

Instructors

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Course Description

MS101 focuses on Introduction to the Army and basic Soldier skills. Students receive an introduction to the Army Profession and examine what it means to be a professional in the U.S. Army, committed to the ideal that America and its founding documents remain the most powerful force for good in human history. The overall focus is on developing basic knowledge and comprehension of the Army Leadership Requirements Model (LRM) while gaining a complete understanding of the Reserve Officers' Training Corps (ROTC) program, its purpose in the Army, and its advantages for the student. Students also begin learning basic map reading and land navigation along with initial classes on fieldcraft, first aid, and team building. Students will apply classroom knowledge during hands-on performance-oriented weekly labs facilitated by MS III Cadets and supervised by MS IVs and cadre, and participation in weekly physical readiness training (PRT) sessions planned and conducted by MS IV Cadets and cadre.

NOTE: Physical Readiness Training (PRT) sessions are not mandatory for **Non-contracted** Freshmen, but highly recommended.

Course Design and Format

Students should read and understand the course syllabus, bring any questions to the attention of the cadre as soon as possible. It is your responsibility to be thoroughly prepared for each lesson by completing any student readings, study assignments, practical exercises, and participating in training activities. Students should be encouraged to provide constructive criticism concerning the efficiency and effectiveness of the training and training materials.

This class will be conducted in an interactive manner. Everyone will be responsible for contributing to the success of the learning experience. Students will be expected to participate in a professional, respectful, courteous, and constructive manner. Lectures will be brief and interactive. You will have opportunity for extensive small group discussions and exercises throughout class to apply learning and provide reflection. Time will be given in class to discuss and work on projects and papers. You are encouraged to work together with the instructor in modifying assignments, suggesting agenda, and raising questions for discussion.

Cadre will manage progress of each student throughout the course, in addition to monitoring the student's understanding of the course content; ensuring students comprehend the learning objectives and retaining the lesson content through evaluations.

Overview of Class Sessions

MS101-L01	Course Overview
MS101-L02	The US Army
MS101-L03	US Military Customs & Courtesies
MS101-L04	Basic Map Reading
MS101-L05	Basic Land Navigation

MS101-L06	Basic First Aid *
MS101-L07	Fieldcraft-Preventive Medicine
MS101-L08	The Army Profession
MS101-L09	Seven Army Values & Warrior Ethos
MS101-L10	Introduction to Army Leadership
MS101-L11	Team Building
MS101-L12	Final Exam

NOTE: * Denotes Take-Home Midterm Exam

ROTC Course Labs

NOTE: *Labs are essential to the development of ROTC Cadets. Labs give ROTC students the opportunity to apply what they learn in the classroom to a field environment. Labs are mandatory for both contracted Students and non-contracted Students to receive MS course credit.*

LAB 01	<i>Commander's Time</i>
LAB 02	<i>Drill & Ceremony</i>
LAB 03	<i>Team Building Exercise</i>
LAB 04	<i>Land Navigation I</i>
LAB 05	<i>Land Navigation II</i>
LAB 06	<i>Tactical Combat Casualty Care (TC3)</i>
LAB 07	<i>Fieldcraft</i>
LAB 08	<i>Pre-Combat Checks & Inspections for FTX</i>
LAB 09	<i>Military Communications</i>
LAB 10	<i>Pre-Marksmanship Instruction (PMI)</i>
LAB 11	<i>Individual Movement Techniques (IMT)</i>
LAB 12	<i>Team & Squad Movement Techniques</i>

ROTC Physical Readiness Training (PRT) Sessions

NOTE: *[The cornerstone of the Army profession is physical training. All Army personnel must be physically fit. ROTC PRT provides ROTC students with the necessary skills to gain the necessary physical skills to succeed in the Army. The Jaguar Detachment conducts three organized PRT sessions a week. PRT Sessions are mandatory for contracted Cadets. PRT sessions are not mandatory for Non-contracted students, but are **highly** recommended.]*

PRT 01-03	<i>PT Drills, Positions, and Grips</i>
PRT 04-06	<i>Preparation and Recovery Drills</i>

PRT 07-09	<i>Stability Drills</i>
PRT 10-12	<i>Conditioning Drills</i>
PRT 13-15	<i>Conditioning Drills</i>
PRT 16-18	<i>Guerilla Drill</i>
PRT 19-21	<i>Running Drills</i>
PRT 22-24	<i>Running Drills</i>
PRT 25-27	<i>Military Movement Drills</i>
PRT 28-30	<i>Military Movement Drills</i>
PRT 31-33	<i>Strength Training Circuit</i>
PRT 34-36	<i>Army Fitness Test Introduction</i>

The four ALAs and General Learning Outcomes are:

1. Leadership and the Army Profession

- Proficiency in creating and sustaining an organizational climate of trust in which all individuals are treated with dignity and respect
- Proficiency in the Army leader attribute and competency categories described in the Leadership Requirements Model
- Proficiency in developing others (i.e. setting conditions, creating opportunity, providing feedback, and enhancing learning) across the institutional operational and self-development domains
- Proficiency as an Army professional who embraces the Army's culture of service, instills discipline, and lives the Army Values

2. Mission Command

- Proficiency in the principles of mission command
- Proficiency in the elements of C2
- Proficiency in C2 Warfighting Function tasks and employment of the C2 system to generate and apply combat power
- Proficiency in the fundamentals of the operations process to enable leaders to understand, visualize, describe, direct, lead, and assess operations
- Proficiency in critical & creative thinking

3. Operations

- Proficiency in synchronizing all Warfighting Functions in Multi-Domain Operations in support of Joint Operations
- Proficiency in understanding the Operational Environment across all domains
- Proficiency in sustainment functions supporting Army Operations

4. Training

- Proficiency in prioritizing, planning and preparing, executing, evaluating and assessing training

Requirements

Readings

Students are responsible for all assigned and/or optional reading assignments. Students are expected to spend adequate time reading and reflecting on all written materials prior to class.

Class Participation/Physical Training

Students are expected to participate actively in learning through critical reflection, inquiry, dialogue, and group interactions. This includes participating in class discussion, sharing personal perspectives and experiences related to principles discussed in class or reading, and working with fellow students to engage in class, lab exercises and Physical Readiness Training (PRT) sessions.

Quizzes

The class is interactive and uses homework and in-class assignments to evaluate learning. Quizzes are used at the instructor's discretion.

Mid-Term Exam (Written Knowledge)

A mid-term exam will be given to evaluate the students' knowledge level achieved for the curriculum materials presented during the first half of the course.

Final Exam (Written Knowledge)

A cumulative final exam will be given to evaluate the students' knowledge level achieved for all curriculum materials presented from the entire semester.

Evaluation and Grading

Class Participation/Physical Training	20%
Lesson Assessments (Practical Exercises/Quizzes etc.)	50%
Mid-Term Exam	10%
Final Exam	20%

Solid performance in each area of evaluation is necessary to earn a grade of "B". The following grading scale will be used based on 100 points possible:

90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F
Below 60	FN (Failure, Non-Attendance)

NOTE: Every attempt will be made to offer adequate written assessments in explaining evaluations. *All late papers and assignments will receive a 10% reduction in grade.*

Character Development

NOTE: Throughout the year, your individual performance will be evaluated against required MSI-MSIV course end states and developmental outcomes. This evaluation is the PMS's assessment of your performance against the Army Leadership Requirements Model (ALRM).

Each Cadet is responsible and expected to attain (know and do) the respective requirements for each MS Level. Tasks are grouped into the ALRM Attributes and Competencies.

Uniforms and Appearance

Classroom:

Contracted Students: You are expected to wear ACUs/OCPs* (current Army combat uniform) to all classes and adhere to Army Regulation 670-1 regarding uniforms and appearance.

Non-Contracted Students: You are expected to dress appropriately for the collegiate environment.

Labs:

Contracted Students: You are expected to wear ACUs/OCPs* (current Army combat uniform) to all labs and adhere to Army Regulation 670-1 regarding uniforms and appearance.

Non-Contracted Students: You are expected to dress appropriately for the lab. Your instructor will provide guidance on what you should wear before the lab.

Physical Training:

Contracted Students: You are expected to wear the US Army PT uniform. On occasion, you will be permitted to wear the ROTC PT uniform.

Non-Contracted Students: You are expected to dress appropriately for physical training. Your instructor will provide guidance on what you should wear before the Physical Training session.

*If you have not been issued OCPs, you will wear ROTC program Polo.

Required Administrative Information

1. Religious Accommodation

- The Army places a high value on the rights of its Soldiers to observe tenets of their respective religions, or to observe no religion at all
- The Army will approve requests for accommodation of religious practices unless accommodation will have an adverse impact on unit readiness, individual readiness, unit cohesion, morale, good order, discipline, safety, and/or health
- Requests for religious accommodation generally fall into five major areas:
 - Worship practices
 - Dietary practices
 - Medical practices
 - Wear and appearance of the uniform
 - Personal appearance and grooming practices
- For more information, please refer to AR 600-20, Army Command Policy, 6 February 2025; Chapter 5 and Appendix G (Accommodating Religious Practices) for additional information

2. Inappropriate Relationships

NOTE: For the purpose of Cadet Command personnel in the below directive, 'recruiter' or 'trainer' refers to 'cadre,' 'prospect,' 'applicant,' 'recruit,' and 'trainee' refers to each Cadet.

Cadets must read the slide information (Course Overview Lesson) and be prepared to answer questions.

- Per AR 600-32 and IAW Department of Defense Instructions (DoDI) 1304.33 (Protecting Against Inappropriate Relations During Recruiting and Entry Level Training)
- The Army and all Army personnel (including any Army military, civilian, or contractor personnel) will treat each prospect, applicant, recruit, and trainee with dignity and respect as they pursue their aspiration of serving in the military. Army policy prohibits inappropriate relations between recruiters and prospects, applicants, and/or recruits, and between trainers providing entry-level training and trainees. At a minimum, and as required, the prospect, applicant, recruit, trainee, recruiter, or trainer will complete the following administrative actions (Commanders may add requirements to this list).
 - 1) Trainers providing entry-level training will sign a DD Form 2982 that acknowledges their understanding of the prohibitions listed in paragraph 5d and their responsibilities regarding the policies to avoid the inappropriate behaviors and relations outlined in this directive. The DD Form 2982 will be recertified annually. The form will be locally filed and kept for 1 year after the trainer has left the unit.
 - 2) At the onset of the first training session, trainers will brief trainees on the policies in this directive and provide information that trainees can use to contact someone in leadership if they wish to report any issue related to a trainer's inappropriate conduct.
 - 3) Trainees will sign a DD Form 2983 to acknowledge their understanding and responsibilities as outlined in this directive no later than the first day of entry-level training. The DD Form 2983 will be locally filed and kept until 6 months after the trainee has left the unit.

NOTE: See AR 600-32, Chapter 3 for requirements.

3. Online Conduct

- As members of the Army Team, our individual actions, and interactions, on and off duty, online and offline, reflect upon the Army and our values. Every Soldier and Army Civilian is responsible to uphold the Army standards and values, applying all aspects into our lives. This includes our online conduct when communicating with any form of electronic media
- Any type of online misconduct such as: harassment; bullying; hazing; stalking; discrimination; or retaliation that undermines the dignity and respect of another individual, is not consistent with Army Values, and will NOT be condoned and will be subject to criminal, disciplinary, and/or administrative action
- It is every individual's (Soldier, Army Civilian, contractor, and Family member) duty to understand the laws and regulations pertaining to Online Conduct. It is every leader's responsibility to enforce those laws and regulations pertaining to Online Conduct

- For more information, please refer to AR 600-20, Army Command Policy, 6 February 2025 and AR 600-100 for additional information

4. Academic Integrity and Artificial Intelligence Use Policy

(From TAMUSA Academic Integrity Policy)

Students are expected to exhibit high honesty and Integrity in pursuing higher education. Students engaging in an act that violates the standards of academic Integrity will face academic and/or disciplinary sanctions. Academic misconduct refers to any act or attempt that gives a student an unfair advantage. Additionally, any behavior expressly prohibited by a faculty member in the course syllabus or class discussion may be considered academic misconduct. Academic misconduct includes, but is not limited to, the following:

1. **Bribery:** Providing, offering, or taking rewards in exchange for a grade, an assignment, or the aid of academic dishonesty.
2. **Cheating:** Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices or materials in any academic exercise to give an unfair advantage to the student. Examples include, but are not limited to:
 - i. Copying from another student's paper or receiving unauthorized assistance during an assignment, quiz, test, or examination;
 - ii. Having someone else attempt to complete an assignment or exam.
 - iii. The acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff;
 - iv. Unauthorized collaboration on assignments and exams;
 - v. Using unauthorized assistance such as books, notes, or other devices (e.g., calculators, cell phones, computers, etc.);
 - vi. Selling, giving, or exchanging completed exams to a student who has not yet taken the test;
3. **Collusion:** Intentionally helping or attempting to help another to commit an act of academic dishonesty. This includes, but is not limited to, unauthorized collaboration with another individual on academic assignments.
4. **Lying:** Deliberate falsification, in written or verbal form, as it applies to an academic submission.
5. **Multiple Submissions:** Submit substantial portions of the same work (including oral reports) for credit more than once without authorization from the faculty member for whom the student submits the work. Examples include, but are not limited to:
 - i. Submitting the same academic assignment for credit in two courses or the same course that has been repeated without faculty permission;
 - ii. Making minor revisions in a credited paper or report (including oral presentations) and submitting it again as if it were new work.
6. **Plagiarism:** The act of passing off someone else's ideas, words, or work as one's own. Examples include, but are not limited to:
 - i. The use, by paraphrase or direct quotation, of the published or unpublished work of another person without acknowledgment, documentation, or citation;
 - ii. The unacknowledged use of materials prepared by another person or agency selling term papers or other academic materials.

Plagiarism includes the use of AI-generated text without proper citation or credit. That is, students should not use AI tools to generate any body of text (sentences, paragraphs, etc.) and then pass that generated text off as their own work. Any inclusion of AI-generated text must be properly cited and acknowledged as AI-written.

AI tools may be useful aids. Below are some ways in which they might incorporate the use of AI chatbots:

- as a preliminary research tool to aid students in selecting a research topic, narrowing down research questions, learning more in general about their chosen topic, etc.
- as an outlining/organizational tool to help students structure their projects or essays.
- as a feedback tool to provide a students feedback on their writing (checking for grammar, adherence to a prompt, etc.).

5. Special Needs

The American with Disabilities Act of 1990 requires universities to provide a reasonable accommodation to any individual who advises us of a disability. If you have a limitation that requires accommodation or an academic adjustment, please arrange a meeting with Disability Support Services.

Disability Support Services
Central Academic Building 210
Texas A&M University – San Antonio
San Antonio, Texas 78224
PH: 210-784-1335

6. Sexual Discrimination

Title IX of the Education Amendments Act of 1972 is a federal law that states: No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

7. Discriminatory Harassment

Harassment is behavior that is unwelcome or offensive to a reasonable person, whether oral, written, or physical, that creates an intimidating, hostile, or offensive environment. Harassment can occur through electronic communications, including social media, other forms of communication, and in person. Harassment may include offensive jokes, epithets, ridicule or mockery, insults, or put-downs, displays of offensive objects or imagery, stereotyping, intimidating acts, veiled threats of violence, threatening or provoking remarks, racial or other slurs, derogatory remarks about a person's accent, or displays of racially offensive symbols. Activities or actions undertaken for a proper military or governmental purpose, such as combat survival training, are not considered harassment. Discriminatory Harassment is a form of harassment that is unwelcome conduct based on race, color, religion, sex, national origin, or sexual orientation.

The Army will provide equal opportunity and fair treatment for military personnel and Family members without regard to race, color, national origin, religion, sex, or sexual orientation which are known as the Bases of Discrimination.

The Army will also provide an environment free of unlawful discrimination and offensive behavior. The EO Policy applies both on and off post, during duty and non-duty hours, working, living, recreational environments (both on and off-post housing), and utilizing electronic media.

Refer to Department of Defense Implementation of EO 14168, Defending Women from Gender Ideology Extremism and Restoring Biological Truth to the Federal Government for updated information, and AR 600-20, Army Command Policy, 6 February 2025.

8. Sexual Harassment/Assault

Across the Total Army, we continue to focus on eradicating sexual harassment and sexual assault from our ranks. We must do everything within our power to rid the Army of these crimes. This is a readiness issue that affects our ability to accomplish our mission. Over the past several years, we have placed a high priority on our prevention efforts, and although we are on the right trajectory, we still have significant room to improve. In all components, sexual assault reporting is increasing, which is an indication that our Soldiers trust their leaders to address the situation in a professional manner. We all have a responsibility to look out for one another - there can be no bystanders. Stay alert when the warning signs become present, and if you see something, ACT! Leaders and Soldiers have an ethical obligation to intervene to stop sexual harassment and sexual assault from happening. Those who do not, violate the Nation's trust and the trust of their peers.

All Soldiers and Civilians have a responsibility to help resolve acts of sexual harassment. Examples of how to accomplish this follows:

- Direct approach. Confront the harasser and tell them that the behavior is not appreciated, not welcomed and that it must stop. Stay focused on the behavior and its impact. Use common courtesy. Write down thoughts before approaching the individual involved.
- Indirect approach. Send a letter to the harasser stating the facts, personal feelings about the inappropriate behavior and expected resolution.
- Third party. Request assistance from another person. Ask someone else to talk to the harasser, to accompany the victim, or to intervene on behalf of the victim to resolve the conflict.
- Chain of command. Report the behavior to immediate supervisor or others in chain of command and ask for assistance in resolving the situation.
- Filing a formal complaint. Details for filing an informal or formal complaint are included in appendix C of Army Regulation 600-20 Army Command Policy, 6 February 2025 and follow the same procedures as for an Equal Opportunity complaint.

Cadet Status for SHARP program eligibility:

Sexual Harassment (see AR 600-52 Chap 2-1a)

- Active Duty (G2G)
- SMP Cadets (USAR and ARNG) – even if the assault happened prior to entry
- Dependents of Active-Duty Military (Over the age of 18)
- Contracted Cadets
- Any cadet in a Title 10 status (CST) may receive SHARP services

Sexual Assault (see AR 600-52 Chap 3-2)

- Active Duty (G2G)
- SMP Cadets (USAR and ARNG) – even if the assault happened prior to service
- Dependents of Active-Duty Military (Over the age of 18)
- Cadets in a Title 10 status (CST, CLTC, Air Assault, Airborne)

For updated information, please refer to AR 600-20, Army Command Policy, 6 February 2025 and AR 600-52, SHARP Program 10 January 2025.

9. Prohibited Activities

Military personnel must not actively advocate supremacist, extremist, or criminal gang doctrine, ideology, or causes.

Military personnel must reject active participation in criminal gangs pursuant to section 544 of Public Law 110-181 and in other organizations that advocate supremacist, extremist, or criminal gang doctrine, ideology, or causes.

Prohibited activities include groups or causes that advance, encourage, or advocate illegal discrimination based on race, creed, color, sex, religion, ethnicity, or national origin or those that advance, encourage, or advocate the use of force, violence, or criminal activity or otherwise advance efforts to deprive individuals of their civil rights.

For updated information, refer to AR 600-20, Army Command Policy, 6 February 2025.

10. Suicide Prevention

ACE

Ask: Ask a direct question such as, "Are you thinking about committing suicide?"

Care: Demonstrate care and concern by listening actively and offering help. Stay present with the person so they are not left alone

Escort: Escort the person to talk with an RA, a professor, or another professional

For additional information refer to AR 600-92 Army Suicide Prevention Program 4 October 2024.

Office Hours and Appointments

Office Hours are **listed below**. I will meet with any student during office hours to discuss assignments, issues, or concerns. I will also try to adjust my schedule to meet with you beyond office hours, if necessary.

NOTE:	MS 201	
	INSTRUCTOR OFFICE HOURS	ADDITIONAL APPOINTMENT HOURS
WEEK DAY	From – To	Special Instructions:
MONDAY	NA	By Appointment only
TUESDAY	1000 – 1200	Must coordinate time(s) after 1200
WEDNESDAY	NA	Must coordinate time(s) after 1200
THURSDAY	1000 – 1200	Must coordinate time(s) after 1200
FRIDAY	NA	By Appointment only

Course Publications

<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>
ADP			
ADP 1	The Army	07/31/2019	
ADP 2-0	Intelligence	07/31/2019	
ADP 3-0	Operations	03/21/2025	
ADP 3-90	Offense and Defense	07/31/2019	
ADP 5-0	The Operations Process	07/31/2019	
ADP 6-0	Mission Command; Command and Control of Army Forces	07/31/2019	
ADP 6-22	Army Leadership and the Profession	07/31/2019	wC1 020625
ATP			
ATP 2-33.4	Intelligence Analysis	01/10/2020	wC1 053025
ATP 3-21.8	Infantry Rifle Platoon and Squad	01/11/2024	wC1 062325
ATP 3-21.10	Infantry Rifle Company	05/14/2018	
ATP 3-50.21	Survival	09/18/2018	
ATP 4-02.2	Medical Evacuation	07/12/2019	
ATP 4-02.5	Casualty Care	05/10/2013	wC1 081420
ATP 4-02.13	Casualty Evacuation	06/30/2021	
ATP 4-25.12	Unit Field Sanitation Teams	04/30/2014	wC2 080825
ATP 5-19	Risk Management	11/09/2021	
ATP 6-22.1	Providing Feedback Counseling—Coaching—Mentoring	02/13/2024	
ATP 6-22.6	Army Team Building	10/30/2015	
ATP 7-22.01	Holistic Health and Fitness Testing	10/01/2020	wC2 080122
ATP 7-22.02	Holistic Health and Fitness Drills and Exercises	10/01/2020	wC1 091625
JP			
JP 3-0	Joint Operations	06/18/2022	
FM			
FM 1-02.1	Operational Terms	02/28/2024	
FM 1-02.2	Military Symbols	01/23/2025	wC1 081325
FM 3-0	Operations	03/21/2025	
FM 3-90	Tactics	05/01/2023	
FM 3-96	Brigade Combat Team	01/19/2021	

FM 5-0	Planning and Orders Production	11/04/2024	wC1 081125
FM 6-0	Commanders and Staff Organization and Operations	05/16/2022	
FM 6-22	Developing Leaders	11/01/2022	wC1 021925
FM 6-27	The Commander's Handbook on the Law of Land Warfare	08/07/2019	wC2 050225
FM 6-99	US Army Report and Message Formats	05/17/2021	
FM 7-22	Holistic Health and Fitness	10/01/2020	wC2 080725
STP			
STP 21-1 SMCT	Warrior Skills Level 1	11/20/2025	
STP 21-24 SMCT	Warrior Leaders Skills Level 2, 3, and 4	09/09/2008	
TC			
TC 3-21.5	Drill and Ceremony	05/03/2021	
TC 3-21.60	Visual Signals	03/17/2017	
TC 3-21.76	Ranger Handbook	09/19/2025	
TC 3-22.9	Rifle and Carbine	05/13/2016	wC3 112019
TC 3-25.26	Map Reading and Land Navigation	11/15/2013	
TC 4-02.1	First Aid	01/21/2016	wC2 120718
TC 4-02.3	Field Hygiene and Sanitation	05/06/2015	
TC 7-21.13	The Soldier's Guide	09/17/2025	
TC 7-22.7	The NCO Guide	01/01/2020	
AR			
AR 25-30	Army Publishing Program	06/14/2021	
AR 25-50	Preparing and Managing Correspondence	10/10/2020	
AR 350-53	Comprehensive Soldier and Family Fitness	10/04/2024	
AR 600-20	Army Command Policy	02/06/2025	
AR 600-25	Salutes, Honors and Courtesy	05/21/2025	
AR 600-32	Conduct Between Soldiers of Different Grades	09/16/2024	wC1 022825
AR 600-100	Army Profession and Leadership Policy	03/27/2025	
AR 623-3	Evaluation Reporting System	02/14/2025	
AR 670-1	Wear and Appearance of Army Uniforms and Insignia	01/26/2021	
DA PAM/ FORMS			
DA PAM 623-3	Evaluation Reporting System	02/12/2025	
DA Form 4856	Developmental Counseling Form	03/01/2023	
DoD Dir			
DoDD 2311.01E	DoD Law of War Program	May 2006	
DoDD 3002.01	Personnel Recovery	16 Apr 2009	C2 24 May 2017
DoDI O-3002.05	PR Education and Training	2016	
EO 10631	Code of Conduct	1955	

EO 14168	Defending Women from Gender Ideology	31 Jan 2025	
TR PAM/ REGs			
TR PAM 600-4	Soldier Green Book	08/26/2025	
USACC			
USACC Circular 145-5	Cadet Summer Training Preparation		USACC Sharepoint
CCR 145-3	ROTC Pre-commissioning Training and Leadership Development	2025	USACC Sharepoint
GUIDES/HB/Misc			
	The Army Profession (Pamphlet)	2018	
	Federal Plain Language Guidelines	March 2011	Rev May 2011
	Action Officer Staff Writing Guide	02/2013	
GTA 07-71-001	Combat Skills for Small Unit Leaders	April 2018	

NOTE: Cadre members are encouraged to contribute references they believe to be beneficial.

Additional Readings:

- Bennis, W. G., & Nanus, B. (1985). Leaders: The strategies for taking charge. New York: Harper & Row Publishers.
- Bennis, W. G. (2003). On becoming a leader. New York: Basic Books.
- Bennis, W. G., & Thomas, R. J. (2002). Geeks & Geezers: How era, values, and defining moments shape leaders. Boston: Harvard Business School Press.
- Burns, J. M. (1978). Leadership. New York: Harper & Row Publishers.
- Gardner, J. W. (1990). On leadership. New York: The Free Press.
- Kotter, J. P. (1996). Leading change. Boston: Harvard Business School Press.
- Wong, L. (2004). Developing adaptive leaders: The crucible experience of Operation Iraqi Freedom. Carlisle Barracks, PA: Strategic Studies Institute.
- Timothy A. Judge and Ronald F. Piccolo. Transformational and Transactional Leadership: A Meta-Analytic Test of Their Relative Validity
- Desire Gieseman. Military Review, Sep-Oct 2015, Effective Writing for Army Leaders
- Decker, Bert. *The Art of Communicating, Course Technology, Inc.* May 1997.

Web Sites /Additional Publication Sites (selected readings available online):

- Army Training Network (ATN): <https://atn.army.mil/> (CAC Required)
- Central Army Registry (CAR): <https://rdl.train.army.mil/catalog/dashboard>
- Army Publication Directorate (APD): <https://armypubs.army.mil/>
- Joint Doctrine Publications: <https://www.ics.mil/Doctrine/Joint-Doctrine-Pubs/>
- ROTC Blackboard (Bb): <https://rotc.blackboard.com/>
- Center for Army Leadership (CAL), <https://usacac.army.mil/Organizations/Centers-of-Excellence-CoE/MCCoE/Center-For-Army-Leadership-CAL> (Cut and paste into browser)

(For additional leadership references): Project Athena

- **US Army Virtual Branch Outreach (VBO) Portal:** <https://vbo.army.mil/>
- **Cadet Command Reading List** at: ROTC Blackboard
- **U.S. Army Chief of Staff's Recommended Articles**, Army University Press, found at:
<https://www.armyupress.army.mil/Resources/CSA-Recommended-Articles/>
- **US. Army Social media Guide** at: <https://www.army.mil/socialmedia/personal/>
- <https://oegames.tradoc.army.mil/>
- <https://www.army.mil/features/#army101>
- [The U.S. Army's Command Structure](#)