fires. The platoon continues to suppress or fix the enemy with direct and indirect fire, and responds to orders from the company commander.

STEP 4. Attack.

If the squad(s) in contact together with the machine gun(s) can suppress the enemy, the platoon leader determines if the remaining squad(s) not in contact can maneuver. He makes the following assessment:

- Location of enemy positions and obstacles.
- Size of enemy force engaging the squad. (The number of enemy automatic weapons, the presence of any vehicles, and the employment of indirect fires are indicators of enemy strength.)
 - Vulnerable flank.
 - Covered and concealed flanking route to the enemy position.

a. If the answer is **YES**, the platoon leader maneuvers the squad(s) into the assault:

(1) Once the platoon leader has ensured that the base-of-fire element is in position and providing suppressive fires, he leads the assaulting squad(s) to the assault position.

(2) Once in position, the platoon leader gives the prearranged signal for the base-of-fire element to lift or shift direct fires to the opposite flank of the enemy position. (The assault element **MUST** pickup and maintain effective fires throughout the assault. Handover of responsibility for direct fires from the base-of-fire element to the assault element is critical.)

(3) The platoon FO shifts indirect fires to isolate the enemy position.

(4) The assaulting squad(s) fight through enemy positions using fire and maneuver. The platoon leader controls the movement of his squads. He assigns specific objectives for each squad and designates the main effort or base maneuver element. (The base-of-fire element must be able to identify the near flank of the assaulting squad(s).)

(5) In the assault, the squad leader determines the way in which he will move the elements of his squad based on the volume and accuracy of enemy fire against his squad and the amount of cover afforded by the terrain. (Figure 4-1.) In all cases, each soldier uses individual movement techniques as appropriate.

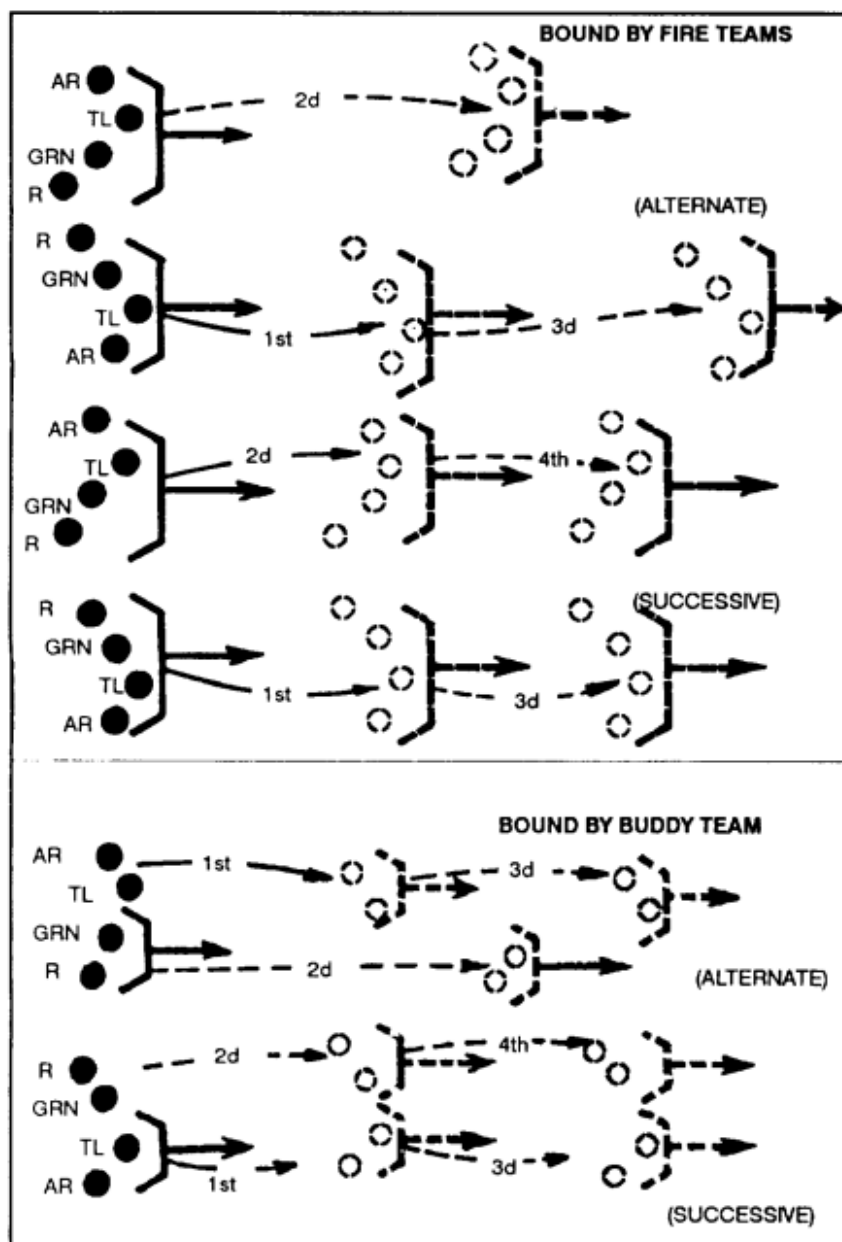


Figure 4-1. Movement to assault.

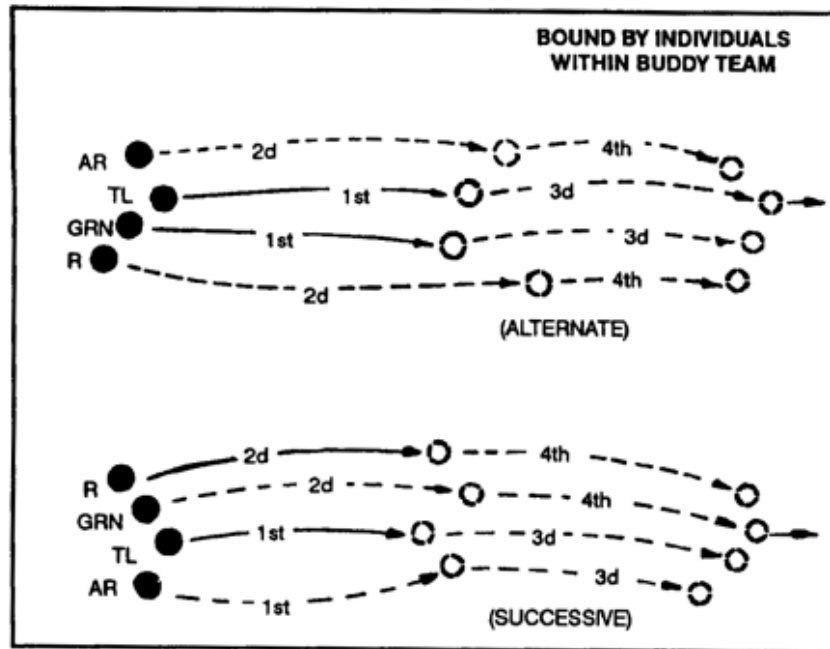


Figure 4-1. Movement in the assault (continued).

(a) The squad leader designates one fire team to support the movement of the other team by fires.

(b) The squad leader designates a distance or direction for the team to move. He accompanies one of the fire teams.

(c) Soldiers must maintain contact with team members and leaders.

(d) Soldiers time their firing and reloading in order to sustain their rate of fire.

(e) The moving fire team proceeds to the next covered position. Teams use the wedge formation when assaulting. Soldiers move in rushes or by crawling.

(f) The squad leader directs the next team to move.

(g) If necessary, the team leader directs soldiers to bound forward as individuals within buddy teams. Soldiers coordinate their movement and fires with each other within the buddy team. They maintain contact with their team leader.

(h) Soldiers fire from covered positions. They select the next covered position before moving. They either rush forward (no more than 5 seconds), or use high or low crawl techniques based on terrain and enemy fires.

b. If the answer is **NO**, or the assaulting squad(s) cannot continue to move, the platoon leader deploys the squad(s) to suppress the enemy and reports to the company commander. The platoon continues suppressing enemy positions and responds to the orders of the company commander.

STEP 5. Consolidate and Reorganize.

a. **Consolidate.** Once the assaulting squad(s) has seized the enemy position, the platoon leader establishes local security. (The platoon must prepare to defeat an enemy counterattack. The platoon is most vulnerable at the conclusion of the assault.)

(1) The platoon leader signals for the base-of-fire element to move up into designated positions.

(2) The platoon leader assigns sectors of fire for each squad.

(3) The platoon leader positions key weapons to cover the most dangerous avenue(s) of approach.

(4) The platoon sergeant begins coordination for ammunition resupply.

(5) Soldiers take up hasty defensive positions.

(6) The platoon leader and his FO develop a quick fire plan.

(7) The squads place out OPs to warn of enemy counterattacks.

b. **Reorganize.**

(1) The platoon performs the following tasks (only after it completes the consolidation of the objective):

(a) Reestablish the chain of command.

(b) Redistribute and resupply ammunition.

(c) Man crew-served weapons first.

(d) Redistribute critical equipment (radios, NBC, NVDs).

(e) Treat casualties and evacuate wounded.

(f) Fill vacancies in key positions.

(g) Search, silence, segregate, safeguard, and speed EPWs to collection points.

(h) Collect and report enemy information and materiel.

(2) Squad leaders provide ammunition, casualty, and equipment (ACE) reports to the platoon leader.

(3) The platoon leader consolidates ACE reports and passes them to the company commander (or XO).

(4) The platoon continues the mission after receiving guidance from the company commander. The company follows the success of the platoon's flanking attack.

BATTLE DRILL 1A. SQUAD ATTACK

SITUATION: The squad is moving as part of the platoon conducting a movement to contact or a hasty or deliberate attack.

REQUIRED ACTIONS: (Figure 4-3):

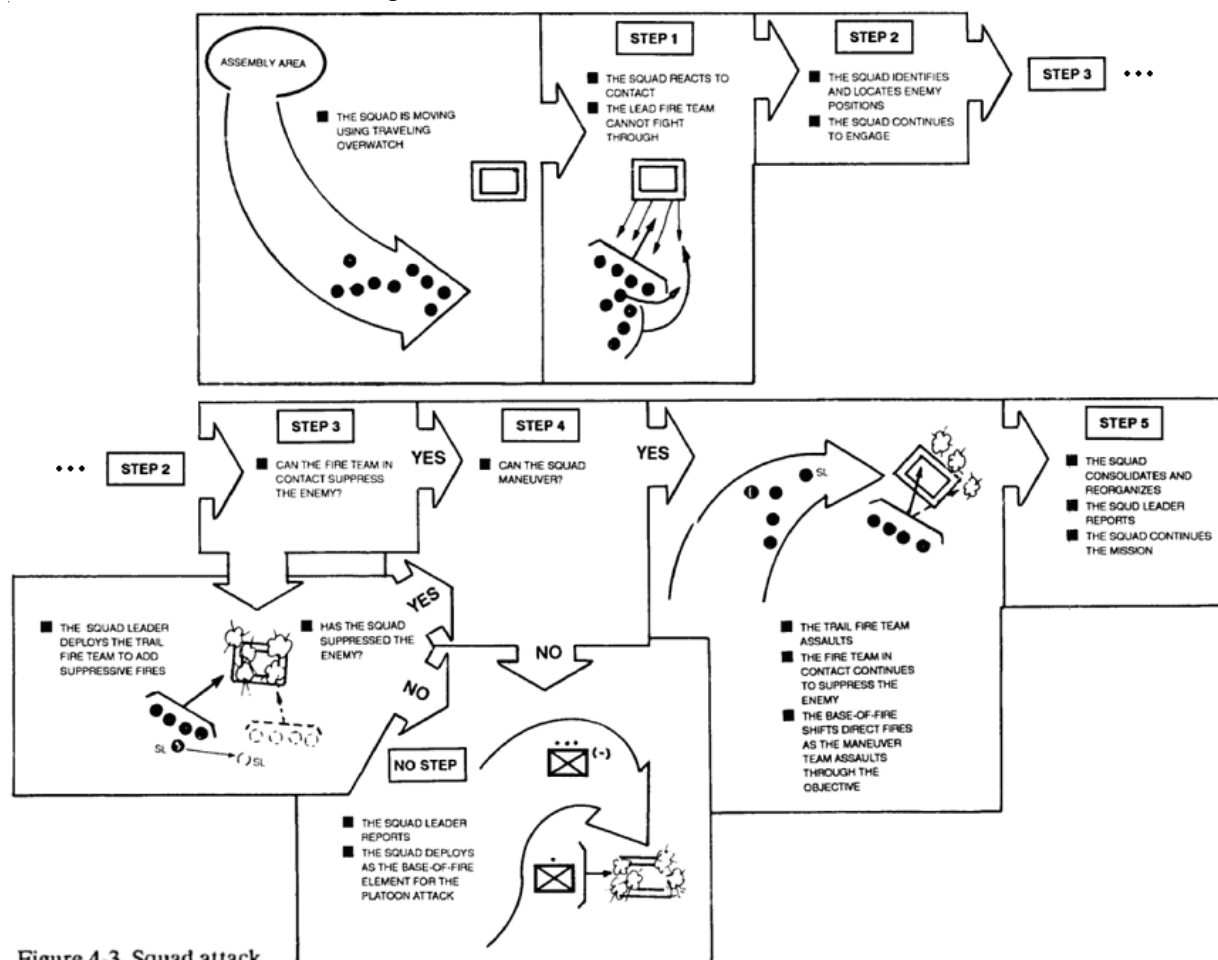


Figure 4-3. Squad attack.

STEP 1. Action on Enemy Contact.

- a. Soldiers receiving fire take up nearest positions that afford protection from enemy fire (cover) and observation (concealment).
- b. The fire team in contact immediately returns heavy volume of suppressive fire in the direction of the enemy.

- (1) Soldiers in the fire team in contact move to positions (bound or crawl) from which they can fire their weapons, position themselves to ensure that they have observation, fields of fire, cover, and concealment. They continue to fire and report known or suspected enemy positions to the fire team leader.
- (2) The team leader directs fires using tracers or standard fire commands.
- (3) The fire team not in contact takes covered and concealed positions in place and observes to the flanks and rear of the squad.

(4) The squad leader reports contact to the platoon leader and moves toward the fire team in contact.

STEP 2. Locate the Enemy.

- a. Using sight and sound, the fire team in contact acquires known or suspected enemy positions.
- b. The fire team in contact begins to place well-aimed fire on suspected enemy positions.
- c. The squad leader moves to a position where he can observe the enemy and assess the situation.
- d. The squad leader requests, through the platoon leader, for immediate suppression indirect fires (normally 60-mm mortars).
- e. The squad leader reports the enemy size and location, and any other information to the platoon leader. (As the platoon leader comes forward, he completes the squad leader's assessment of the situation.)

STEP 3. Suppress the Enemy.

The squad leader determines if the fire team in contact can gain suppressive fire based on the volume and accuracy of the enemy fire.

- a. If the answer is **YES**, the fire team leader continues to suppress the enemy:

- (1) The fire team destroys or suppresses enemy crew-served weapons first.

- (2) The fire team places smoke (M203) on the enemy position to obscure it.

- (3) The fire team leader continues to control fires using tracers or standard fire commands. Fires must be well-aimed and continue at a sustained rate with no lulls.

- (4) Buddy teams fire their weapons so that both are not reloading their weapons at the same time.

- b. If the answer is **NO**, the squad leader then deploys the fire team not in contact to establish a support-by-fire position. He reports the situation to the platoon leader. Normally, the squad will become the base-of-fire element for the platoon. The squad continues to suppress the enemy and responds to orders from the platoon leader. (The platoon leader, his RATELO, the platoon FO, one machine gun team, and the squad leader of the next squad, as well as the platoon sergeant and the other machine gun team, are already moving forward IAW Battle Drill 1, Platoon Attack.)

STEP 4. Attack.

If the fire team in contact can suppress the enemy, the squad leader determines if the fire team not in contact can maneuver. He makes the following assessment:

- Location of enemy position(s) and obstacles.

- Size of enemy force engaging the squad. (The number of enemy automatic weapons, the presence of any vehicles, and the employment of indirect fires are indicators of enemy strength.)
- Vulnerable flank.
- Covered and concealed flanking route to the enemy position.

a. If the answer is **YES**, the squad leader maneuvers the fire team in the assault:

(1) The squad leader directs the fire team in contact to support the movement of the other fire team. He then leads or directs the assaulting fire team leader to maneuver his fire team along a route that places the fire team in a position to assault the enemy. (The assaulting fire team **must** pick up and maintain fire superiority throughout the assault. Handover of responsibility for direct fires from the supporting fire team to the assaulting fire team is critical.)

(2) Once in position, the squad leader gives the prearranged signal for the supporting fire team to lift fires or shift fires to the opposite flank of the enemy position.

(3) The assaulting fire team fights through enemy positions using fire and movement. (The supporting fire team must be able to identify the near flank of the assaulting fire team.)

(a) The team leader selects the route that allows him to reach his objective, while providing the best available cover and concealment for his team. The team leader then leads his team, from up front, in a shallow wedge throughout the attack.

(b) Fire team members conduct individual movement techniques as individuals or buddy teams, while maintaining their relative position in the assault formation. At the end of each move, soldiers take up covered and concealed positions and resume firing.

b. If the answer is **NO** or the assaulting fire team cannot continue to move, the squad leader deploys the assaulting fire team to add its fires against the enemy, reports to the platoon leader and requests instructions. The squad continues suppressing enemy positions and responds to the orders of the platoon leader.

STEP 5. Consolidate and Reorganize.

a. Once the assaulting fire team has seized the enemy position, the squad leader establishes local security. (The squad leader must quickly prepare to defeat any enemy counterattack. At the conclusion of the assault, the squad is most vulnerable.)

(1) The squad leader signals for the supporting fire team to move up into a designated position.

(2) The squad leader assigns sectors of fire for both fire teams.

(3) The squad leader positions key weapons.

(4) All soldiers take up hasty defensive positions.

(5) The squad leader develops an initial fire support plan against an enemy counterattack. (As the platoon moves up, he hands the plan to the platoon leader for further development.)

- (6) The squad leader posts an OP to warn of enemy activity.
- b. The squad performs the following tasks:
 - (1) Reestablish the chain of command.
 - (2) Redistribute and resupply ammunition.
 - (3) Man crew-served weapons first.
 - (4) Redistribute critical equipment (for example, radios, NBC, NVDs).
 - (5) Treat casualties and evacuate wounded.
 - (6) Fill vacancies in key positions.
 - (7) Search, silence, segregate, safeguard, and speed EPWs to collection points.
 - (8) Collect and report enemy information and materiel.
- c. Team leaders provide ammunition, casualty, and equipment (ACE) reports to the squad leader.
- d. The squad leader consolidates the ACE report and passes it to the platoon leader (or platoon sergeant).
- e. The squad continues the mission after receiving instructions from the platoon leader. (The platoon follows the success of the squad's flanking attack with the remaining squads as part of the platoon attack.)
- f. The squad leader reports the situation to the platoon leader.

BATTLE DRILL 2. REACT TO CONTACT

SITUATION: A squad or platoon receives fires from enemy individual or crew-served weapons.

REQUIRED ACTIONS: (Figure 4-4.)

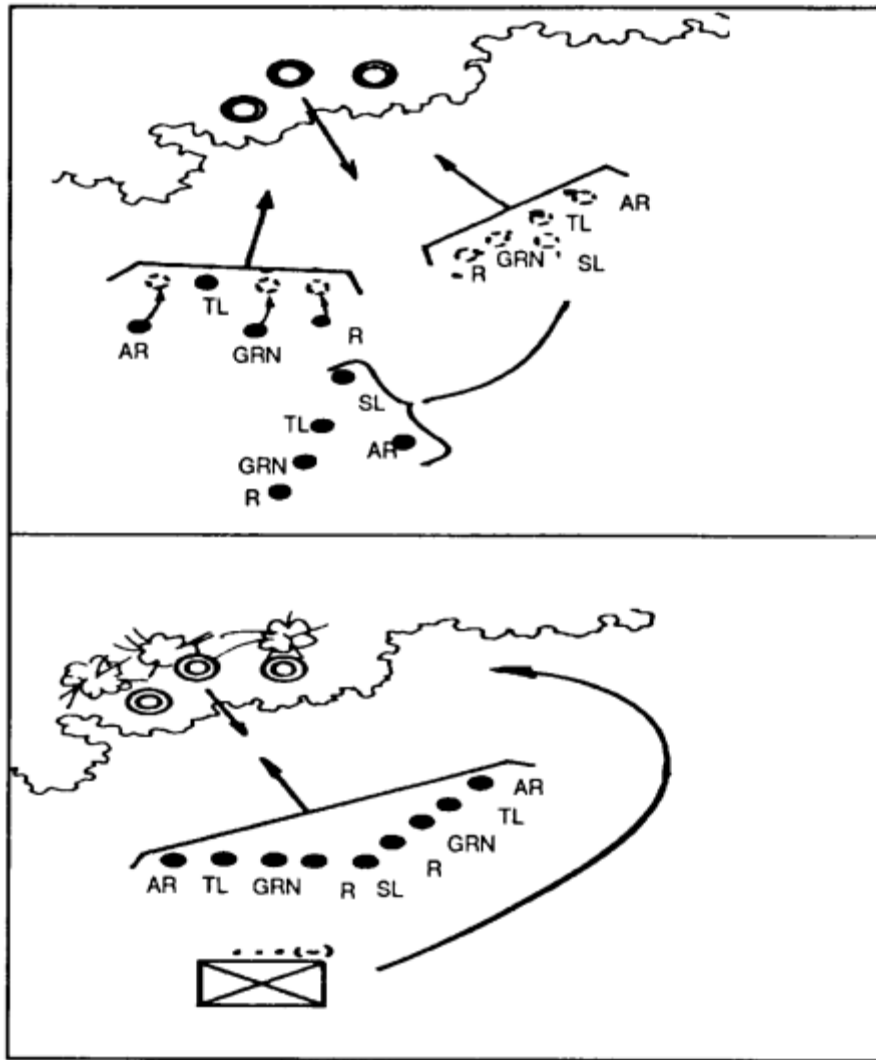


Figure 4-4. React to contact.

1. Soldiers immediately take up the nearest covered positions and return fire in the direction of contact.
2. Team/squad leaders locate and engage known or suspected enemy positions with well-aimed fire, and pass information to the squad/platoon leader.
3. Fire team leaders control fire using standard fire commands (initial and supplemental) containing the following elements:
 - Alert.
 - Direction.
 - Description of target.

- Range.
- Method of fire (manipulation, and rate of fire).
- Command to commence firing.

4. Soldiers maintain contact with the soldiers on their left and right.

5. Soldiers maintain contact with their team leaders and report the location of enemy positions.

6. Leaders check the status of their personnel.

7. The team/squad leaders maintain contact with the squad/platoon leader.

8. The squad/platoon leader--

a. Moves up to the fire team/squad in contact and links up with its leader. (The platoon leader brings his RATELO, platoon FO, the squad leader of the nearest squad, and one machine gun team. The squad leader of the trail squad moves to the front of his lead fire team. The platoon sergeant also moves forward with the second machine gun team and links up with the platoon leader, ready to assume control of the base-of-fire element.)

b. Determines whether or not his squad/platoon must move out of an engagement area.

c. Determines whether or not he can gain and maintain suppressive fires with his element already in contact (based on the volume and accuracy of enemy fires against the element in contact).

d. Makes an assessment of the situation. He identifies--

- The location of the enemy position and obstacles.
- The size of the enemy force. (The number of enemy automatic weapons, the presence of any vehicles, and the employment of indirect fires are indicators of the enemy strength.)
- Vulnerable flanks.
- Covered and concealed flanking routes to the enemy position.

e. Determines the next course of action (for example, fire and movement, assault, breach, knock out bunker, enter and clear a building or trench).

f. Reports the situation to the platoon leader/company commander and begins to maneuver.

g. Calls for and adjusts indirect fire (mortars or artillery). (Squad leaders relay requests through the platoon leader.)

9. Team leaders lead their teams by example; for example, "Follow me, do as I do."

10. Leaders relay all commands and signals from the platoon chain of command.

BATTLE DRILL 3. BREAK CONTACT

SITUATION: The squad/platoon is under enemy fire and must break contact.

REQUIRED ACTIONS: (Figure 4-5.)

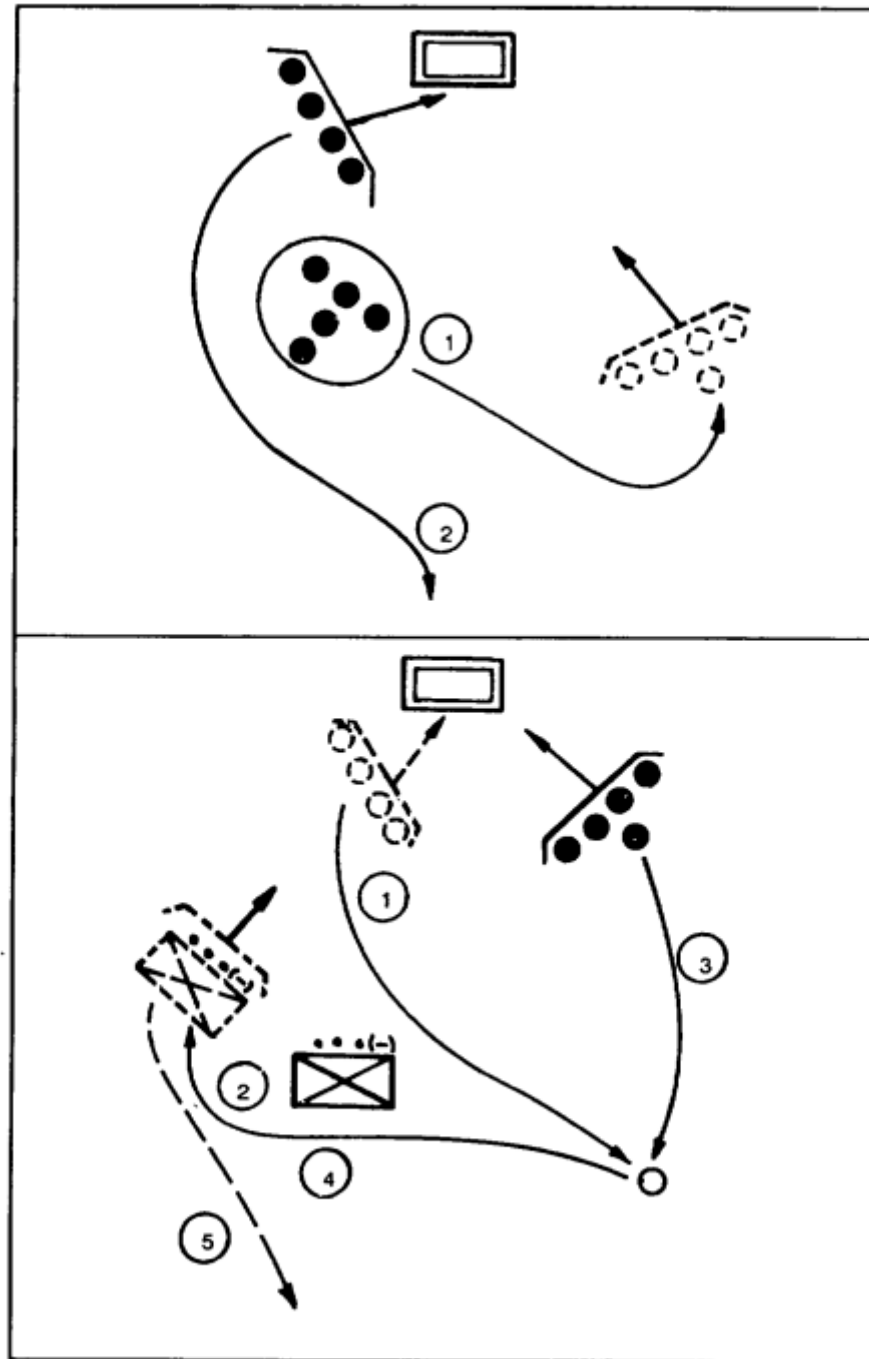


Figure 4-5. Break contact.

1. The squad/platoon leader directs one fire team/squad in contact to support the disengagement of the remainder of the unit.
2. The squad/platoon leader orders a distance and direction, or a terrain feature, or last objective rally point for the movement of the first fire team/squad.

3. The base of fire (fire team/squad) continues to suppress the enemy.
4. The moving element uses fragmentation, concussion, and smoke grenades to mask its movement.
5. The moving element takes up the designated position and engages the enemy position.
6. The platoon leader directs the base-of-fire element to move to its next location. (Based on the terrain and the volume and accuracy of the enemy's fire, the moving fire team/squad may need to use fire and movement techniques.
7. The squad/platoon continues to bound away from the enemy until (the squad/platoon must continue to suppress the enemy as it breaks contact)--
 - It breaks contact.
 - It passes through a higher level support-by-fire position.
 - Its fire teams/squads are in the assigned position to conduct the next mission.
8. The leader should consider changing the direction of movement once contact is broken. This will reduce the ability of the enemy to place effective indirect fires on the unit.
9. If the squad or platoon becomes disrupted, soldiers stay together and move to the last designated rally point.
10. Squad/platoon leaders account for soldiers, report, reorganize as necessary and continue the mission.

BATTLE DRILL 4. REACT TO AMBUSH

SITUATION: If the squad/platoon enters a kill zone and the enemy initiates an ambush with a casualty-producing device and a high volume of fire, the unit takes the following actions.

REQUIRED ACTIONS: (Figure 4-6.)

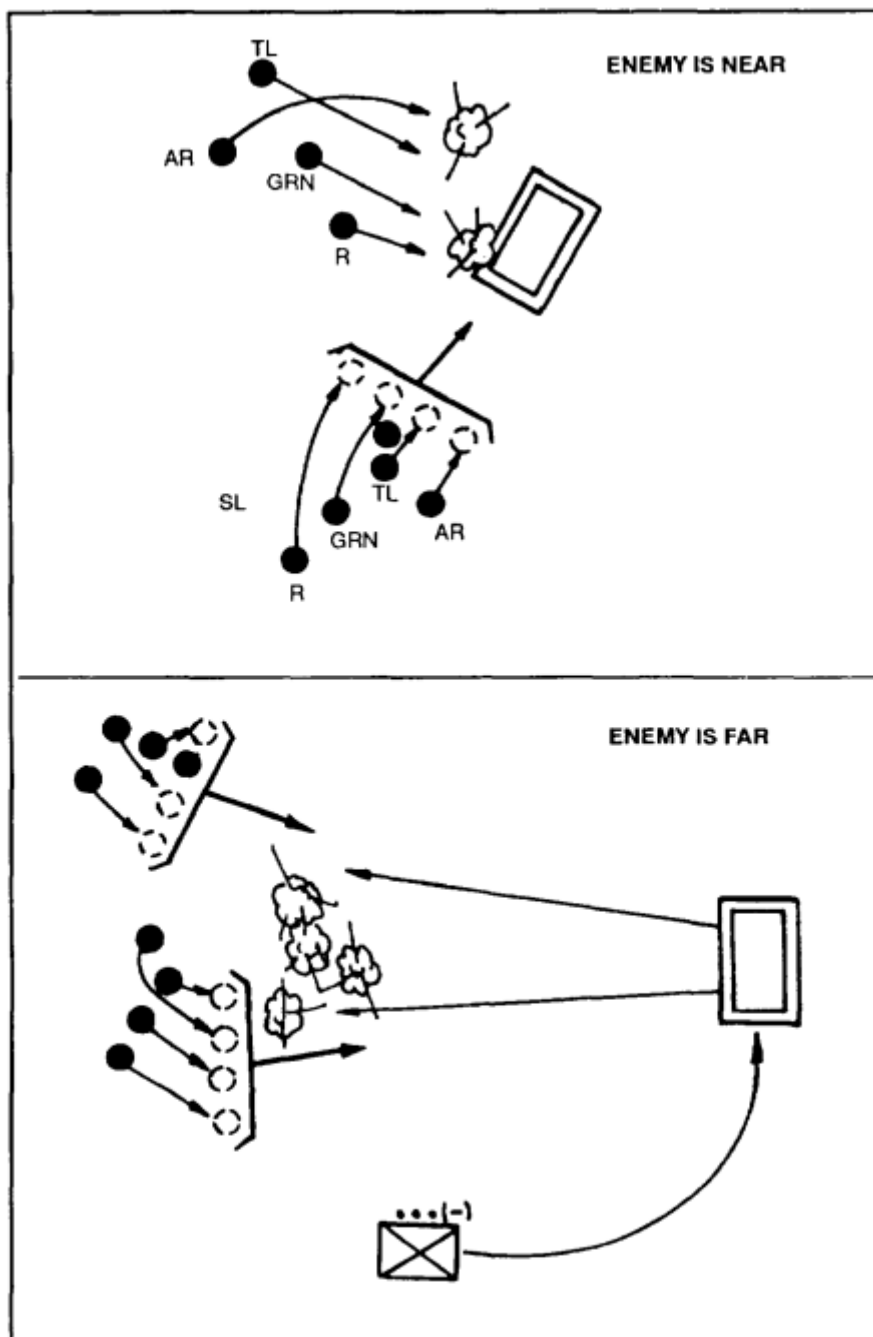


Figure 4-6. React to ambush.

1. In a near ambush (within hand-grenade range), soldiers receiving fire immediately return fire, take up covered positions, and throw fragmentation concussion, and smoke grenades.

a. Immediately after the grenades detonate, soldiers in the kill zone assault through the ambush using fire and movement.

b. Soldiers not in the kill zone immediately--

- Identify enemy positions.
- Initiate immediate suppressive fires against the enemy.
- Take up covered positions.
- Shift fires as the soldiers in the kill zone assault through the ambush.

2. In a far ambush (beyond hand-grenade range). soldiers receiving fire immediately return fire, take up covered positions, and suppress the enemy by--

- Destroying or suppressing enemy crew-served weapons first.
- Obscuring the enemy position with smoke (M203).
- Sustaining suppressive fires.

a. Soldiers (teams/squads) not receiving fires move by a covered and concealed route to a vulnerable flank of the enemy position and assault using fire and movement techniques.

b. Soldiers in the kill zone continue suppressive fires and shift fires as the assaulting team/squad fights through the enemy position.

3. The platoon FO calls for and adjusts indirect fires as directed by the platoon leader. On order, he lifts fires or shifts them to isolate the enemy position, or to attack them with indirect fires as they retreat.

4. The squad/platoon leader reports, reorganizes as necessary, and continues the mission.

BATTLE DRILL 5. KNOCK OUT BUNKERS

SITUATION: The platoon identifies enemy in bunkers while moving as a part of a larger force.

REQUIRED ACTIONS: (Figures 4-7 and 4-8.)

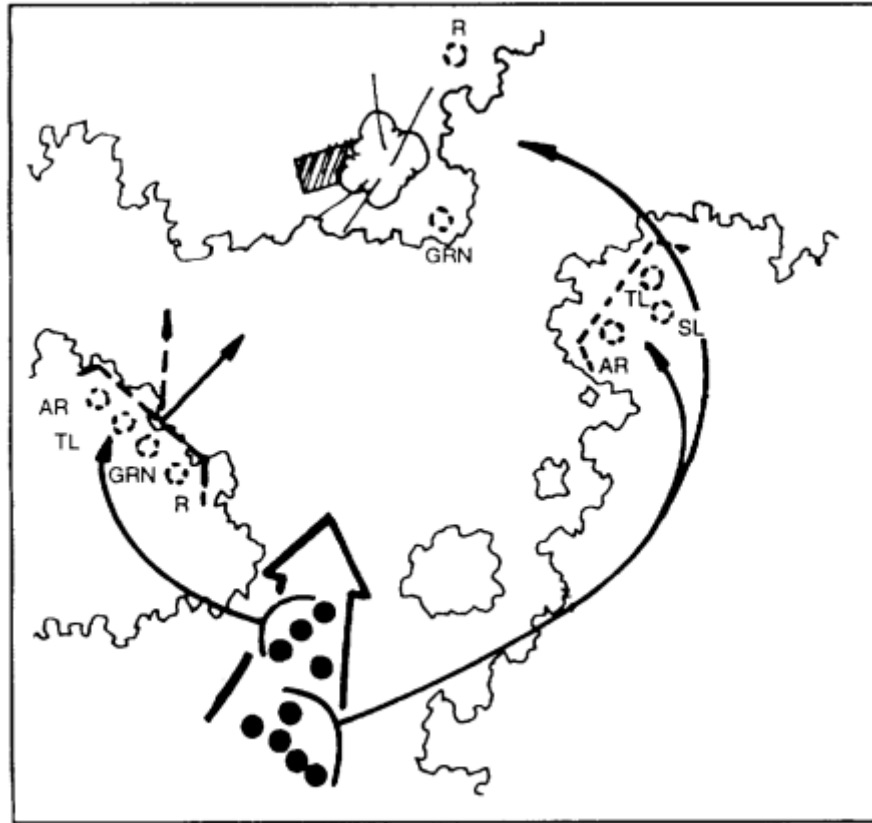


Figure 4-7. Knock out bunker (squad).

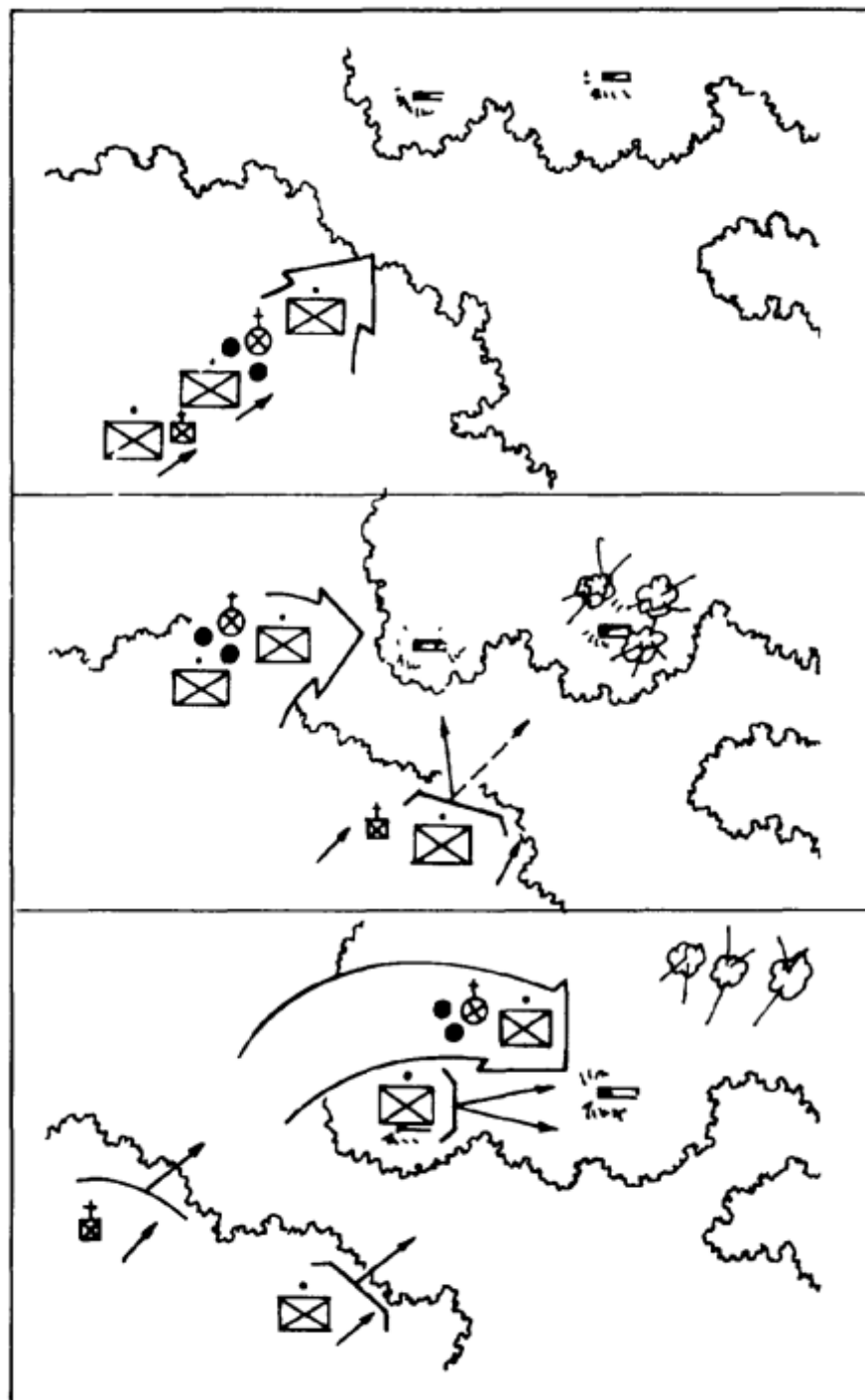


Figure 4-8. Knock out bunkers (platoon).

1. The platoon initiates contact:

a. The squad in contact establishes a base of fire.

b. The platoon leader, his RATELO, platoon FO, and one machine gun team move forward to link up with the squad leader of the squad in contact.

c. The platoon sergeant moves forward with the second machine gun team and assumes control of the base-of-fire element.

- d. The base-of-fire element--
 - (1) Destroys or suppresses enemy crew-served weapons first.
 - (2) Obscures the enemy position with smoke (M203).
 - (3) Sustains suppressive fires at the lowest possible level.
 - e. The platoon FO calls for and adjusts indirect fires as directed by the platoon sergeant.
2. The platoon leader determines that he can maneuver by identifying--
- a. The enemy bunkers, other supporting positions, and any obstacles.
 - b. The size of the enemy force engaging the platoon. (The number of enemy automatic weapons, the presence of any vehicles, and the employment of indirect fires are indicators of enemy strength.)
 - c. A vulnerable flank of at least one bunker.
 - d. A covered and concealed flanking route to the flank of the bunker.
3. The platoon leader determines which bunker is to be assaulted first and directs one squad (not in contact) to knock it out.
4. If necessary, the platoon sergeant repositions a squad, fire team, or machine gun team to isolate the bunker as well as to continue suppressive fires.
5. The assaulting squad, with the platoon leader and his RATELO, move along the covered and concealed route and take action to knock out the bunker.
- a. The squad leader moves with the assaulting fire team along the covered and concealed route to the flank of the bunker.
 - (1) The assaulting fire team approaches the bunker from its blind side and does not mask the fires of the base-of-fire element.
 - (2) Soldiers constantly watch for other bunkers or enemy positions in support of it.
 - b. Upon reaching the last covered and concealed position--
 - (1) The fire team leader and the automatic rifleman remain in place and add their fires to suppressing the bunker (includes the use of LAW/AT4s).
 - (2) The squad leader positions himself where he can best control his teams. On the squad leader's signal, the base-of-fire element lifts fires or shifts fires to the opposite side of the bunker from the assaulting fire team's approach.

(3) The grenadier and rifleman continue forward to the blind side of the bunker. One soldier takes up a covered position near the exit, while one soldier cooks off (two seconds maximum) a grenade, shouts FRAG OUT, and throws it through an aperture.

(4) After the grenade detonates, the soldier covering the exit enters the bunker, firing short bursts, to destroy the enemy. The soldier who throws the grenade should not be the first one to clear the bunker.

c. The squad leader inspects the bunker to ensure that it has been destroyed. He reports, reorganizes as needed, and continues the mission. The platoon follows the success of the attack against the bunker and continues the attack of other bunkers.

6. The platoon leader repositions base-of-fire squads as necessary to continue to isolate and suppress the remaining bunkers, and maintain suppressive fires.

7. The platoon leader either designates one of the base-of-fire squads to move up and knock out the next bunker; or, directs the same assaulting squad to continue and knock out the next bunker.

NOTE: The platoon leader must consider the condition of his assaulting squad(s) (ammunition and exhaustion) and rotate squads as necessary.

a. On the platoon leader's signal, the base-of-fire element lifts fires or shifts fires to the opposite side of the bunker from which the squad is assaulting.

b. At the same time, the platoon FO shifts indirect fires to isolate enemy positions.

8. The assaulting squad takes action to knock out the next bunker (see paragraph 5, above).

9. The platoon leader reports, reorganizes as necessary, and continues the mission. The company follows up the success of the platoon attack and continues to assault enemy positions.

ANNEX Q

PLATOON TABLE OF ORGANIZATION AND EQUIPMENT (TO&E)

Most units operate from a modified table of organization and equipment (MTOE) based on their organization, mission, and location. There are five different types of rifle platoon organizations: light infantry, infantry, air assault, airborne, and ranger. The standard infantry rifle platoon is discussed below.

The infantry rifle platoon consists of a platoon headquarters, three rifle squads, and a weapons squad (Figure A-2). There are two machine gun teams and two anti-armor teams in the weapons squad. Each machine gun team and anti-armor team consists of two men--a gunner and an assistant gunner.

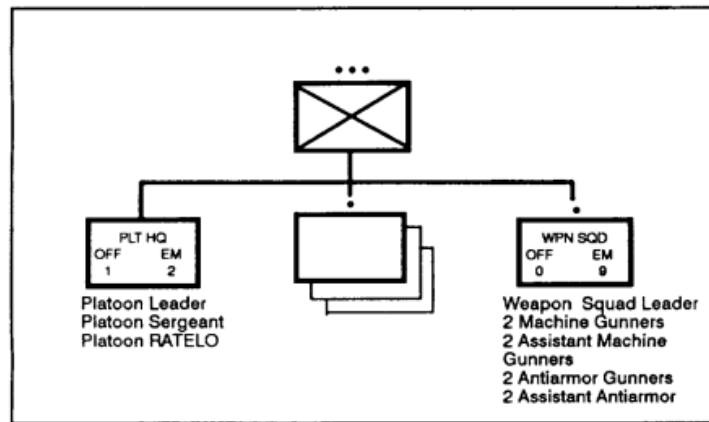


Figure A-2. Infantry rifle platoon organization.

The most common rifle squad has nine soldiers (Figure A-6). It fights as two fire teams. The squad has one squad leader, two fire team leaders, two automatic riflemen, two riflemen, and two grenadiers.

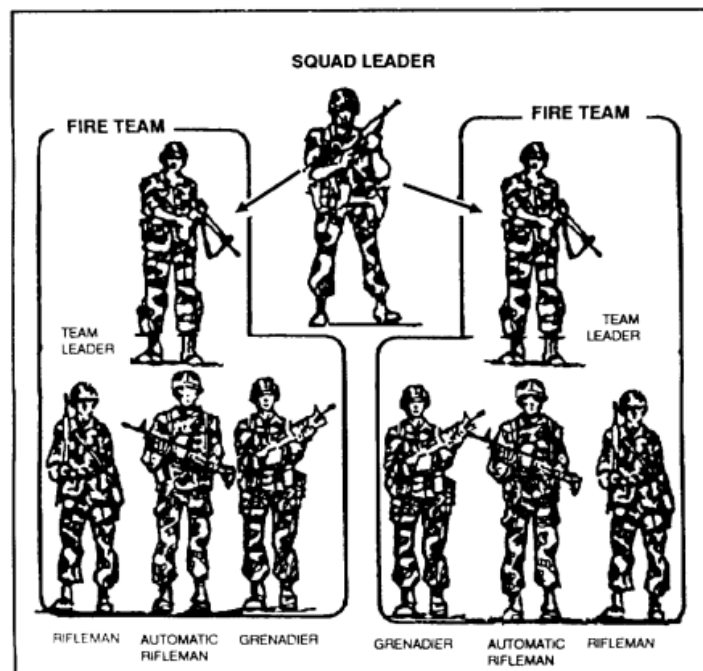


Figure A-6. Rifle squad.

ANNEX R

CADET MENTORSHIP PROGRAM

Under the cadet mentorship program, MS IVs are assigned as mentors/supervisors to MS III by the chain of command. MS IIIs are assigned as mentors/supervisors to MS IIs by the chain of command. Finally, MSIIIs are assigned as mentors /supervisors to MS Is by the chain of command. Each class is responsible for the mentorship and development of their immediate subordinates.

Mentors are encouraged to meet regularly with their mentees, and counsel their subordinates monthly at a minimum. Additional formal counseling is optional and to be conducted as needed. MS IIIs/IVs are expected to read *FM 6-22, Appendix B: Counseling* for specific guidance on how to counsel other cadets. The following topics should be covered during counseling sessions:

Initial Counseling:

- * The overall wellness of the cadet (academic, social, military).
- * The cadet's target GPA and other academic goals.
- * The cadet's target APFT score for the end of the semester.
- * The Cadet's military goals (IE/ "Wants to successfully complete a STX lane as a team leader").
- * Areas where the cadet needs improvement (as identified by the mentor or mentee).
- * Questions or concerns the cadet may have about ROTC or college life in general.
- * An explanation of how the national OML is calculated.
- * The cadet's chain of command.
- * A specific program for the cadet to achieve his or her academic and military goals for the semester.
- * Drugs, alcohol, and other dangerous and/or illegal activities common in college.

Monthly Counseling

- * The overall wellness of the cadet (academic, social, military).
- * The cadet's semester GPA.
- * The cadet's record APFT score for the semester.
- * Whether the cadet achieved the military and academic goals he/she outlined in the beginning of the semester and why he/she did or did not.
- * Sustains and improves for the semester (from both the mentor and the mentee's point of view).
- * Travel plans (to ensure cadre are aware of foreign travel and so POV's can be inspected as necessary).

NOTE: These lists are not exhaustive. Good counseling requires identifying and addressing important subjects specific to the individual being counseled.

ANNEX S

MILITARY DECISION MAKING PROCESS

The Military Decision Making Process (MDMP) is (doctrinal source is FM 5.0 (Mar 2010)) a single, established, and proven analytical process. The process assists the commander and staff in developing the plan and reaching logical decisions. The decision making process can be completed in a complete or abbreviated version. One must use one-third/two-thirds planning rule when executing MDMP.

Key inputs	Steps	Key outputs
<ul style="list-style-type: none"> Higher headquarters' plan or order or a new mission anticipated by the commander 	Step 1: Receipt of Mission	<ul style="list-style-type: none"> Commander's initial guidance Initial allocation of time
	Warning order	
<ul style="list-style-type: none"> Higher headquarters' plan or order Higher headquarters' knowledge and intelligence products Knowledge products from other organizations Design concept (if developed) 	Step 2: Mission Analysis	<ul style="list-style-type: none"> Mission statement Initial commander's intent Initial planning guidance Initial CCIRs and EEFI Updated IPB and running estimates Assumptions
	Warning order	
<ul style="list-style-type: none"> Mission statement Initial commander's intent, planning guidance, CCIRs, and EEFI Updated IPB and running estimates Assumptions 	Step 3: Course of Action (COA) Development	<ul style="list-style-type: none"> COA statements and sketches <ul style="list-style-type: none"> Tentative task organization Broad concept of operations Revised planning guidance Updated assumptions
<ul style="list-style-type: none"> Updated running estimates Revised planning guidance COA statements and sketches Updated assumptions 	Step 4: COA Analysis (War Game)	<ul style="list-style-type: none"> Refined COAs Potential decision points War-game results Initial assessment measures Updated assumptions
<ul style="list-style-type: none"> Updated running estimates Refined COAs Evaluation criteria War-game results Updated assumptions 	Step 5: COA Comparison	<ul style="list-style-type: none"> Evaluated COAs Recommended COAs Updated running estimates Updated assumptions
<ul style="list-style-type: none"> Updated running estimates Evaluated COAs Recommended COA Updated assumptions 	Step 6: COA Approval	<ul style="list-style-type: none"> Commander-selected COA and any modifications Refined commander's intent, CCIRs, and EEFI Updated assumptions
	Warning order	
<ul style="list-style-type: none"> Commander-selected COA with any modifications Refined commander's intent, CCIRs, and EEFI Updated assumptions 	Step 7: Orders Production	<ul style="list-style-type: none"> Approved operation plan or order
CCIR COA	commander's critical information requirement course of action	EEFI IPB essential element of friendly information intelligence preparation of the battlefield