



INDIVIDUAL STUDENT ASSESSMENT PLAN (ISAP)

COURSE NUMBER: 1-250-C6

COURSE TITLE: Master Leader Course (MLC)

EFFECTIVE DATE: 01 November 2018

APPROVAL AUTHORITY: Commandant, NCO Academy Fort Dix,
Joint Base M-D-L, NJ 08640

SUPERSESSION INFO: This Individual Student Assessment Plan (ISAP) supersedes
all previous MLC ISAPs

PROPONENT SCHOOL: U.S. Army NCO Leadership Center of Excellence

Reference

AR 350-1, Army Training and Leader Development, dtd 10 December 2017.

AR 600-9, The Army Body Composition Program, dtd 28 June 2013.

AR 623-3, Evaluation Reporting System, dtd 4 November 2015.

TRADOC Regulation 350-70, dtd 10 July 2017.

FM 7-22, Army Physical Readiness Training, dtd October 2012.

Master Leader Course, Course Management Plan, dtd June 2018.

Revisions

Date	Changes
4 Feb 19	Formatting of ISAP
9 Jul 19	Deputy Commandant Corrections
16 Jul 19	QAE Review
17 Jul 19	Commandant Approval

ISAP Overview

This Individual Student Assessment Plan contains the policy, procedures, and grading criteria of student assessments. It includes the comprehensive assessments and desired learning outcomes of the MLC TRADOC Regulation 350-70 (10 July 2017). The ISAP lists the course requirements the students must meet to graduate from this course.

Course Outcome

The Master Leader Course trains and professionally develops Noncommissioned Officers in four leadership core competencies: communication, leadership, management, and operations.

Course Grade Point Average

MLC has three assignments that collectively contribute towards the possible Student GPA of 100 percent. The written "Group Project" (individual) research paper is worth 40 percent, and the Short Answer Essays (SAEs) are each weighted at 30 percent each.

Course Length and Structure

a. The MLC is a 14-academic-day course consisting of 112 academic hours. The course includes 27 lessons designed around the Human Dimension, Army Profession & Leadership, Professional Competence, and Mission Command.

b. The lesson titles and sequences are shown on the MLC Course Map in the Course Management Plan (CMP)

Course Learning Objectives

Lesson	Title	Outcomes
M400	MLC Course Overview	Organize an approach to achieve the course learning outcomes.
M401	Effective Listening	Be able to employ better listening skills to communicate the commander's intent.
M402	Public Speaking	Be able to demonstrate confidence and presence when speaking publicly, use storytelling techniques, and employ tactics to handle difficult audiences.
M403	Military Briefings	Be able to conduct the four types of military briefings logically, clearly, and powerfully.
M404	English Writing Overview	Be able to construct effective writing products for the course and in your operating environment.
M420	Effective Leadership	Be able to support Soldiers to grow as capable leaders who use creative and critical thinking to overcome regular and irregular challenges in the operational environment
M421	Servant Leadership	Have a greater awareness of the tenants of servant leadership and an understanding of the beneficial aspects of using this leadership style.
M430	Fundamentals of Management	Be able to distinguish the differences between managing and leading, implement a management process, and develop effective management skills.

M431	Organizational Management	Introduces you to the knowledge needed to provide a managers approach to achieving organizational objectives through efficient and effective utilization of Army resources.
M432	Training Management	Be able to manage training requirements by clearly defining the connections between the operations and training processes, and use tools, such as physical models, simulations, and games to meet training objectives.
M433	Critical Thinking and Problem Solving	Focuses Students on how to think rather than on what to do.
M440	DOD Strategies	To examine how the Department of Defense (DOD), through the Quadrennial Defense Review (QDR) and the National Military Strategy (NMS) implements the strategic direction laid out in the National Security Strategy (NSS).
M441	Army and Joint Doctrine	An introduction to U.S. Army and Joint doctrine.
M442	Operational Art and Design	To allow leaders to understand Operational Art, Operational Design, the Elements of Operational Design, the relationship between campaigns and major operations, and develop an operational approach to solve problems using these concepts in the first two steps of the Joint Operations Planning Process (JOPP).
M443	Joint Intelligence Preparation of the Operational Environment (JIPOE)	Discuss the application of JIPOE process and how you are analyzing and planning of the operational environment will assists the commander to achieve success.
M444	Introduction to Joint Planning Process (JPP)	To provide basic instructions for doctrinal joint operational planning.
M445	Operational and Mission Variables	Examine the use of operational and mission variables in order to understand how U.S. Army doctrine defines the operational environment.
M446	Scenario Overview	To get the Students familiar with the Caucasus region.
M447	Mission Command	Explore the Army's approach to mission command through two lenses.
M448	Mission Command: Understand	Establish the conditions for analyzing operational and mission variables and problem framing.
M449	Mission Command: Visualize	Establish how commanders use mission variables to support decision making while working through the MDMP and war-gaming.
M450	Mission Command: Describe	Address how the commander's visualization is described through the use of the commander's intent, planning guidance, commander's critical information requirements, and assessments.
M451	Decisive Action: Offense	Apply knowledge gained from reading and classroom discussion in offensive operations

		including forms of maneuver, tactical enabling operations, and transitions to either defense or stability operations.
M452	Decisive Action: Defense	Apply the material learned from reading and discussion of Army doctrinal concepts for defensive operations.
M453	Decisive Action: Stability	Gain an understanding of the principles of decisive action based on your reading and discussion.
M454	Decisive Action: Defense Support of Civil Authorities	To understand Defense Support of Civil Authorities (DSCA), through readings and classroom participation.
M455	Military Decision Making Process/STAFFEX	Introductory lesson into the military decision-making process (MDMP)/STAFFEX is to prepare MLC Students to assist in leading a brigade combat team (BCT) staff during the planning phase of any operation.

Course Graduation Criteria and Requirements

a. The graduation requirements are shown in the two tables below. The tables also indicate if the assessment is part of the student's GPA or not. See each of the individual assessments for specific criteria.

Associated Rubric	Assessment	Demonstrated Ability	Possible Score	Grade Weight	Points Possible
1009W – Research Paper	Individual Research Paper	12a – Written Communication 12e- Research Ability	0-100	40%	100
1009W – SAE	Short Answer Essay	12a – Written Communication	0-100	30%	100
1009W – SAE	Short Answer Essay	12a – Written Communication	0-100	30%	100
Available GPA				100%	

b. There are demonstrated mandatory abilities and graduation requirements but do not count toward the student GPA, as shown in the table below.

Associated Rubric	Assessment	Demonstrated Ability	Possible Score	Grade Weight	Points Possible
1009C	Contribution to Group Work (Classroom or Discussion Forums)	12d- Contribution to Group Work	0-100	100%	100
1009S	Project Briefings (x2 – COA and Info)	12b- Oral Communication	0-100	100%	100
1009L	Leadership	12c- Leadership Skills	0-100	100%	100

1009R	Individual Research	12e- Research Ability	0-100	100%	100
1009W	Individual Writing	12a – Written Communication	0-100	100%	100
1009W	Prerequisite Essay	12a – Written Communication	0-100	100%	Pass / Fail
DA 705 & DA 5500 / 5501	APFT / HT & WT	14 - Comments	0-100	100%	Pass / Fail

c. Students may not fail more than two initial assessments.

d. Students must score at least 70% on each individual assignment, and achieve a cumulative GPA of 70% to graduate. Facilitators will manage assessments with a two decimal digit system when grading students (example: 95.40%). Evaluation grades will not be rounded up or down.

e. Meet requirements of AR 350-1 in regards to Army Physical Fitness and Army Body Composition Program.

f. Be in good standing with regards to Army, unit, and course policies.

Counseling, Retraining, Retesting/Remedial Education Assessment (REA) Dismissal, and Appeals Policy

a. At a minimum, Soldiers will be counseled using DA Form 4856, referencing assessments as appropriate, on the following events:

- Reception and integration
- Any failure of an assessment and/or graduation requirement
- Any violation of student conduct, SHARP, EO, or local policies
- End of course results
- Recommendation for dismissal or disenrollment
- Dismissal

b. Remedial Educational Assessments (REA) are necessary when Soldiers/Students fail an assessment. Soldiers are strongly encouraged to conduct their own collaborative sessions/study halls, if not mandated to do so.

c. Remedial Educational Assessments will occur anytime a student fails an assessment for the first time. When a Soldier takes an REA, the highest final grade for an assignment that can be obtained is 70 percent, regardless of the graded score on the REA. Soldiers who fail an REA will receive a final score from the REA taken and will be recommended for dismissal. Soldiers will not be authorized more than two REAs. The NCOA Deputy Commandant is the dismissal authority, and the Commandant is the appellate authority for all dismissal. Facilitators will conduct the REA after necessary retraining/study hall. Any REA should be accomplished outside of the course hours to preclude the student missing any scheduled classes. The following restrictions listed below are imposed:

- Height/Weight failures: Soldiers allowed one re-screening. The re-screening will be administered no earlier than seven calendar days, and no later than 13-calendar days after the initial height/weight assessment.

- APFT failure: Soldiers are allowed one retest. The retest will be administered no earlier than seven calendar days, and no later than 11-calendar days after the initial APFT assessment.

- Soldiers who meet academic course requirements, but fail to meet APFT and height and weight standards will be dismissed from the course.

- NCOA Commandant will not add to the standards of AR 600-9 by imposing any arbitrary percentages to the body fat composition.

d. Student Dismissal: Students may be considered for dismissal from the course for the following reasons:

- Personal conduct is such that continuance in the course is not appropriate (for example, if a student violates regulations, policies, or established discipline standards). No formal adjudication of guilt by a military or civilian court or by a commander under UCMJ, Art. 15 is necessary to support dismissal under this paragraph.

- A negative attitude or lack of motivation, which is prejudicial to the interests of other students in the class.

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

- Illness or injury (as determined by a physician), or added physical profile limitation that will not allow Soldiers to complete all course requirements.

- Compassionate reasons.

- Students enrolled as a military member retiring or leaving the military and not continuing in a federal civilian capacity.

- A soldier failed initial APFT and found medically unqualified to retest within the required period.

e. Students being considered for dismissal must have been counseled by the chain of command (usually the assigned facilitator, the course manager, and the school commandant, or a designated representative who has direct responsibility for the course), with an opportunity to correct deficiencies, prior to consideration for dismissal. Counseling sessions will be documented and signed by all counselors and acknowledged by the student. All counseling forms will be maintained with the student's records. Additionally, the school commandant or designated representative will notify the commander of the student's parent unit or parent organization, when possible.

f. The following procedures apply in cases where dismissal is considered for motivational, disciplinary, or academic reasons:

- The training supervisor will notify the student in writing of the proposed action, the basis for the action, the consequences of disenrollment, and the right to appeal. The supervisor will advise the student that any appeal must be submitted within seven (7) duty days after receipt of the written notification of the dismissal action.

- The training supervisor will make a recommendation to the dismissal authority that the student be dismissed from the course.

- The written notification must advise the student of the right to appeal within seven (7) duty days to the school commandant.

- The student will acknowledge by endorsement within two (2) duty days receipt of the written notification of dismissal action. The endorsement must indicate whether or not the student intends to appeal the dismissal action.

- Appeals will be forwarded to the school commandant will refer the proposed action and the appeal to the Office of the Staff Judge Advocate to determine the legal sufficiency of the dismissal decision. All appellate actions will become part of the student's case file. Commandants will make their final decision on dismissals after considering the supporting Office of the Staff Judge Advocate recommendation. In cases where an Office of the Staff Judge Advocate is not available, the commandant will forward appeals to the commander who has General Court Martial Convening authority for review and final decision; General Court Martial Convening Authorities will obtain a legal review before final action.

- Students who elect to appeal will remain actively enrolled in the course pending disposition of their appeals. When the Commandant determines that a student's continued participation with the main student body is contrary to good order, discipline or morale, the student will stay enrolled in the class and continue course work separate from the main student body. In cases where the decision of the appeal is delayed, students will participate in graduation ceremonies; however, the DA Form 1059 will be withheld until final adjudication.

g. Dismissals for misconduct, lack of motivation, academic deficiency, or failure to maintain physical readiness or body composition standards will be recorded on the individual's DA Form 1059, if applicable, in accordance with AR 623-3. Foreign student dismissals will be handled in accordance with AR 12-15.

References: AR 350-1; TR 350-18; AR 40-501; AR 600-9; and AR 12-15

Academic Honesty and Integrity

a. The NCO Leadership Center of Excellence (NCOLCoE) and all associated NCO Academies expect all students to abide by ethical and professional academic standards. Academic dishonesty—including plagiarism, cheating or copying the work of another, using technology for illicit purposes, or any unauthorized communication between students to gain an advantage during an assessment, or individual work—is strictly prohibited. NCOLCoE's Academic Integrity Policy covers all school-related assessments, quizzes, writings, class assignments, and projects, both in and out of the classroom. The Army professional ethic is expressed in law, Army Values, creeds, oaths, ethos, and shared beliefs embedded within Army culture. It inspires and motivates the conduct of Army Professionals.

b. Plagiarism is not the same as cooperation or collaboration. Facilitators often expect, and highly encourage, students to work on assignments collectively and collaboratively. This is okay, as long as whose work being presented is clearly relayed.

(1) **Collaboration** is to work together (with permission) in a joint intellectual effort.

(2) **Plagiarism** is to commit literary theft, to steal and pass off as one's own ideas or words, and to create the production of another. When you use someone else's words, you must give the writer or speaker credit. See Purdue OWL website for more information on how to avoid plagiarism:

https://owl.purdue.edu/owl/teacher_and_tutor_resources/preventing_plagiarism/avoiding_plagiarism/index.html

Even if you revise or paraphrase the words of someone else if you copy and paste from another document, if you copy and paste from a prior paper you have written, from a website, or if you use someone else's ideas you must give the author credit. Some Internet users believe that anything available online is public domain. Such is not the case. Ideas belong to those who create and articulate them. To use someone else's words or ideas without giving credit to the originator is stealing.

(3) **Cheating** includes, but is not limited to, copying or giving an assignment to a student to be copied (unless explicitly permitted by the facilitator). Cheating also includes using, supplying, or communicating, in any way, unauthorized materials; including notebooks, cell phones, calculators, computers, or other unauthorized technology, during an assignment or assessment.

(4) **Forgery or stealing** includes, but is not limited to, gaining unauthorized access to assessments or answers to an exam, altering a computer, or grade-book records, or forging signatures for the purpose of academic advantage.

(5) Any unauthorized use, online posting, distribution, publication, or sale of course material is strictly prohibited. Students are prohibited from photographing, dictating, copying, emailing, or otherwise reproducing faculty materials or student work without permission from the NCOLCoE.

c. The determination that a student has engaged in academic dishonesty shall be based on specific evidence provided by the classroom facilitator or another supervisor, taking into consideration written materials, observation, or information from others. Students found to have engaged in academic dishonesty shall be subject to disciplinary as well as academic penalties.

Re-enrollment Policy

a. Soldiers who are disenrolled from MLC for disciplinary or motivational reasons will not be eligible for further NCOES training for 6 months. Soldiers dismissed from MLC for academic deficiency may apply to reenter and be re-scheduled for the course when both the unit commander and the learner or Soldier determine that they are prepared to complete the course.

Reference: AR 350-1, page 59, paragraphs 3-15f (3) and (4)

b. Soldiers may be released from the course without prejudice for illness, injury, compassionate or other reasons beyond the student's control. This requires a written notice informing the unit that the Soldier may re-enroll as soon as the reason for disenrollment or dismissal is overcome.

c. Soldiers who were previously dismissed from MLC and allowed to re-enroll must start the course from the beginning.

Course Attendance Requirements

NCOA Commandant will consider disenrollment for those Soldiers who have missed more than four hours of classroom instruction that cannot be made up, on a case-by-case basis. Soldiers who received approval from the NCOA Commandant for leave/absences remain responsible for completing all assignments, projects, and assessments. Soldiers must meet all graduation requirements.

Student Recognition

a. Present all Soldiers who meet course completion criteria with a diploma. IAW AR 350-1, para 3-25, diplomas, at a minimum, must contain the:

- Course title
- Course identification number
- Student's full name and rank
- Beginning and completion dates
- Academic hours

b. NCOA Commandant will recognize the following graduates in support of AR 600-8-19, para 3-18a(2):

- Distinguished Honor Graduate. To achieve this distinction a student must meet the following criteria: have the highest GPA in class (GPA must be 94 percent or higher), passed all assessments with at least 90 percent, no negative counseling statements, and receive a superior rating in all demonstrated abilities.

- Honor Graduate. To achieve this distinction a student must meet the following criteria: have the second highest GPA in class (GPA must be 90 percent or higher), passed all assessments with at least 90 percent, no negative counseling statements and received a superior rating in all demonstrated abilities.

- Commandant's list. The Commandant's list is limited to no more than 20 percent of the class. To achieve this distinction, a student must receive a superior rating in all five demonstrated abilities in block 12 of the AER; score at least 90 percent on all assessments; have an overall average of 90 percent achievement or higher; and no negative counseling statements. (Includes APFT and HT/WT standards).

c. Commandant may issue other types of recognition/certificates in addition to the above. All recognitions/awards will be annotated on the DA Form 1059.

Assessments

a. Research Project (Individual). Students will complete a research paper to assess their writing ability in the areas of Decisive Action, Mission Command, and Joint Operations. Students will be evaluated on Written Communication (1009W) and Research Ability (1009R).

b. Short Answer Essay (SAE) (1 and 2). Students will complete two separate short answer essays based on a historical battle and a topic approved by the course cadre. Students will apply critical reasoning and critical thinking to the analysis process while using current joint operational doctrine.

c. Project Briefings (Course of Action and Info). The Course of Action (COA) brief is part of a student-led Military Decision Making Process (MDMP) staff exercise during the M455 lesson plan. The Information brief is associated with the Group Project.

Performance-Based Evaluations

a. Leadership Skills. Students will be evaluated for their leadership abilities throughout the Master Leader Course. Students will be evaluated on their day-to-day participation as a student and while serving in an assigned student leadership position. Failure to meet minimum passing score for any initial assessment or evaluation (to include APFT and HT/WT) warrants a negative counseling statement that disqualifies the student from receiving a superior in this category on the DA Form 1059.

b. Contribution to Group Work. Students will be evaluated for their contribution to group work for each lesson. The evaluation criteria will include their day-to-day participation as a student.

Academic Performance

a. Performance Summary, AER Block 11:

1. Exceeded Course Standards. This list will not exceed 20 percent of the class enrollment. If more than 20 percent of a class is eligible for this honor, student academic scores will be placed in rank order to determine who achieves this designation. To exceed course standards, the student must:

- Earn 5 of 5 “Superior” ratings in block 12 of AER.
- Receive no negative counseling statements.
- Pass the APFT on the initial evaluation.
- Meet Height and Weight standards on the initial evaluation.

2. Achieved Course Standards. To achieve course standards, students must:

- Earn at least a “Satisfactory” rating in each item listed on block 12 of the AER.
- Receive no more than two negative counseling statements.
- Earn a passing APFT score.
- Meet Height and Weight standards.

3. Marginally Achieved Course Standards. Students will marginally achieve course standards if any of the following apply:

- Earn an “Unsatisfactory” rating in any are listed on block 12 of the AER.
- Receive three negative counseling statements (i.e., misconduct, late for duty and regulatory / policy infraction).

4. Failed to Achieve Course Standards. Students will fail to achieve course standards if any of the following apply:

- Earn an “Unsatisfactory” rating in two or more areas listed on block 12 of the AER.
- Fail to earn a passing score on the APFT re-evaluation.
- Fail to meet Height and Weight standards on the re-evaluation.
- Receive four negative counseling statements (i.e., misconduct, late for duty and regulatory / policy infraction).

b. Demonstrated Abilities

1. Written Communication - Item 12a: Evaluates writing ability using the 1009W. An average score from all 1009Ws is used to establish the rating for the DA Form 1059. Events graded by the 1009W include the Research Project (Individual), and two short answer essays.

(a) SUPERIOR – 90%-100% cumulative 1009W scores.

(b) SATISFACTORY – 70%-89.99% cumulative 1009W scores.

(c) UNSATISFACTORY – 69.99% or below. Written Communication assignments submitted late for unexcused reasons will earn an initial “Unsatisfactory” rating and count as the initial evaluation.

2. Oral Communication- Item 12b: Evaluates oral presentation ability using the 1009S. The average score from all 1009S is used to establish the rating for the DA Form 1059. The group case study and COA Brief are used for this grade.

(a) SUPERIOR – 90%-100% cumulative 1009S score.

(b) SATISFACTORY – 70%-89.99% cumulative 1009S score.

(c) UNSATISFACTORY – 69.99% or below. Oral Communication assignments not presented at the assigned time for unexcused reasons will earn an initial “Unsatisfactory” rating and count as the initial evaluation.

3. Leadership Skills - Item 12c: Evaluates day-to-day participation as a student and while serving in an assigned student leadership position using the 1009L. Ratings are based on demonstration of Army leadership attributes and competencies as outlined in ADRP 6-22, Army Leadership, page 1-5, Figure 1-1, The Army Leadership Requirements Model.

(a) SUPERIOR – 90%-100% cumulative 1009L scores. Students must not receive written counseling for failure to practice the principles of Army Leadership. Students must meet height and weight standards and pass the APFT on both initial evaluations.

(b) SATISFACTORY – 70%-89.99% cumulative 1009L scores. Students must not receive more than one written counseling statement for failure to practice the principles of Army Leadership.

(c) UNSATISFACTORY – 69.99% or below cumulative 1009L scores. Students who receive two or more written counseling statements for failure to practice the principles of Army Leadership will be an unsatisfactory performer for Leadership Ability. Students will receive an unsatisfactory rating when not in compliance after re-evaluation or re-test of height and weight standards, APFT, or performance evaluation.

4. Contribution to Group Work - Item 12d: Evaluates ability to work and contribute positively to a group using the 1009C. The average score from all 1009Cs is used to establish the rating for the DA Form 1059. Events include one assessment per module.

(a) SUPERIOR – 90%-100% cumulative 1009C scores. Students contribute above and beyond that of classmates and do not receive negative counseling statements regarding class/group participation.

(b) SATISFACTORY – 70%-89.99% cumulative 1009C scores. Students participate at the level of classmates and receive only one negative counseling statement regarding class/group participation.

(c) UNSATISFACTORY – 69.99% or below cumulative 1009C scores. Students do not contribute to the level of classmates and receive two or more negative counseling statements for poor participation and disruptive behavior. Group work assignments not presented/submitted at the assigned time for unexcused reasons will earn an initial unsatisfactory rating and count as the initial evaluation.

5. Research Ability - Item 12e: Evaluates the student’s research ability skills. The 1009R is the tool used to evaluate the student’s research ability, which establishes the rating for the DA Form 1059. The event graded by the 1009R is the individual writing assignment.

(a) SUPERIOR – 90%-100% cumulative 1009R scores.

(b) SATISFACTORY – 70%-89.99% cumulative 1009R scores.

(c) UNSATISFACTORY – 69.99% or below cumulative 1009R scores.

INDIVIDUAL STUDENT ASSESSMENT PLAN
1-250-C6 Master Leader Course

STUDENT RECEIPT/ACKNOWLEDGMENT

I have received a copy of the Individual Student Assessment Plan for the 1-250-C6 Master Leader Course.

I understand the content, graduation requirements, and potential relief actions.

Student Signature: _____ Date: _____

Printed Name: _____ Class number: _____

(Note: This acknowledgment must be completed by the Student and returned to the Course Manager no later than the end of the Course Introduction block of instruction.)