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ROTC Program

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Resolution #17
1978-1979

Res Routing #22 78-79

ROTC Program

TO: PRESIDENT ALBERT W. BROWN

FROM: THE FACULTY SENATE

Meeting on April 23, 1979
(Date)

RE: XX I. Formal Resolution (Act of Determination)
II. Recommendation (Urging the fitness of)
III. Other (Notice, Request, Report, etc.)

SUBJECT: ROTC Program

(See attached)

Signed _____ Date Sent 4/23/79
(For the Senate)

..... Charles Jenkins, President, Faculty Senate .

TO: THE FACULTY SENATE

FROM: PRESIDENT ALBERT W. BROWN

RE: I. DECISION AND ACTION TAKEN ON FORMAL RESOLUTION

- a. Accepted. Effective Date May 24, 1979
- b. Deferred for discussion with the Faculty Senate on _____
- c. Unacceptable for the reasons contained in the attached explanation

II., III. a. Received and acknowledged

b. Comment:

DISTRIBUTION: Vice Presidents: Farris, Burke, Miller, Smith, Wolin

Others as identified: Fac. Sen.

Distribution Date: _____

Signed: AWB
(President of the College)

Date Received by the Senate: JUN 1, 1979

ROTC PROPOSAL
FOR ACADEMIC CREDIT
TO THE FACULTY SENATE OF
STATE UNIVERSITY COLLEGE
AT BROCKPORT

ROTC courses have been taught on the Brockport campus for several years on a non-credit basis. During the fall of last year, Lieutenant Colonel Keefe and Dr. Brown discussed the possibility of presenting a proposal to the Faculty Senate requesting academic credit for Military Science classes and, in general, expanding the ROTC program. Dr. Brown at that time indicated his personal commitment to a viable and expanded ROTC program at Brockport. This proposal represents the logical follow-on and written documentation necessary to support these goals.

Three factors, rising student interest, discussion with members of the administration and discussion with individual faculty members all tend to confirm that an ROTC program is desirable at the present time. This proposal would establish an ROTC program under the aegis of the State University College at Brockport. The two fundamental subjects addressed are first, that of granting academic credit for ROTC classes, and second, establishing Military Science as an academic minor at Brockport.

ROTC, or the Reserve Officers' Training Corps, is an on-campus academic course of instruction which has been in existence since 1916. The course is currently offered by 276 host institutions throughout the United States. Its purpose is to provide trained, educated officers to the Reserve components of the United States. Guidance for ROTC course content and structure is provided by the Department of the Army. ROTC instructors are active duty commissioned officers who have completed, as a minimum, advanced level military schooling, and possess considerable command and staff experience.

Course outlines for the ROTC curriculum proposed for credit at Brockport are appended to the text of this basic proposal. The freshman and sophomore level courses would consist of one hour of leadership laboratory per semester. The leadership laboratory would be a professionalized course which would represent one hour of academic credit per semester. Additionally, the freshman and sophomore level courses would be comprised of four core liberal arts courses to be selected from a proposed list which will also be appended to this document. Thus, the freshman and sophomore level courses would involve twelve hours of core liberal arts credit at Brockport and four hours of professionalized credit in the form of leadership laboratories. The junior and senior courses would be non-core liberal arts courses taught by Army instructors and would represent three hours of academic credit per semester.

Admission to the ROTC program would, in all cases, be by permission of the ROTC Department as there are standard requirements as to health, academic ability, moral fiber and age which must be met. Within the purview of these criteria, however, the program would be open to all on a complete equal opportunity basis.

Requirements for minor -- Freshman-Sophomore Years:

Students would complete Leadership Laboratories I, II, III, and IV, plus one class per semester from the designated core courses in the liberal arts curriculum during each of the first four semesters. Students would be required to complete with a grade of C or better each of the four courses, selected, with advisement, from the approved list. Students who entered the program after the beginning of their first semester would be required to learn the academic content of missed leadership laboratories on a tutorial basis for no academic credit. Those students who desired to enter directly into the upper level courses would take the leadership laboratories in the form of a six-week summer camp, which is funded by the Army, for no academic credit. They would, however, meet the requirement of the four courses from the approved list.

Again, admission to the junior-senior program would be by permission of the instructor. The courses would be as indicated in the appendices. In addition to the on-campus preparation, all students in the upper division would be required to participate in a summer camp between their junior and senior years. The junior-senior courses would represent liberal arts, but not core, credit.

Students who wished to take the upper level courses only would do so for credit and receive their commissions, but they would not receive the academic minor as they would not have completed the required four courses from the core curriculum.

LEADERSHIP LABORATORIES I, II, III, IV (1 sem. hr.)
2012

The general objectives of ROTC Leadership Laboratories are:

- a. The ability to evaluate and estimate situations before making decisions.
- b. The ability to understand and know people, and how to lead, not drive them.
- c. The fundamentals of self-discipline.
- d. A set of standards for appearance and performance and the ability to recognize these standards in others.
- e. A strong sense of personal integrity, honor and individual responsibility.

The Leadership Laboratories are sequential in nature. They are intended to help the student become familiar with the following:

- a. The organization of the Army and ROTC.
- b. The historical growth and development of the Army, the magnitude of management implications, the Army's role in the growth and preservation of the nation.
- c. The significance of military courtesy, discipline, customs and traditions of the service.
- d. The operations of the basic military team.
- e. Military geography and the use of military maps.
- f. The functions, duties and responsibilities of leaders.
- g. The relationship between intellectual knowledge, personal integrity and leadership/the acceptance of responsibility.

Appropriate Courses To Be Solicited From Primary Unit Heads

As the college catalog appears to be due for republication and is in some instances not reflective of current course offerings, primary unit heads will be contacted by letter to solicit a listing of current courses which would be appropriate for inclusion in the lower division program. It should be realized that the listing will be quite broad and will offer a great deal of flexibility to the student.

JUNIOR YEAR, FIRST SEMESTER

MILITARY SCIENCE - - - Leadership IIIA (3 sem hrs)

Course description:

The study of leadership and management, which provides future officers with the basic principles of leadership and management of human resources; motivation, morale, communication, individual and group behavior are discussed. Application of the course objectives will be included during leadership laboratories and field training exercises.

Course Outline:

- a. Analyze and compare the leadership approaches which have been adopted throughout the course of history. These include the Great Man Theory, the Trait Approach, the Situationist Approach and the Interactionist Approach.
- b. Discuss the desirable traits of a leader to include management behavior as well as leadership goals.
- c. Investigate the stimulus-organism-response (SOR) model as it relates to leadership.
- d. Discuss in detail Maslow's hierarchy of needs and how they influence the motivation behavior within the service.
- e. Analyze the development of groups and group norms within the leadership model.
- f. Discuss the managerial grid and life cycle theories of leadership and management.
- g. Discuss the theories X and Y proposed by Douglas McGregor as they pertain to the individual and group goals and control.
- h. Analyze the process of communication necessary in order to insure proper understanding and compliance of organizational missions.
- i. Develop a framework within which the officer acts as a counselor on specific leadership problems.
- j. Discuss the ethical and professional standards which exist within the military and the need for personal establishment of one's own ethics.
- k. Analyze case studies in leadership and management from a junior officer point of view.

JUNIOR YEAR, SECOND SEMESTER

MILITARY SCIENCE - - - Leadership IIIB (3 sem hrs.)

Course description:

An examination of the principles and techniques used in the preparation and presentation of a complete period of instruction. Course also considers the study of leadership principles with particular emphasis upon leadership in small unit operations. Consideration is given to individual values and their expression in styles of leadership. Provides future officers with an extended course in leadership and management of resources on the tactical battlefield with heavy emphasis placed on sequential timing and economy of forces and resources; leadership laboratory to include field training exercise and military installation orientation visit.

Course Outline:

- a. Analyze the different techniques used in presenting formal instruction.
- b. Develop a command voice which will allow the student to conduct military instruction.
- c. Present a series of speeches terminating in a 20-minute formal classroom instruction.
- d. Analyze the organization and mission of the rifle squad, platoon and rifle company.
- e. Study the combat formations normally employed for a rifle squad.
- f. Become proficient in the formal presentation of operation orders as they pertain to offensive and defensive operations.
- g. Develop an understanding of the difficulties in control and leadership for nighttime patrols.
- h. Become proficient with the use of radio communications within a rifle squad and platoon.
- i. Consideration of organization, distribution and training of small unit elements.
- j. Develop a knowledge of the importance of key terrain and natural barriers as they favorably impact on the conduct of small unit tactics.
- k. Consideration of the interface between selected arms of service in the conduct of combat operations.

SENIOR YEAR, FIRST SEMESTER

MILITARY SCIENCE - - - Leadership IVA (3 sem. hrs.)

Course description:

The study of administration and staff organization. An overview of the U.S. Army staff organizational structures with emphasis on battalion level. Discussions stress the staff responsibilities and functions in supporting the commander in his management of available resources toward mission accomplishments. Discussions and exercises in the utilization of Department of Army references pertaining to personnel, equipment and publications authorizations. The student is given a working knowledge of some basic management tools available to the military leader. Detailed discussions on the lowest "command" organization and the administrative functions of key organizational personnel and sections. Prepares the junior officer to understand his or her position within the management and operations of small military units.

Course Outline:

- a. Staff organization and function basic to all Army organizations.
- b. Particular emphasis will be given to the organization and function of staff at the battalion level.
- c. Authorization documents and the Army publications system.
- d. Company organization and administration.
- e. Special emphasis will be given to the organizational and administrative tools available to assist the officer in "command."
- f. Organizational logistics and maintenance management.
- g. Consideration of specialized officer duties at the company level.
- h. Enlisted and officer personnel management.
- i. Specific studies in the operations of Army branches.
- j. Officer career development; particular emphasis will be given to individual control and responsibility over the management of one's career.

SENIOR YEAR, SECOND SEMESTER

MILITARY SCIENCE - - - Leadership IVE (3 sem. hrs)

Course description:

The study of advanced leadership and management with particular emphasis on contemporary human problems and military justice. Readings include a study of the basis of equal opportunity and race relations programs, drug and alcohol abuse, the theory and purposes of the separate military legal system, and the selected international conventions and agreements. Course studies the Army's contribution to the total military structure.

Course Outline:

- a. Legal procedures and administration.
- b. Equal opportunity and race relations in the Army.
- c. Personal affairs management.
- d. Geneva and Hague Conventions, code of conduct.
- e. Organizational effectiveness, models, dynamics of human behavior.
- f. Responsibilities of leadership and organizational decision-making.
- g. Readings in contemporary military history.
- h. Command responsibility in morale and welfare.
- i. Organization and responsibilities of Army troop support agencies.
- j. Organization and function of Army continuing education system.

CREDENTIALS OF ROCHESTER INSTITUTE OF TECHNOLOGY ARMY ROTC CADRE March 1979

VICTOR F. KEEFE

Lieutenant Colonel, US Army Field Artillery

Civilian Education: BA Political Science, St. Mary's University, 1956;
MA Human Relations, Oklahoma, 1977

Military Education: Field Artillery Officer Basic Course, Field Artillery
Officer Advanced Course, Armed Forces Staff College

Experience: Field Artillery Battery Commander, Battalion Staff Officer and
Executive Officer; Army Public Affairs Officer Overseas in
Ethiopia and at Fort Sill, Oklahoma; Field Artillery Advisor
to Imperial Army of Iran

RICHARD COMISO

Major, US Army Corps of Engineers

Civilian Education: BS Civil Engineering, Newark College of Engineering, 1961

Military Education: Artillery Officer Candidate School, Air Defense
Battery Commander's Course, Engineer Officers
Advanced Course, Command and General Staff College

Experience: Engineer Company Commander; US Army Engineer School Instructor;
US Army Engineer Advisor to Saudi Arabian Army; Personnel
Assignments Officer, Europe; Engineer Battalion Executive Officer

DAVID J. BLOCK

Captain, US Army Corps of Engineers

Civilian Education: BS Ceramic Engineering, Alfred University, 1969

Military Education: Engineer Officers Basic Course, US Army Europe Company
Commanders Course, Engineer Officers Advanced Course

Experience: Engineer Platoon Leader, Engineer Company Commander, Battalion
Supply Officer, Engineer Region Operations Officer, Project
Officer for German Construction

ROBERT G. HIPPE

Captain, US Army Field Artillery

Civilian Education: AB History, Dickinson College, 1965; MS Education,
Alfred University, 1967

Military Education: Field Artillery Officers Candidate School, US Army
Language School, Field Artillery Officers Advanced Course

Experience: Air Defense Support Platoon Commander, Field Artillery Battery
Commander, Battalion Supply Officer, Battalion Adjutant,
Deployment Project Officer, Field Artillery Fire Support Officer