

SEEKING A COMMON BOND: THE DIFFERENCES IN
CHARACTER EDUCATION BETWEEN THE UNITED
STATES MILITARY ACADEMY AND THE
RESERVE OFFICERS' TRAINING CORPS

A thesis presented to the Faculty of the U.S. Army
Command and General Staff College in partial
fulfillment of the requirements for the
degree

MASTER OF MILITARY ART AND SCIENCE
Art of War Scholars

by

JOHNATHON D. PARKER, MAJOR, U.S. ARMY
M.P.P., University of California, Berkeley, Berkeley, CA, 2017
M.A., Texas A&M University-Central Texas, Killeen, TX, 2017
B.A., Tarleton State University, Stephenville, TX, 2008

Fort Leavenworth, Kansas
2021

Approved for public release; distribution is unlimited. Fair use determination or copyright permission has been obtained for the inclusion of pictures, maps, graphics, and any other works incorporated into this manuscript. A work of the United States Government is not subject to copyright, however further publication or sale of copyrighted images is not permissible.

REPORT DOCUMENTATION PAGE			<i>Form Approved</i> <i>OMB No. 0704-0188</i>		
Public reporting burden for this collection of information is estimated to average 1 hour per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing this collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to Department of Defense, Washington Headquarters Services, Directorate for Information Operations and Reports (0704-0188), 1215 Jefferson Davis Highway, Suite 1204, Arlington, VA 22202-4302. Respondents should be aware that notwithstanding any other provision of law, no person shall be subject to any penalty for failing to comply with a collection of information if it does not display a currently valid OMB control number. PLEASE DO NOT RETURN YOUR FORM TO THE ABOVE ADDRESS.					
1. REPORT DATE (DD-MM-YYYY) 18-06-2021		2. REPORT TYPE Master's Thesis		3. DATES COVERED (From - To) SEP 2020 – JUN 2021	
4. TITLE AND SUBTITLE Seeking a Common Bond: The Differences in Character Education between the United States Military Academy and the Reserve Officers' Training Corps			5a. CONTRACT NUMBER		
			5b. GRANT NUMBER		
			5c. PROGRAM ELEMENT NUMBER		
6. AUTHOR(S) MAJ Johnathon D. Parker, U.S. Army			5d. PROJECT NUMBER		
			5e. TASK NUMBER		
			5f. WORK UNIT NUMBER		
7. PERFORMING ORGANIZATION NAME(S) AND ADDRESS(ES) U.S. Army Command and General Staff College ATTN: ATZL-SWD-GD Fort Leavenworth, KS 66027-2301			8. PERFORMING ORG REPORT NUMBER		
9. SPONSORING / MONITORING AGENCY NAME(S) AND ADDRESS(ES)			10. SPONSOR/MONITOR'S ACRONYM(S)		
			11. SPONSOR/MONITOR'S REPORT NUMBER(S)		
12. DISTRIBUTION / AVAILABILITY STATEMENT Approved for Public Release; Distribution is Unlimited					
13. SUPPLEMENTARY NOTES					
14. ABSTRACT The Army demands that soldiers adopt a common, shared character. However, the officer commissioning venues teach character to cadets differently, which may lead to disparities in the force that threaten the Army's ability to fulfill its mission. This study used qualitative case study methodology to analyze how USMA and ROTC differ in character education curriculum design, delivery, and assessment, additionally applying the Kirkpatrick Model as a framework to analyze assessment differences. Using interviews and curriculum documents, this thesis illuminates the differences in character education, identifies gaps in assessment thereof, and presents a comparison previously absent from the literature. This study found a number of differences, including unique curriculum development situations, delivery distinctions in a number of categories, and differing styles of assessment, particularly in the Learning and Behavior levels. This thesis recommends a number of ways that Army decision makers may align and improve USMA and ROTC character education.					
15. SUBJECT TERMS Character education; Character; Ethic; Values; Curriculum; Assessment					
16. SECURITY CLASSIFICATION OF:			17. LIMITATION OF ABSTRACT	18. NUMBER OF PAGES	19a. NAME OF RESPONSIBLE PERSON
a. REPORT	b. ABSTRACT	c. THIS PAGE			19b. PHONE NUMBER (include area code)
(U)	(U)	(U)	(U)	133	

MASTER OF MILITARY ART AND SCIENCE

THESIS APPROVAL PAGE

Name of Candidate: Johnathon D. Parker

Thesis Title: Seeking a Common Bond: The Differences in Character Education
between the United States Military Academic and the Reserve Officers'
Training Corps

Approved by:

_____, Thesis Committee Chair
Matthew W. Broaddus, Ed.D.

_____, Member
Kenneth A. Turner, M.A.

_____, Member
Peter G. Kilner, Ph.D.

Accepted this 18th day of June 2021 by:

_____, Assistant Dean of Academics for
Dale F. Spurlin, Ph.D. Degree Programs and Research

The opinions and conclusions expressed herein are those of the student author and do not necessarily represent the views of the U.S. Army Command and General Staff College or any other governmental agency. (References to this study should include the foregoing statement.)

ABSTRACT

SEEKING A COMMON BOND: THE DIFFERENCES IN CHARACTER EDUCATION BETWEEN THE UNITED STATES MILITARY ACADEMY AND THE RESERVE OFFICERS' TRAINING CORPS, by MAJ Johnathon D. Parker, 133 pages.

The Army demands that soldiers adopt a common, shared character. However, the officer commissioning venues teach character to cadets differently, which may lead to disparities in the force that threaten the Army's ability to fulfill its mission. This study used qualitative case study methodology to analyze how USMA and ROTC differ in character education curriculum design, delivery, and assessment, additionally applying the Kirkpatrick Model as a framework to analyze assessment differences. Using interviews and curriculum documents, this thesis illuminates the differences in character education, identifies gaps in assessment thereof, and presents a comparison previously absent from the literature. This study found a number of differences, including unique curriculum development situations, delivery distinctions in a number of categories, and differing styles of assessment, particularly in the Learning and Behavior levels. This thesis recommends a number of ways that Army decision makers may align and improve USMA and ROTC character education.

ACKNOWLEDGMENTS

First and foremost, I express love and thanks to my wife, Laura. Because of the COVID-19 pandemic, I spent over five months in a temporary duty status completing the Command and General Staff Officers' Course at Fort Leavenworth, Kansas while Laura remained in New York with our four children: Kaitlyn, Madelyn, Amelia, and Theodore. It was not easy, and I owe more to her than any other person for the opportunity to complete this thesis. I love you!

I am grateful for the encouragement and guidance from my committee, Dr. Matt Broaddus, Mr. Ken Turner, and Dr. Pete Kilner. Mr. Turner supported my ambitions in Staff Group 16A even before I was selected as an Art of War Scholar. Dr. Kilner helped champion my research at West Point when it seemed like I would never get approval for interviews. I'm especially thankful to my committee chair, Dr. Broaddus, as his kind words, hospitality, good humor, and persistence on my behalf made this thesis possible.

I must, of course, pay gratitude to my fellow Art of War Scholars for the camaraderie, commiseration, and mutual support. The Art of War Scholars (AOWS) Program is the best thing happening at the Command and General Staff College, and Dr. Dean Nowowiejski has cultivated a phenomenal curriculum for which I will be forever grateful. Thank you to the selection committee for choosing me to participate, and particular thanks to Dr. No for his mentorship and keen leadership of the program.

I owe a final acknowledgement to Staff Group 16A advisor, Dr. David Mills, the Team 16 faculty, and my former 16A teammates. I didn't get to know you in person, but you made Common Core bearable and supported my AOWS ambitions. Best of luck in the future!

TABLE OF CONTENTS

	Page
ABSTRACT.....	iv
ACKNOWLEDGMENTS	v
TABLE OF CONTENTS.....	vi
ACRONYMS.....	ix
ILLUSTRATIONS	x
TABLES	xi
CHAPTER 1 INTRODUCTION	1
Introduction.....	1
Background and Purpose	2
Problem Statement.....	4
Research Questions.....	4
Primary Research Question.....	4
Secondary Research Questions	5
Methodology.....	5
Assumptions.....	7
Limitations, Delimitations, and Scope.....	7
Key Terms.....	9
Significance of the Study.....	10
Summary.....	10
CHAPTER 2 LITERATURE REVIEW	12
Introduction.....	12
The Army and Character.....	13
A History of Character in the Army	13
The Army and Character Education.....	16
The Army’s Commissioning Sources Compared	19
Theories of Character Development and Education	21
The Kirkpatrick Model and Theories of Training and Development Education	23
Case Study Methodology.....	25
Summary.....	27
CHAPTER 3 RESEARCH METHODOLOGY	29
Introduction.....	29

Research Methodology and Design	30
Define and Design.....	31
Prepare, Collect, and Analyze.....	31
Analyze and Conclude	32
Research Protocol	32
Overview of the Case Study	32
Data Collection Procedures and Participants	33
Protocol Questions	34
Data Analysis Presentation	35
Informed Consent, Confidentiality, and Ethical Considerations	36
Informed Consent.....	37
Confidentiality	37
Ethical Considerations	37
Summary.....	38
CHAPTER 4 CASE STUDY AND ANALYSIS	40
Introduction.....	40
Curriculum.....	40
ROTC.....	41
ROTC Curriculum Overview.....	41
ROTC Character Curriculum.....	44
USMA.....	47
USMA Curriculum Overview.....	47
USMA Character Curriculum.....	51
Secondary Research Question #1.....	55
Character Education Delivery: Formal Lessons	57
ROTC Formal Lessons	58
USMA Formal Lessons.....	64
Character Education Delivery: Non-Lesson Character Education	69
ROTC Non-Lesson Character Education.....	69
USMA Non-Lesson Character Education.....	74
Secondary Research Question #2.....	80
Assessment.....	83
ROTC Assessment	83
USMA Assessment	89
Secondary Research Question #3.....	94
Summary.....	96
CHAPTER 5 CONCLUSIONS AND RECOMMENDATIONS	97
Introduction.....	97
Conclusions.....	97
Implications of Conclusion.....	99
Recommendations for Decision Makers.....	99
Recommendations for Future Research.....	101

Parting Thoughts.....	102
APPENDIX A CGSC APPROVAL TO CONDUCT HUMAN SUBJECTS RESEARCH.....	103
APPENDIX B USMA RESEARCH ACCESS PERMISSION.....	104
APPENDIX C CADET COMMAND RESEARCH PERMISSION.....	107
APPENDIX D INFORMED CONSENT TEMPLATE.....	109
APPENDIX E INTERVIEW QUESTION LISTS	112
Interview Questions for ROTC Curriculum Officials	112
Interview Questions for ROTC Professors of Military Science (PMSs).....	113
Interview Questions for USMA Curriculum and Assessment Officials.....	114
Interview Questions for USMA Character Instructors	115
BIBLIOGRAPHY.....	116

ACRONYMS

ACS	Advanced Civil Schooling
ALRM	Army Leadership Requirements Model
BOLC	Basic Officer Leader Course
CCEP	Cadet Character Education Program
CCTL	Common Core Task List
CDD	Curriculum Development Division
MS	Military Science
PMS	Professor of Military Science
ROTC	Reserve Officers' Training Corps
SCPME	Simon Center for the Professional Military Ethic
USACC	United States Army Cadet Command
USMA	United States Military Academy
WPLDS	West Point Leader Development System

ILLUSTRATIONS

	Page
Figure 1. The Kirkpatrick Model of Training Evaluation.....	6
Figure 2. Annual CCTL Revision Process from TRADOC Regulation 350-36.....	42
Figure 3. Course Map for ROTC Cadet, First Semester of First Year.....	45
Figure 4. West Point Leader Development System (WPLDS) Core Developmental Experiences.....	48
Figure 5. The USMA CCEP Lesson Distribution, by Class	52
Figure 6. MX400: Officership Course Design	53
Figure 7. Standard ROTC Program Base Structure	59
Figure 8. Scalable ROTC Program Structure.....	60
Figure 9. USACC Cadre/Faculty Tiered Development Model.....	61
Figure 10. ROTC “Blue Card,” Front and Back	87

TABLES

	Page
Table 1. Differences in the Development and Design of Character Education between USMA and ROTC	55
Table 2. Differences in the Delivery of Character Education between USMA and ROTC.....	80
Table 3. Differences in Assessing Character Education between USMA and ROTC.....	94

CHAPTER 1

INTRODUCTION

Personal values develop over the years from childhood to adulthood. People are free to choose and hold their own values, but upon taking the oath of service, Soldiers and DA Civilians agree to live and act by the Army Values.

—Headquarters, Department of the Army,
ADP 6-22, *Army Leadership and the Profession*

When we are consumed by partisan rancor, we cannot combat these external forces as they seek to divide us against each other, degrade our institutions, and destroy the faith of the American people in our democracy.

—Fiona Hill, Former National Security Council
Senior Director for Europe and Russia

Introduction

The American population occupies a polarized, partisan battleground. Despite the belligerent differences in morality, ethics, and virtues, young leaders from different backgrounds must come together to serve effectively in the Army and adopt a common, shared character.¹ But the commissioning venues for aspiring officers may teach character to cadets differently.² If such disparities in character education exist, incongruities in the force may result in damage to internal trust and public trust, a drain

¹ Stephen Hawkins, Daniel Yudkin, Miriam Juan-Torres, and Tim Dixon, *Hidden Tribes: A Study of America's Polarized Landscape* (New York: More in Common, 2018); Headquarters, Department of the Army (HQDA), Army Doctrine Publication (ADP) 6-22, *Army Leadership* (Washington, DC: United States Government Publishing Office, 2019), 2-1 – 2-2.

² United States Government Accountability Office (GAO), GAO-07-224, *Military Personnel: Strategic Plan Needed to Address Army's Emerging Officer Accession and Retention Challenges* (Washington, DC: GAO, January 2007). Although this report does not address character specifically, it notes the decentralization of and lack of coordination between the commissioning sources.

on unit cohesion and effectiveness, and a risk to the Army's ability to fulfill its mission.³ Understanding the Army's approaches to officer character education, identifying any disparities therein, and ascertaining their assessment methodology, if any, will illuminate gaps that Army leaders may wish to bridge for the sake of the profession.

Background and Purpose

In a 2018 study, authors with the research initiative *More in Common* explored the political and partisan factors driving Americans apart, finding "substantial evidence of deep polarization and tribalism."⁴ When analyzing the morality of Americans, Graham, Haidt, and Nosek found that, across the five psychological foundations identified in moral foundation theory (harm/care, fairness/reciprocity, ingroup/loyalty, authority/respect, and purity/sanctity), liberal respondents consistently emphasized harm/care and fairness/reciprocity. Conservatives, on the other hand, valued the five psychological foundations generally equally.⁵ In other words, the polarization of the American population extends to issues associated with our shared understanding of values, virtues, morality, and character.

In the face of such division, the United States Army demands that soldiers overcome polarized backgrounds and devote themselves to the military profession, akin

³ Robert L. Caslen, Jr. and Nathan K. Finney, "The Army Ethic, Public Trust, and the Profession of Arms," *Military Review: The Profession of Arms* (Special edition, (September 2011): 13-20.

⁴ Hawkins et al., *Hidden Tribes*, 5.

⁵ Jesse Graham, Jonathan Haidt, and Brian A. Nosek, "Liberals and Conservatives Rely on Different Sets of Moral Foundations," *Journal of Personality and Social Psychology* 96, no. 5 (2009): 1029-1046, <https://doi.org/10.1037/a0015141>.

to a new tribe, one that maintains its own set of values, its own ethic, and its own list of character attributes that describe “the moral and ethical qualities of an individual revealed through their decisions and actions.”⁶ The United States Military Academy (USMA) at West Point and the U.S. Army Cadet Command’s Reserve Officers’ Training Corps (ROTC) are the two largest officer commissioning sources. However, despite their shared interest in and mission to “educate and train . . . leaders of character,” USMA and ROTC pursue their missions using their own character education curricula, developed, delivered, and assessed independently of one another.⁷

The purpose of this study is to illuminate the differences in character education delivered to the U.S. Army’s aspiring junior officers in a time when the Army cannot afford to allow partisanship to infect its ranks. Polarization and partisanship underpin Americans’ understanding of character, but the Army must make efforts to forge a new, uniform sense of character for its soldiers. The doctrine exists, and USMA and ROTC leaders are delivering the education, but the content and method of delivery are different. Through case study methodology, this study seeks to investigate those differences.

This study also seeks to identify gaps in assessment to help leaders determine if improvements may be made in evaluating character education for the Army as a whole. By applying the theoretical lens of the Kirkpatrick Model, this thesis will help senior

⁶ HQDA, ADP 6-22, 2-1.

⁷ United States Army Cadet Command (USACC), “Our Mission,” accessed October 6, 2020, <https://www.cadetcommand.army.mil/>. The USMA mission statement differs from ROTC, but it contains similar wording as quoted above. United States Military Academy (USMA), “About West Point,” accessed October 6, 2020, <https://www.westpoint.edu/about>.

leaders see that, although there are challenges to measuring the outcomes of character education, determining how to do so is worthwhile.⁸

Problem Statement

While it is clear that there is a difference in character education between the USMA and ROTC commissioning sources, it is not clear what those disparities are. Character is a crucial element of an effective and trustworthy U.S. fighting force, but the Army allows varying approaches to its education while struggling to assess the effectiveness of the same. Given today's hyper-polarized American landscape, a study of character education will illuminate the disparities and shortcomings, offering Army leaders an observation of a phenomenon with important bearing on the military as a public institution.

Research Questions

Primary Research Question

What are the differences in character education between the U.S. Military Academy and U.S. Army ROTC programs?

The primary research question seeks to fill the gap of understanding for the differences in USMA and ROTC character education and its assessment. Through a case study approach, this thesis compares and contrasts the curriculum, lesson delivery, and assessment of character education.

⁸ James D. Kirkpatrick and Wendy Kayser Kirkpatrick, *Kirkpatrick's Four Levels of Training Evaluation* (Alexandria, VA: ATD Press, 2016).

Secondary Research Questions

1. How do USMA and ROTC differ in the development and design of character education curriculum?
2. How do USMA and ROTC differ in the delivery of character education?
3. How do USMA and ROTC differ in assessing character education?

The first secondary research question seeks to compare and contrast the various elements of character education curriculum, discerning divergence where it exists. Secondary research question two examines differences in how that curriculum translates to individual classroom-based lessons as well as non-lesson activities. The third secondary research question seeks to understand how ROTC and USMA assess their character education programs. By applying the Kirkpatrick Model (explained below), this study seeks to determine how each institution's character education program achieves the four levels of evaluation: Reaction, Learning, Behavior, and Results. Examining USMA and ROTC provides insight into the Reaction and Learning levels as well as part of the Behavior level, but the remaining portion of the Behavior level and the Results level must be observed after cadets commission into the Army. For that reason, a number of additional questions for future research bears consideration.

Methodology

This thesis applies a qualitative methodology to answer the research questions. It relies on the case study research design proposed by Robert K. Yin.⁹ This study analyzes

⁹ Robert K. Yin, *Case Study Research and Applications: Design and Methods*, 6th ed. (Thousand Oaks, CA: Sage Publications, 2016).

interviews with subject matter experts and document-based evidence to explore pre-commissioning character education at USMA and ROTC. It also draws conclusions about the assessment of that education by applying the theory espoused in the Kirkpatrick Model.¹⁰ First developed by Dr. Don Kirkpatrick in the 1950s and updated in 2016 by his son and daughter-in-law, James and Wendy Kirkpatrick, the model offers a theory of training evaluation that helps organizations determine the effectiveness of training programs by examining reaction, learning, behavior, and results. These four levels are hierarchical and progressive in depth and time (see figure 1).¹¹

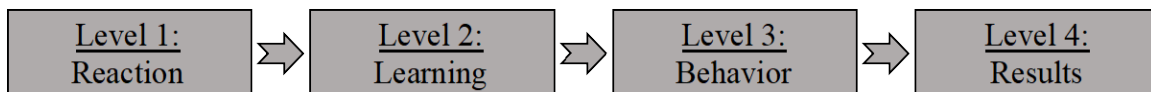


Figure 1. The Kirkpatrick Model of Training Evaluation

Source: Created by author using concepts in James D. Kirkpatrick and Wendy Kayser Kirkpatrick, *Kirkpatrick's Four Levels of Training Evaluation* (Alexandria, VA: ATD Press, 2016).

By employing case study methodology, this thesis bridges the span between education and training evaluation and draws attention to ways the Army may improve its character education evaluation practices. Chapter 3 explains the methodology in greater detail and provides a closer look at the Kirkpatrick Model theoretical framework.

¹⁰ Kirkpatrick and Kirkpatrick, *Kirkpatrick's Four Levels of Training Evaluation*.

¹¹ *Ibid.*, 9-11.

Assumptions

Two assumptions precede this study. The first deals with institutional differences. USMA has more resources, including uniformed personnel, funding, and a dedicated center for the “professional military ethic” that, in part, designs and delivers its character education curriculum. Within the dispersed network of ROTC units, resources vary from campus to campus, and education outside of the ROTC curriculum relies on the university’s priorities. Moreover, USMA maintains constant, immersive contact with its corps of cadets, providing for a “captive audience” when considering educational programming. While some ROTC programs are set within an academy-like corps of cadets (like Norwich University, The Citadel, and Texas A&M to name a few), most ROTC cadets are not immersed in the program. They attend class in civilian clothes most days and can treat ROTC as an elective course with some additional out-of-the-classroom components. This study starts from an understanding that disparities exist between USMA and ROTC and also within ROTC. The nature of these differences with respect to character education is at the heart of this study.

The second assumption is that character can, in fact, be developed. Chapter 2 elaborates on this assumption in an exploration of the literature on character education.

Limitations, Delimitations, and Scope

Because of the nature of qualitative research methodology—and case method especially—the outcomes of this study cannot be generalized to the larger Army or Department of Defense population.¹² Instead, the outcomes provide an understanding of

¹² Yin, *Case Study Research and Applications*, 20-21.

a previously understudied subject. For the portion of the thesis investigating assessment, this study applies and generalizes the theory represented by the Kirkpatrick Model. Case study methodology also limits this study by its inherent weakness in identifying effectiveness (in this case, determining which commissioning source is more effective at instilling character education).¹³ This study's research questions do not seek to determine effectiveness, however, aiming instead to identify differences and gaps.

This study is delimited in scope to focus on USMA and ROTC at the exclusion of Officer Candidate School (OCS) and direct commissioning. This decision hinges in equal parts on the author's familiarity with the two studied commissioning sources, on the need to conform to time constraints, and on the fact that the majority of Army officers commissioned annually come from these two sources.¹⁴ Future researchers may wish to examine the excluded commissioning sources to correct for any omission bias present in this study. Similarly, this study does not examine the character education for enlisted soldiers or warrant officers in order to limit the scope for the purposes of available time and resources. However, these populations are worth studying for future research.

A significant result of the delimitation to pre-commissioning organizations is that this thesis cannot ascertain the full breadth of assessments at the Behavior level or assessments at the Results level. Chapter 5 addresses potential future research, including

¹³ Yin, *Case Study Research and Applications*, 21.

¹⁴ Office of the Under Secretary of Defense for Personnel and Readiness, *Population Representation in the Military Services, Fiscal Year 2018 Summary Report* (Washington, DC: Department of Defense, 2020), accessed October 12, 2020, <https://www.cna.org/research/pop-rep>.

a recommendation to look beyond commissioning for a better understanding of the full impact made by character education.

Key Terms

This thesis uses a number of terms that may carry a variety of meanings depending on context. For the purposes of this thesis, this section defines those terms as they are used throughout this study.

Assessment: a tool or method used to evaluate a program (1) to improve the program; (2) to maximize the transfer of learning to behavior and subsequent organizational results; and (3) to demonstrate the value of the program to the organization.¹⁵

Character: the moral and ethical qualities of an individual revealed through their decisions and actions. The U.S. Army's espoused form of "character" includes the attributes of the Army Values, empathy, the Warrior Ethos and Service Ethos, discipline, and humility.¹⁶

Curriculum: "a set of school experiences [that] includes . . . extracurricular activities . . . [and] is a plan tied to goals and related objectives . . . targeting specific knowledge, behavior, and attitudes."¹⁷

¹⁵ Kirkpatrick and Kirkpatrick, *Kirkpatrick's Four Levels of Training Evaluation* 5.

¹⁶ HQDA, ADP 6-22, 2-1.

¹⁷ Jon Wiles, *Leading Curriculum Development* (Thousand Oaks, CA: Corwin Press, 2009), 2.

Significance of the Study

American civil society roils with partisanship and polarization as citizens cluster into opposing camps and adopt identities and values consistent with the “side” to which they subscribe.¹⁸ The U.S. Army, meanwhile, continues to recruit its officer corps from this polarized population. To be an effective fighting force, the Army’s soldiers, and especially its leaders, must adopt, internalize, and espouse a common understanding of character. The Army must allocate time and resources to train and educate cadets on a common, uniform vision of character, or it risks polarized turmoil infecting the ranks, damaging unit cohesion and effectiveness, sinking command climates and esprit de corps, and failing to fulfill its professional mandate to defend the nation. Inconsistency in that education—whether within commissioning sources or between them—may still erode the Army as noted above. The Army must know if this is happening, and this study is a step in the direction of that end.

Summary

This thesis evaluates the differences in character education between the USMA and ROTC commissioning sources. It begins in chapter 2 with a literature review that will explore the concept of “character” in the Army and how it has evolved over time, elaborate on the assumption of character as developable, expand on the use of the Kirkpatrick Model in evaluation literature, and consider literature on case study methodology, especially as it pertains to education. Chapter 3 details the methodological

¹⁸ Alan I. Abramowitz and Steven Webster, “The rise of negative partisanship and the nationalization of U.S. elections in the 21st century,” *Electoral Studies* 41, no. 1 (2016): 14, <http://dx.doi.org/10.1016/j.electstud.2015.11.001>.

approach for this study, lays out the research design and protocol, and addresses ethical assurances. Chapter 4 presents and analyzes the case study of character education at West Point and ROTC programs. It compares the institutions' programs and identifies differences in curriculum development, delivery, and assessment thereby answering the research questions. The final chapter concludes the study and offers recommendations for senior leaders and potential threads for future research.

CHAPTER 2

LITERATURE REVIEW

Introduction

The United States Military Academy and U.S. Army Cadet Command's ROTC programs approach character education separately and distinctly, but the common thread is a shared history, definition, and understanding of what character is to the Army, both for its officer corps and for the force writ large. The first section of this chapter establishes how the U.S. Army understands "character" and how that concept has evolved over time. This section also explores how the Army has taught character in the past and what literature guides that education. The second section of this chapter follows from a major assumption of this study: character can, in fact, be developed. This section expands on that assumption. The third section of the chapter turns to the Kirkpatrick Model to explore the theory's development, its application to education and curriculum, and its use by the military. The final section of the chapter elaborates on the methodology used in this thesis, specifically the qualitative case study methodology.

To find sources that contribute to the literature review below, the author searched academic databases, to include JSTOR, ProQuest, Taylor & Francis Online, SAGE Journals, and Google Scholar. The Ike Skelton Combined Arms Research Library (CARL) and its Digital Library also enabled this research, particularly the availability of past research in the form of archived Master of Military Art and Science (MMAS) theses, School of Advanced Military Studies (SAMS) monographs, and the Obsolete Military Manuals Collection. When searching databases, the author used word combinations to include "character" and related terms (e.g., "ethics," "virtue," "values"); variations of

“character education” and “character development;” parameters such as “USMA,” “ROTC,” and their alternatives; and variants of “Kirkpatrick Model” and “case study methodology.” Especially when seeking relevant methodological literature, the author limited searches to research published in the last five years. Other sources include archival material available online (especially from the National Archives and from the USMA Library Archives and Special Collections) and books in the author’s personal library.

The Army and Character

A History of Character in the Army

The most recent revision of the Army’s leadership doctrine, Army Doctrine Publication (ADP) 6-22, *Army Leadership and the Profession*, dedicates an entire chapter to the concept of “Character,” integrating it into the wider framework of the Army Leadership Requirements Model (ALRM).¹⁹ By comparison, the 1951 Army doctrine for leadership, Field Manual (FM) 22-10, *Leadership*, simply references moral character as an element of integrity, of what “inspires confidence,” and of “those traits . . . which will produce the correct reactions in [a leader’s] men.”²⁰ As is apparent, the Army’s view on character has evolved over time.

In a letter to Congress dated September 25, 1776, General George Washington lamented the lack of funds to afford recruiting better officers that he described as

¹⁹ HQDA, ADP 6-22, 2-1 – 2-12.

²⁰ Headquarters, Department of the Army (HQDA), Field Manual (FM) 22-10, *Leadership* (Washington, DC: United States Government Printing Office, March 1951), 2, 17, 48.

“Gentlemen of Character and liberal Sentiments.” He placed more value on officers’ ability to lead—the “Characters of Persons”—than on their recruiting abilities.²¹ Little changed with the conception of “character” by the start of the Civil War. According to the *Revised United States Army Regulations of 1861*, leaders sought good “moral character” when appointing commissioned officers, “good character and habits” when recruiting enlisted men, and “evidence of good moral character” when appointing medical storekeepers.²² The exact meaning of “character” in these cases was left to the men charged with making the hiring decisions. It is unclear the degree to which Army leaders agreed upon a common conception of character, values, virtue, ethics, and morality in the 19th century as the Army had yet to codify these concepts and integrate them into a holistic and prescriptive format to be applied to its soldiers. A formal concept may not have yet existed, but leaders trusted their intuition to see desirable character in their troops.

As the U.S. Army began to professionalize in the early 20th century, more attention was given to the kind of character the Army expected of its troops. During World War I, the Army worked with the YMCA to address “three age-old passions of mankind [that] have appeared with white-hot intensity in the fighting forces of the

²¹ George Washington to John Hancock, September 25, 1776, “Washington Papers,” Founders Online, National Archives and Records Administration, accessed October 25, 2020, <https://founders.archives.gov/documents/Washington/03-06-02-0305>.

²² United States War Department, *Revised United States Army Regulations of 1861* (Philadelphia: George W. Childs, 1863), 12, 130, 518, <http://www.civilwarlibrary.org/civil-war-manuals.html>.

nations down through history—gambling, alcoholic intoxication, and sex license.”²³ The Department of War requested that the YMCA conduct educational programs (in the form of lectures, films, posters, exhibits, and literature) first at the U.S. border with Mexico in 1916, then in Europe following the troops into the European theater.²⁴ By war’s end, President Woodrow Wilson acknowledged a national responsibility to develop and maintain the character of the nation’s troops, writing in 1918 that it was a responsibility of the federal government to return soldiers home with “enhanced spiritual values which come from a full life lived well and wholesomely.”²⁵

Leading up to America’s involvement in the Second World War, Army Chief of Staff General George C. Marshall revitalized the Army’s energy and attention on soldiers’ spiritual fitness, believing that issues of morality and character directly influenced military readiness.²⁶ After the conclusion of the war, Marshall’s ideas gained traction. With the backing of President Harry S. Truman, the military pursued a deliberate, internally-sourced character education program.

²³ William Howard Taft, Frederick Harris, Frederic Houston Kent, and William J. Newlin, eds., *Service With Fighting Men: An Account of the Work of the Young Men’s Christian Association in the World War* (New York: Association Press, 1922), 103, HathiTrust Digital Library.

²⁴ *Ibid.*, 113-114.

²⁵ Woodrow Wilson, “Special Statement,” in *Keeping Our Fighters Fit for War and After*, by Edward Frank Allen (New York: The Century Co., 1918), HathiTrust Digital Library.

²⁶ George C. Marshall, “N.B.C. Radio Address on the Progress of National Defense, November 29 1940,” in *Papers of George Catlett Marshall, Taking Care of the Troops*. Vol. 2, *We Cannot Delay, July 1 1939-December 6, 1941* (Baltimore: The Johns Hopkins University Press, 1986), 359, <https://www.marshallfoundation.org/library/digital-archive/n-b-c-radio-address-on-the-progress-of-national-defense/>.

The Army and Character Education

Following World War II, President Truman issued Executive Order 10013, “Establishing the President’s Committee on Religious and Moral Welfare and Character Guidance in the Armed Forces,” which aimed to encourage and promote its titular goals “thereby to enhance the military preparedness and security of the Nation.”²⁷ This presidential action was a response to increasing post-war venereal disease rates (considered a symptom of immoral conduct and whose treatment, condoms and pharmaceuticals, was considered amoral) and to the need to improve the military’s image to the war-weary American people who expected the standing army to draw down following hostilities.²⁸

The Chaplain Corps assumed this mission for the Army. The program developed into religiously-oriented character instruction for all active duty soldiers; this lasted through the 1950s before new regulations narrowed the program and the list of required attendees.²⁹ It was briefly rebranded “Our Moral Heritage,” after which the program sputtered and was again redubbed as the “Human Self Development” program.³⁰ For a variety of reasons, including lack of command support and a general lack of enthusiasm

²⁷ Harry S. Truman, “Executive Order 10013, Establishing the President’s Committee on Religious and Moral Welfare and Character Guidance in the Armed Forces,” October 27, 1948, Harry S. Truman Library & Museum, <https://www.trumanlibrary.gov/library/executive-orders/10013/executive-order-10013>.

²⁸ Anne C. Loveland, “Character Education in the U.S. Army, 1947-1977,” *The Journal of Military History* 64, no. 3 (July 2000): 799-800, <https://www-proquest-com.lumen.cgsccarl.com/docview/195619292?accountid=28992>.

²⁹ *Ibid.*, 804-805.

³⁰ *Ibid.*, 812-813.

among chaplains tasked with teaching the character curriculum at units, the Army officially ended its formal character education program in 1977.³¹

Despite the dissolution of the Human Self Development program, chaplains continued to play some role in character education, including the responsibility of teaching ethics to West Point cadets through the 1970s and 1980s.³² Of note, however, when recounting the histories of these programs, authors stop short of discussing their effectiveness, which may be attributed to a lack of sources, an implication of no effectiveness, or an indication that the Army failed to evaluate the effectiveness of these programs. Some structure existed for evaluation, specifically a mandated Character Guidance Council at units tasked to “maintain a constant evaluation of the effectiveness of the Character Guidance Program.”³³ However, it is unclear that any of these councils produced empirical analysis of program effectiveness.

In the 1990s, after a years-long gap without a formal character program, the Army recognized it had a disjointed approach to character education. In 1994, Army Chief of Staff General Gordon Sullivan directed the Office of the Deputy Chief of Staff for Personnel (ODCSPER) to create a new service-wide character development program. Dubbed “Character Development XXI,” the ODCSPER staff’s work discovered that

³¹ Loveland, “Character Education in the U.S. Army, 1947-1977,” 817.

³² Shenandoah Lia Nieuwsma, “Broken Spirits: A History of Spiritual Fitness Training in the United States Army since World War II,” (Ph.D. diss., University of North Carolina, Chapel Hill, NC, 2016), 216, Carolina Digital Repository.

³³ Headquarters, Department of the Army (HQDA), Field Manual (FM) 16-100, *Character Guidance Manual* (Washington, DC: United States Government Printing Office, March 1961), 29

“there was no systematic horizontal and vertical integration of programs related to moral leadership or character development in the Army. Most organizations developed their own curriculum or programs.”³⁴ Others reached the same conclusion. A paper written in 1996 by U.S. Army War College student Rita Price examined the same populations as this thesis (USMA and ROTC), concluding that differences exist in ethics education between the two commissioning sources and postulating that “the greatest difference is platform hours of instruction and officer selection.”³⁵ While Price’s paper goes further than most to identify differences, she stops short of considering character education outcomes.

To date, the Army does not appear to have “cracked the nut” on assessing the results of soldiers’ character education across the entire force. As recently as fiscal year 2015, the Army Capabilities Needs Analysis identified Gap #501028: “The Army lacks the capability to identify attributes of character and to assess the success of efforts to develop character so that Army professionals consistently demonstrate their commitment and resilience to live by and uphold the Army Ethic.”³⁶ In response, the Army Profession and Leader Development Forum (APLDF)—the advisory committee to the commanding

³⁴ John W. Brinsfield, “Army Values and Ethics: A Search for Consistency and Relevance,” *The US Army War College Quarterly: Parameters* 28, no. 3 (Autumn 1998): 6, <https://press.armywarcollege.edu/parameters/vol28/iss3/5>.

³⁵ Rita A. Price, “The Quest for Moral Fiber at the Precommissioning Level,” (Strategy Research Project, United States Army War College, Carlisle Barracks, PA, 1996), 19, <https://apps.dtic.mil/sti/citations/ADA309657>.

³⁶ Center for the Army Profession and Ethic (CAPE), “Developing the Character of Trusted Army Professionals: Forging the Way Ahead,” (United States Army White Paper, April 19, 2016), 3, <https://capl.army.mil/character-development-white-paper/>.

general of U.S. Army Training and Doctrine Command (TRADOC) for Army leader development—authorized the creation of the Character Project Initiative to address the gap.³⁷ Much of the project’s work, however, appears to seek broad assessment of character as accrued through cumulative means rather than the outcome of specific character education efforts.³⁸ Moreover, the project appears to be currently inactive.³⁹ Despite some positive work, the gap remains, and it is especially critical in the specific space of comparing the outcomes of the character education efforts at the Army’s two largest officer commissioning sources.

The Army’s Commissioning Sources Compared

While the founding pieces of legislation for each commissioning source are devoid of any description of desired officer qualities, other historical documentation exists to inform this study.⁴⁰ For instance, in the 1902 *Annual Report of the Superintendent of the United States Military Academy*, Colonel Albert L. Mills wrote,

The object of the Military Academy is to make officers of the Army, and, of course, to produce as high a type of officer as is possible under the conditions. In the conception of this type it has been assumed that the profession of the officer in this country is likely at any time to be full of responsible work and to need men of

³⁷ CAPE, “Developing the Character of Trusted Army Professionals,” 3.

³⁸ *Ibid.*, 7.

³⁹ United States Army, “Army Character Development Project,” Center for the Army Profession and Leadership, last modified March 29, 2019, <https://capl.army.mil/character-development-project/>.

⁴⁰ U.S. federal law is historically vague on the character expected of military officers. It was not until 1997 when Congress passed a “requirement of exemplary conduct” of its officers, requiring them “to show in themselves a good example of virtue, honor, patriotism, and subordination.” National Defense Authorization Act for Fiscal Year 1998, Public Law 105-85, 105th Congress (November 8, 1997), 98.

power and strong character. The Academy has accordingly lived and grown and its methods been established under the conviction that the development and training both of character and mind, in the greatest degree in the cadet should be its object.⁴¹

Colonel Mills's quote represents an early USMA-specific take on the commissioning source's place in delivering character education to aspiring junior officers. However, the sentiment persists over a century later. According to the West Point *Gold Book*, the Academy's Character Program document, "the Character Program helps Cadets understand what it means to live honorably and lead honorably by educating them on the professional standards, organizational values, and personal virtues that comprise 'honor' in the Army Profession."⁴² Character education supports the overall West Point Leader Development System (WPLDS) through cadets' stewardship of the Cadet Honor Code, through formal non-academic lessons of the Cadet Character Education Program (CCEP), and through the "Officership" academic course.⁴³

Cadet Command's approach to character education appears less independently codified and not as distinct from the rest of its curriculum compared to USMA. This is likely the result of the dispersed nature of ROTC programs and their reliance on host universities for the broad liberal education that Samuel Huntington touts as critical to a

⁴¹ Superintendent of the United States Military Academy and West Point, *Annual Report of the Superintendent of the United States Military Academy – 1902* (Washington, DC: United States Government Printing Office, 1902), 10.

⁴² Simon Center for the Professional Military Ethic (SCPME), *Gold Book: Character Program, Academic Year 2020* (West Point, NY: United States Military Academy, September 12, 2019), 3.

⁴³ *Ibid.*, 5-6.

profession.⁴⁴ Indeed, the embedded nature of ROTC units is valued, summed up by Army Chief of Staff General William C. Westmoreland when he testified that ROTC cadets “bring with them from throughout our country and from a variety of educational institutions an understanding of local, regional and college community viewpoints and events.”⁴⁵ As such, ROTC’s Officer Education System (OES) “develops skills, knowledge, and abilities to support the Army Values and Warrior Ethos required of Army officers.”⁴⁶ This approach is less forthright than USMA but still succinctly demonstrates ROTC’s character orientation. Chapter 4 explores these differences in greater depth.

Theories of Character Development and Education

Character, according to Army doctrine, “consists of the moral and ethical qualities of an individual revealed through their decisions and actions.”⁴⁷ Some have argued, however, that a sense of morality and ethics are inherent to humans, not learned. For instance, Thomas Jefferson wrote that “the moral sense, or conscience, is as much a part

⁴⁴ Samuel P. Huntington, *The Soldier and the State: The Theory and Politics of Civil-Military Relations* (Cambridge: Belknap Press, 1957), 14.

⁴⁵ William C. Westmoreland, “Remarks before the Army Advisory Panel on ROTC Affairs, October 29, 1970,” quoted in Don R. Conway, “ROTC Officer Procurement,” (Research paper, U.S. Army War College, Carlisle Barracks, PA, March 8, 1971), 1, <https://apps.dtic.mil/sti/citations/AD0772302>.

⁴⁶ United States Army Cadet Command (USACC), USACC Regulation 145-3, *Army Senior Reserve Officers’ Training Corps On-Campus Training and Leadership Development* (Fort Knox, KY: USACC, June 18, 2019), 12.

⁴⁷ HQDA, ADP 6-22, 2-1.

of man as his leg or arm.”⁴⁸ In a more modern context, Yale psychologist Paul Bloom asserted that infants are born with a basic sense of compassion, empathy, and fairness.⁴⁹ Turning to a more martial perspective, Carl von Clausewitz, the oft-quoted Prussian military theorist, chose not to dismiss the importance of “practice and a trained mind.” He did, however, name “strength of character” an essential characteristic of the “military genius,” categorizing it and all related features as a “gift,” implying an inherent quality that cannot simply be taught to students.⁵⁰ This study asserts the opposite: character can be taught.

Importantly, teaching character involves more than classroom instruction. Commissioning sources must cultivate an environment that encourages cadets to socialize into the desired character attributes, provides cadets curriculum to learn about them through instruction, and urges cadets to reflect and seek character growth. These three approaches to character—that it is caught, taught, and sought—are championed by The Jubilee Centre for Character and Virtues out of the UK’s University of Birmingham.⁵¹

⁴⁸ Thomas Jefferson to Peter Carr, August 10, 1787, “Jefferson Papers,” Founders Online, National Archives and Records Administration, accessed January 19, 2021, <https://founders.archives.gov/documents/Jefferson/01-12-02-0021>.

⁴⁹ Gareth Cook, “The Moral Life of Babies: Yale Psychology Professor Paul Bloom finds the origins of morality in infants,” *Scientific American*, November 12, 2013, <https://www.scientificamerican.com/article/the-moral-life-of-babies/>.

⁵⁰ Carl von Clausewitz, *On War*, indexed ed., ed. and trans. Michael Howard and Peter Paret (Princeton: Princeton University Press, 1989), 110.

⁵¹ The Jubilee Centre for Character and Virtues, “Character Education in Universities: A Framework for Flourishing,” University of Birmingham, Birmingham, UK, 2020, accessed October 12, 2020, <https://www.jubileecentre.ac.uk/userfiles/jubileecentre/pdf/character-education/Framework%20for%20Character%20Education.pdf>.

With this expanded view of character education in mind, it is clear that institutions can provide for character education, and that education must be understood to take place both inside the classroom and out. Methodological challenges to measure character education outcomes remain⁵²—studies show, however, evidence of measurable change as the result of character educational intervention. For instance, researchers at the University of Newcastle in Australia demonstrated that values education led to increased student academic diligence, improved school ambience, improved student-teacher relationships, and improvements to student and teacher wellbeing.⁵³ Character education can affect students, and its outcomes can be observed and measured through empirical research.

The Kirkpatrick Model and Theories of Training and Development Education

While the focus of this study is on education at institutes of higher learning (West Point and the various universities that host ROTC programs), character education aims to elicit behavior that eventually occurs in the workplace, that is in the professional Army.⁵⁴ For that reason, this study turns to the four levels of the Kirkpatrick Model. First developed by Dr. Don Kirkpatrick in the 1950s and updated in 2016 by his son and

⁵² Noel A. Card, “Methodological Issues in Measuring the Development of Character,” *Journal of Character Education* 13, no. 2 (2017), https://link.gale.com/apps/doc/A530468650/AONE?u=nysl_ca_nyempire&sid=AONE&xid=1ab4bde9.

⁵³ Terence Lovat, Ron Toomey, Kerry Dally, and Neville Clement, “Project to Test and Measure the Impact of Values Education on Student Effects and School Ambience,” (Report for the Australian Government Department of Education, Employment and Workplace Relations, January 12, 2009), <https://eric.ed.gov/?id=EJ941592>.

⁵⁴ USACC, “Our Mission,”; USMA, “About West Point.”

daughter-in-law, James and Wendy Kirkpatrick, the model offers a theory of training evaluation that helps organizations determine the effectiveness of training programs by examining Reaction, Learning, Behavior, and Results. These four levels are hierarchical and progressive in depth and time.⁵⁵ This thesis compares and contrasts how each organization evaluates the first three levels to understand differences and to highlight any important disparities. It will identify gaps to provide Army leaders with a clearer picture of how to improve its character education and evaluation thereof.

The four-level Kirkpatrick Model has long been held as an industry standard for evaluating training programs since its inception in the 1950s, despite numerous weaknesses.⁵⁶ (Many of the model's shortcomings were addressed with the 2016 "New World" update).⁵⁷ As mentioned above, the model provides the theoretical framework for the assessment portion of this thesis. There has been some use of the Kirkpatrick Model in the Army, including a 2014 study evaluating the Dismounted Counter-IED Tactics Master Trainer (DCT-MT) course.⁵⁸ Perhaps of greater relevance for this thesis, there is

⁵⁵ Kirkpatrick and Kirkpatrick, *Kirkpatrick's Four Levels of Training Evaluation*, 9-11.

⁵⁶ P. Rajeev, M. S. Madan, and K. Jayarajan, "Revisiting Kirkpatrick's model – an evaluation of an academic training course," *Current Science* 96, no. 2 (January 2009): 273, <https://www.jstor.org/stable/24105191>.

⁵⁷ Kirkpatrick and Kirkpatrick, *Kirkpatrick's Four Levels of Training Evaluation*, xvii-xviii.

⁵⁸ Jay Brimstin and Toumnakone Annie Hester, "Evaluating the Impact of Individual Training on Unit's Operational Performance," (Paper presented at the 2014 American Evaluation Association Conference, Denver, CO, October 16, 2014), <http://comm.eval.org/communities/community-home/librarydocuments/viewdocument?DocumentKey=a7c0f090-798c-4891-923f-841e6468e181>.

academic precedent for applying the model to the evaluation of educational outcomes. Paull, Whitsed, and Girardi applied the model to determine that a new curriculum innovation led to successful outcomes.⁵⁹ In an impressive quantitative quasi-experimental study, Dorri et al. used the Kirkpatrick Model to determine the effectiveness of educating nurses by role-playing. According to their results, nurses who participated in the role-playing education demonstrated higher Learning (second level) and greater Results (fourth level), demonstrating not only the effectiveness of the role-playing method but also the efficacy of using the Kirkpatrick Model to evaluate education.⁶⁰

Case Study Methodology

To structure the research, this thesis uses case study methodology—a qualitative approach—to answer the research questions. The research design and methods described below lean heavily on Robert K. Yin’s *Case Study Research and Applications*.⁶¹ Case study has a rich interdisciplinary history—from psychology to medicine, from law to political science—that offers both a methodological design and a product of the

⁵⁹ Megan Paull, Craig Whitsed, and Antonia Girardi, “Applying the Kirkpatrick model: Evaluating an *Interaction for Learning Framework* curriculum intervention,” *Issues in Educational Research* 26, no. 3 (2016), <https://www-proquest-com.lumen.cgsccarl.com/docview/2393111210?accountid=28992>.

⁶⁰ Safoura Dorri, Mansoureh Ashghali Farahani, Elnaz Maserat, and Hamid Haghani, “Effect of role-playing on learning outcome of nursing students based on the Kirkpatrick evaluation model,” *Journal of Education and Health Promotion* 8, no. 1 (January 2019), <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6852299/>.

⁶¹ Yin, *Case Study Research and Applications*.

inquiry.⁶² Case study method's growth in research popularity and in academic rigor in recent decades has even extended to its use in evaluating training.⁶³ This thesis, however, will adhere to a comparative approach and will retain the Kirkpatrick Model to understand assessment.

Case study methodology in education curriculum and program evaluation is a useful approach to understanding educational outcomes and “can lead to important modifications of . . . educational policies.”⁶⁴ The case study approach is especially attuned to educational research as it allows researchers to “investigate reality, situated in the ‘here’ and ‘now’ of social interactions.”⁶⁵ In recent scholarship, researchers used case study to compare the curricula for Education for Sustainable Development at four upper secondary schools in Japan and Sweden, successfully gleaning significant similarities and differences leading the authors to make recommendations.⁶⁶ Similarly, Yang and Li employed a comparative case study to determine if sociocultural context (in this case

⁶² John W. Creswell, *Qualitative Inquiry & Research Design: Choosing Among Five Approaches*, 2nd ed. (Thousand Oaks, CA: Sage Publications, 2007), 39-40.

⁶³ Michael Crossley and Graham Vulliamy, “Case-Study Research Methods and Comparative Education,” *Comparative Education* 20, no. 2 (1984): 204, <https://www.jstor.org/stable/3098564>.

⁶⁴ *Ibid.*, 193-195.

⁶⁵ Maria de Nazaré Castro Trigo Coimbra and Alcina Manuela de Oliveira Martins, “Case Studying Educational Research: A Way of Looking at Reality,” *American Journal of Educational Research* 1, no. 9 (2013): 391, <https://doi.org/10.12691/education-1-9-7>.

⁶⁶ Ulf Fredriksson, Kanako N. Kusanagi, Petros Gougoulakis, Yaka Matsuda, and Yuto Kitamura, “A Comparative Study of Curriculums for Education for Sustainable Development (ESD) in Sweden and Japan,” *Sustainability* 12, no. 3 (February 5, 2020): 1123, <https://doi.org/10.3390/su12031123>.

Hong Kong or neighboring Shenzhen) affected kindergarten curricula, allowing the authors to then ascertain implications and suggest future research.⁶⁷ As these studies have done, this thesis uses case study methodology to examine different curricula and compare them to inform readers, draw implications, and make recommendations.

Summary

The preceding literature review reveals a history of the U.S. Army that valued positive character in its soldiers since the force's birth, but that had no formal conception of the term until the 20th century. At about the same time as it began to codify a common understanding of "character," the Army also began to dabble in broad character education for the entire force, an effort that eventually foundered. Over the last 25 years, the service has reengaged with the importance of character development through new efforts, but these efforts, too, appear halting.

It is also apparent from the literature that, while both commissioning sources produce officers for the United States Army, USMA and ROTC educational environments and curricula differ significantly. These differences form the impetus for the case study, which is the qualitative research method expanded upon in the next chapter. Both case study research and the Kirkpatrick Model have been successfully applied to education and educational outcomes in various studies conducted in recent

⁶⁷ Weipeng Yang and Hui Li, "Cultural ideology matters in early childhood curriculum innovations: a comparative case study of Chinese kindergartens between Hong Kong and Shenzhen," *Journal of Curriculum Studies* 50, no. 3 (January 2018): 1, <https://doi.org/10.1080/00220272.2018.1428367>.

years, underpinning the viability of the methodology and research design explained in chapter 3.

CHAPTER 3
RESEARCH METHODOLOGY

Introduction

The methodology for this thesis is qualitative in approach and draws on the case study method as described by Robert K. Yin in his seminal *Case Study Research and Applications*. Qualitative approaches (and particularly case studies) are better suited than quantitative methods at addressing “how” and “why” research questions such as those driving this thesis.⁶⁸ Qualitative methods are also better suited to study small sample sizes and to dive deep into the fundamental dynamics underpinning a problem. Moreover, researching character education means examining how normative behavior is taught and inculcated, which is best approached from a social constructivist perspective rather than a positivist, quantitative approach.⁶⁹ For this thesis, the author collected non-numerical, descriptive data through interviews and documents to understand the problem as previous research has failed to do, to explore the problem and better gain “a complex, detailed understanding of the issue,” and because “quantitative measures and the statistical analyses simply do not *fit* the problem.”⁷⁰

This thesis seeks to understand the differences in character education between USMA and ROTC by comparing and contrasting how each develops and designs its

⁶⁸ Yin, *Case Study Research and Applications*, 10.

⁶⁹ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 3rd ed. (Thousand Oaks, CA: Sage Publications, 2009), 8.

⁷⁰ Creswell, *Qualitative Inquiry & Research Design*, 39-40.

character education curriculum, determining the disparities in their delivery of character education, and illuminating how these two commissioning sources assess character education. To accomplish this, this thesis uses case study methodology to answer the research questions. John Creswell describes case study as “a qualitative approach in which the investigator explores a bounded system (a case) . . . over time, through detailed, in-depth data collection involving multiple sources of information . . . and reports a case description and case-based themes.”⁷¹ Specifically, this thesis uses an embedded, single-case design wherein “within a single-case (the first level), attention is also given to a subunit or subunits (a second level).”⁷² The Army as a whole is the overall case unit with USMA and ROTC filling subunit roles. This thesis analyzes and synthesizes “the similarities, differences and patterns across” USMA and ROTC character education which “share a common focus or goal” in order to “produce more generalizable knowledge about causal questions—how and why [these] programmes . . . work or fail to work.”⁷³

Research Methodology and Design

The author proceeded through the following research design as laid out in Yin’s *Case Study Research and Applications*:

⁷¹ Creswell, *Qualitative Inquiry & Research Design*, 73.

⁷² Yin, *Case Study Research and Applications*, 54.

⁷³ Delwyn Goodrick, *Comparative Case Studies*, Methodological Briefs: Impact Evaluation No. 9 (Florence: UNICEF Office of Research, 2014), 1, <https://www.unicef-irc.org/publications/754-comparative-case-studies-methodological-briefs-impact-evaluation-no-9.html>.

Define and Design

Develop the theory, select the case, and design the data collection protocol. The first phase involved defining the problem and developing the research questions found above. It also involved choosing the theoretical approach and deciding on the methodology. Following this, the author developed an initial data collection protocol that provided an overview of the case study, detailed the data collection procedures, identified protocol questions, and tentatively outlined the case study report.⁷⁴ The procedures detailed and questions identified in this phase were specifically designed to answer the research questions. The protocol is described below.

Prepare, Collect, and Analyze

Conduct the case study, and write the case report. This phase was dominated by interviews and requests for documentation to collect evidence in support of the case study. (See Data Collection Procedures below.) The evidence converged to strengthen the study's construct validity.⁷⁵ The case study analyzed four categories of each institution's character education programs in turn, comparing and contrasting how USMA and ROTC pursue their programs in each category. This thesis examined the four categories (curriculum, lessons, non-lesson character education, and assessment) using a configurative-idiographic method. That is, the comparison aimed to "present depictions of the overall *Gestalt* (i.e., configuration)," so that the comparison may "allow facts to

⁷⁴ Yin, *Case Study Research and Applications*, 95.

⁷⁵ *Ibid.*, 128.

speak for themselves or bring out their significance by largely intuitive interpretation.”⁷⁶

In other words, this study intended to present the disparities between the programs without evaluating them. Of note, this thesis applied the Kirkpatrick Model as a theoretical lens for the fourth category.

Analyze and Conclude

Draw comparative conclusions, modify the theory as needed, develop policy implications, and write the final case report. The final phase of research overlapped with the previous phase and involved the comparative analysis of the subunits, an examination of implications, recommendations for Army leader consideration, and recommendations for future research.

Research Protocol

Overview of the Case Study

Chapters 1 and 2 of this thesis serve as the relevant background for the research protocol, but this section summarizes key points. First, this thesis seeks to answer the primary research question: What are the differences in character education between the U.S. Military Academy and U.S. Army ROTC programs? The secondary research questions that underpin the thrust of this thesis are: (1) How do USMA and ROTC differ in the development and design of character education curriculum?; (2) How do USMA

⁷⁶ Harry Eckstein, “Case Study and Theory in Political Science,” in *Handbook of Political Science*, vol. 7, *Strategies of Inquiry*, ed. Fred I. Greenstein and Nelson W. Polsby (Reading, MA: Addison-Wesley Publishing Company, 1975), 97.

and ROTC differ in the delivery of character education?; and (3) How do USMA and ROTC differ in assessing character education?

Answering these questions illuminates the differences in character education between the institutions and helps to determine if improvements may be made in evaluating character education for the Army as a whole. To answer the questions, this study employed case study methodology and relied on interviews with subject matter experts and documentary evidence to examine character education at USMA and ROTC programs.

Data Collection Procedures and Participants

Interviews constitute the primary source of data for this thesis, supplemented by documentary evidence. The author contacted leaders responsible for character education curriculum development and delivery at both USMA and Cadet Command to conduct interviews. These interviews sought subject matter expertise, important knowledge, and unique experience key to understanding each commissioning source's educational approach; they did not seek personal information or opinion. Because of travel restrictions, all interviews were conducted remotely using common teleconference platforms.

The author also requested from these contacts curriculum and lesson materials—to include syllabi, lesson plans, and other resources—and materials related to character education assessment, including assessment instruments and results. The requested documents provided additional points of comparison to bolster construct validity.

Of import, conducting these interviews and obtaining documents required initial permission from approval authorities at both USMA and Cadet Command. The author received such permission (see Appendices B and C) in addition to approval for human subject research from the U.S. Army Command and General Staff College (CGSC) Institutional Review Board (IRB) (see Appendix A). Interviews were limited to subject matter expertise, and the author did not receive any sensitive documentary data. Confidentiality and ethical assurances are addressed below.

Protocol Questions

It is important to note that the protocol questions are aimed at the researcher and help to guide inquiry. While they certainly inspired the development of interview questions, they are not the list of questions that were asked of interviewees.⁷⁷

Describe the character education curricula at USMA and ROTC programs; compare. Ask questions/collect data related to:

1. Lessons, course material, lesson preparation material
2. Syllabi, training support packages, programs of instruction (POIs)
3. Institutional goals related to character education
4. Amount of classroom-based character education
5. Nature and description of non-classroom-based character education

Understand how character education is assessed. Ask questions/collect data related to:

1. Expected/desired outcomes of character education

⁷⁷ Yin, *Case Study Research and Applications*, 99.

2. Assessment instruments and methodology
3. Assessment results

Determine if the Army evaluates character education outcomes after cadets graduate and commission; if so, how? If not, why not? Ask questions/collect data related to:

1. Existence of character assessment
2. Existence of any instrument measuring differences between officers by commissioning source

Data Analysis Presentation

This thesis presents and analyzes the case study in chapter 4, comparing the USMA and ROTC character education programs in four distinct categories: curriculum development and design, character education delivery, non-lesson character education, and assessment. In the curriculum category, this study considers the guiding influences on the curriculum (such as higher headquarters guidance and requirements) as well as the curriculum design process itself. The literature does not agree on a single definition for the term “curriculum,” but a synthesis of three common scholarly perspectives encapsulates this category in the data presentation: “a set of school experiences [that] includes . . . extracurricular activities . . . [and] is a plan tied to goals and related objectives . . . targeting specific knowledge, behavior, and attitudes.”⁷⁸ This category may be viewed as the institutions’ overarching and formal character education guidance, to include its goals and objectives.

⁷⁸ Wiles, *Leading Curriculum Development*, 2.

The second category deals with the delivery of formal character education lessons. It pays special attention to variations in instructor background, education, and training but also considers available lesson material, lesson preparation resources and styles, and methods of lesson delivery and pedagogy. The third category, non-lesson character education, considers the influences of material outside of formal lessons and courses on the overall character education programs. Such influences may include how the institution (e.g., its climate/culture or unique requirements) affects character education, how peer networks contribute, and how additional non-lesson events (e.g., extracurricular activities) influence character education.

The final category, assessment, examines the methods by which USMA and ROTC evaluate their respective character education programs. It applies the Kirkpatrick Model to determine how USMA and ROTC evaluate character education through the first three levels of the model. Methods may include observation, graded assignments, surveys, and other means.

Informed Consent, Confidentiality, and Ethical Considerations

This study aligns with the foundational principles of the Belmont Report.⁷⁹ It was reviewed by the U.S. Army Command and General Staff College Human Protections Director and determined to not meet the criterion of research involving human subjects (see Appendix A). Even so, this thesis follows the measures below to ensure compliance

⁷⁹ National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, *The Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research* (Washington, DC: United States Government Printing Office, 1979), <https://www.hhs.gov/ohrp/regulations-and-policy/belmont-report/read-the-belmont-report/index.html>.

with respect to informed consent, confidentiality, and ethical considerations as prescribed in the Belmont Report.

Informed Consent

All interviews were conducted with Army uniformed personnel or Department of the Army Civilians and were strictly voluntary. They are subject matter experts, not the subjects of human research. Even so, the author obtained formal written consent from interviewees (see Appendix D), and interviewees could withdraw consent at any time. Interview questions were posed to elicit objective answers from interviewees and to avoid answers based on opinions and judgements.

Confidentiality

Confidentiality was afforded to all interview subjects as a condition of their informed consent. As a result, this thesis withholds the names and specific titles of all interviewees while providing generic information in citations for context.

Ethical Considerations

This thesis relied on interviews with individuals who have knowledge and experience in Army character education and documentary evidence. While the results of the interviews, the interviews themselves, or other data collected during research for this thesis are not considered sensitive, the author took care to omit all personally identifiable information (PII).

Interview transcripts and other data will be maintained on the author's personal computer hard drive for a minimum of three years under password protection. Any handwritten notes or other hard copy data will be stored in a locked file drawer,

segregated from all other professional materials for three years after the approval of this thesis. The author is prepared to produce the materials if required by the thesis committee or CGSC Academic Quality Review representative.⁸⁰ The author will destroy these files after the three-year period. The data will not be shared otherwise except with the interviewee in the case of interview transcripts upon the individual's request.

Risk is inherently minimal given the nature of the material. However, it is not possible to eliminate all risk. For instance, any off-hand remarks that may be interpreted as derogatory or otherwise negative in nature may reflect poorly upon interviewees. Such comments are not germane to this thesis and are not included, and as mentioned above, the author will not release any transcription except to the interviewee.

Benefits, on the other hand, may accrue to participants. The author will share research findings and the final thesis with leaders at USMA, Cadet Command, and other Army organizations that may be in a position to learn from them and perhaps influence positive change in character education and its assessment. Ultimately, an improved Army with a strong collective character benefits the entire nation.

Summary

This chapter described the research methodology used to gather data and answer each of the research questions. By following a case study research design, this thesis describes how USMA and ROTC differ in their character education programs by

⁸⁰ Office of the Under Secretary of Defense for Research and Engineering, Department of Defense Instruction (DoDI) 3216.02, *Protection of Human Subjects and Adherence to Ethical Standards in DoD-Conducted and -Supported Research* (Washington, DC: Department of Defense, April 15, 2020), <https://www.esd.whs.mil/DD/>.

comparing curriculum development and design, education delivery via formal and informal methods, and assessment methods. Through interviews and document analysis described in this chapter, this thesis developed a comparative case study that considers the character education programs and situates assessment comparison within the lens of the Kirkpatrick Model. Along the way, the author took care to adhere to the ethical considerations described in this chapter.

The next chapter details the case study of the character education programs in the USMA and ROTC settings and presents the comparison, analysis, and findings. Chapter 5 concludes the thesis and offers implications, recommendations, and potential future research opportunities.

CHAPTER 4

CASE STUDY AND ANALYSIS

Introduction

This chapter presents the results of the study by exploring the differences between the USMA and ROTC character education programs in four sections. The first section answers secondary research question one and examines the curriculum for each of the two studied commissioning sources, considering the overall curriculum structure and design, the character curriculum specifically, and the influences bearing on each. Sections two and three answer secondary research question two by exploring character education delivery. The second section considers the formal, classroom-based character education as delivered at both venues, paying attention to instructor selection, education, and training before exploring lesson preparation and surveying character lesson makeup, sequencing, and design. In the third section, this thesis explores the non-lesson character education—the role of institutional culture, concurrent character development (such as during field training), extracurricular activities, the influence of honor and academic integrity policies, the role of Title IX (regarding sexual harassment and assault), and diversity. The final section answers the third secondary research question and examines how USMA and ROTC assess their character education programs, applying the Kirkpatrick Model to understand the boundaries of evaluation as they currently exist.

Curriculum

Regardless of commissioning source, all aspiring officers complete the tasks enumerated on the Master Common Core Task List (CCTL) to earn a commission in the

U.S. Army.⁸¹ These tasks and their associated time requirements, adjudicated by the U.S. Army Center for Initial Military Training (CIMT), are nearly identical across the commissioning sources: Basic Officer Leader Course-A (BOLC-A; this includes USMA, ROTC, and OCS), the Direct Commissioning Course (DCC; both for medical and non-medical officer candidates), and Warrant Officer Candidate School (WOCS).⁸² The Army, however, affords latitude to the commissioning sources to develop the curricula as they see fit.⁸³ Differences therein serve as the point of deviation for character education between USMA and ROTC, and this section explores those curricular differences. This thesis will first examine each institution’s curriculum development and design process, then it will shift to explore how each approaches character curriculum.

ROTC

ROTC Curriculum Overview

U.S. Army Cadet Command’s Curriculum Development Division (CDD), part of the Directorate of Leadership Development and Education (DOLDE) and located at Fort Knox, Kentucky, leads the effort to develop the ROTC curriculum.⁸⁴ The CCTL drives the annual curriculum development cycle. Early each year—February or March—

⁸¹ United States Army Cadet Command (USACC), “FY2021 Master Common Core Task List,” ROTC Blackboard, July 1, 2020, <https://rotc.blackboard.com>.

⁸² Ibid.

⁸³ United States Army Training and Doctrine Command (TRADOC), TRADOC Regulation 350-36, *Basic Officer Leader Training Policies and Administration* (Fort Eustis, VA: Headquarters, TRADOC, February 20, 2020), 16.

⁸⁴ Note: By design, the ROTC curriculum has very little influence on cadets’ academic curriculum, which is largely controlled by the college or university.

proponents from the various commissioning sources gather at a CCTL Conference to decide on the distribution of tasks between BOLC-A (the commissioning sources) and BOLC-B (the branch-specific initial professional military education course for newly-commissioned second lieutenants). Once the division of task responsibility is complete and the new CCTL published, the CDD’s annual curriculum development cycle begins.⁸⁵

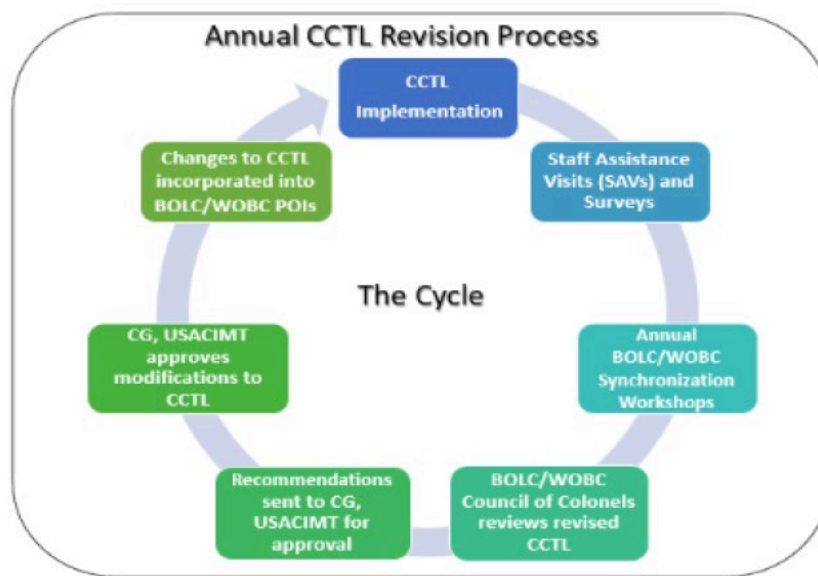


Figure 2. Annual CCTL Revision Process from TRADOC Regulation 350-36

Source: United States Army Training and Doctrine Command (TRADOC), TRADOC Regulation 350-36, *Basic Officer Leader Training Policies and Administration* (Fort Eustis, VA: Headquarters, TRADOC, February 20, 2020), 16.

⁸⁵ United States Army Cadet Command (USACC) curriculum officials, interview by author, Microsoft Teams, January 28, 2021. Note: all interviews were confidential; the names of interviewees are withheld by design and mutual agreement.

According to Cadet Command curriculum officials, the CCTL does not change much from year to year, but Cadet Command nevertheless works to identify any changes, review the associated tasks and enabling learning objectives (ELOs), and study training and evaluation outlines from each task’s proponents for updates.⁸⁶ CDD then gathers the course managers to determine how they will divide the requirements across each academic term. A challenge for the CDD is to translate CCTL tasks to educational products—crafting the Army’s pre-commissioning requirements into a format for outcomes-based training and education (OBT&E).⁸⁷

The CCTL, thus, is the key driver of the ROTC curriculum, to include character education. Another driver is organizational leadership, especially the Commanding General of Cadet Command, who provides guidance to the development process. The CDD also seeks input from ROTC units, soliciting syllabi, course maps, and best practices from the lowest levels as part of its Curriculum Review Process (CRP). In this way, the curriculum improves with feedback from above and below. In addition to its annual curriculum update, the CDD also deep-dives into each year of the Military Science (MS) program on a three-year rotation, looking at MS I and MS II; MS III and “labs;” and MS IV. Once the curriculum is finalized, the Deputy Commanding General of Cadet Command approves the product.⁸⁸

⁸⁶ USACC curriculum officials interview.

⁸⁷ Ibid.

⁸⁸ Ibid.

CDD releases curriculum changes in two waves corresponding with the academic semesters: March 31 for the fall semester and September 30 for the spring semester.⁸⁹ This gives ROTC units lead time to create their own lesson plans and training schedules. Because of the dispersed nature of ROTC and the varied, unique situations of each campus, Cadet Command cannot dictate training schedules or manage individual programs tightly. They must trust Professors of Military Science (PMSs) and their faculty to deliver the curriculum. In this way, Cadet Command provides the requirements, course descriptions, end states, and copious tools (from slides to readings to additional material), but each ROTC unit must develop their own lesson plans and deliver the curriculum as they tailor it to their program. Such tailoring often draws on faculty personal experience to influence all areas of the curriculum, including character.⁹⁰

ROTC Character Curriculum

The character curriculum is scattered throughout the entire ROTC experience. In the first semester of the freshman Military Science course (MS I), ROTC instructors deliver three classes related to the Army profession, Army Values, Warrior Ethos, and leadership in the Army.⁹¹ Lessons 8 and 9 are of particular interest to this study as they directly address values and ethics, assigning cadets to read chapter 2, “Character,” of ADP 6-22, the Army’s leadership doctrine. A portion of the intended Lesson 8 outcome

⁸⁹ USACC curriculum officials interview.

⁹⁰ Ibid.

⁹¹ United States Army Cadet Command (USACC), “Course Maps AY 20-21 MASTER,” (PowerPoint presentation, ROTC Blackboard, 2020), <https://rotc.blackboard.com>.

reads: “As Cadets and future military officers, they are expected to embrace and live by the Army values; additionally, they are expected to begin to develop and demonstrate the attributes of the profession.”⁹² This outcome demonstrates that the curriculum seeks to develop a shared, reinforcing culture among cadets. Additional lessons—including those on morals and ethics—populate the curriculum through the second year.⁹³ But does the curriculum reinforce these lessons beyond a cursory introduction?

MS101: Introduction to the Army											
Lesson 01 Course Overview	Lesson 02 The US Army	Lesson 03 US Military Customs and Courtesies	Lesson 04 Basic Map Reading	Lesson 05 Basic Land Navigation	Lesson 06 Basic First Aid	Lesson 07 * Fieldcraft/ Preventive Medicine	Lesson 08 * The Profession of Arms	Lesson 09 * Seven Army Values and Warrior Ethos	Lesson 10 Army Leadership	Lesson 11 IMT and Team Formations/ Movements	Lesson 12 * Final Exam
Lab 01 Commander's Time	Lab 02 Drill & Ceremony	Lab 03 Team Building Exercise	Lab 04 Land Navigation I	Lab 05 Land Navigation II	Lab 06 Tactical Combat Casualty Care (TC3)	Lab 07 Fieldcraft	Lab 08 Pre-Combat Checks & Inspections for FTX	Lab 09 Military Communications	Lab 10 Pre-Marksmanship Instruction (PMI)	Lab 11 Individual Movement Techniques (IMT)	Lab 12 Team & Squad Movement Techniques

NOTE: * = Writing Program Assignments – Lessons 08 and 09 (Go to MS100-200 Writing Assign Matrix in Course Overview folder for additional information)
 * = Evaluations - Mid/Final Exam and Semester Journal Assignments: Due during **L07** and **L12** (Refer to MS101 CMP or MS100-200 Writing Assign Matrix in L01 Course Overview folder)

Figure 3. Course Map for ROTC Cadet, First Semester of First Year

Source: United States Army Cadet Command, “Course Maps AY 20-21 MASTER,” (PowerPoint presentation, ROTC Blackboard, 2020), <https://rotc.blackboard.com>. Note: Red outline emphasis added by author to indicate lessons involving character education.

While the third year of instruction is especially geared toward preparing cadets for the advanced camp (no other entire academic year has more lessons dedicated explicitly

⁹² United States Army Cadet Command (USACC), Curriculum Development Division (CDD), Lesson Plan, MS101, Lesson L08, “Profession of Arms,” ROTC Blackboard, March 31, 2020, <https://rotc.blackboard.com>.

⁹³ USACC, “Course Maps AY 20-21 MASTER.”

to training than even one semester of the MS III curriculum), cadets' final year before commissioning revisits the themes of the Army Ethic and ethical decision making.⁹⁴ Overall, the character curriculum follows a prescriptive format derived directly from the CCTL—specifically tasks two, nine, and ten⁹⁵—which is itself derived from the Army Leadership Requirements Model (ALRM).⁹⁶

While the character-based lessons certainly address character topics, there is no overarching character development system comparable to the West Point Leader Development System (WPLDS). Interestingly, Cadet Command developed such a system (dubbed the Cadet Character and Leader Development Strategy or CCLDS) in 2016 that aimed to “comprehensively integrate and synchronize USACC’s Leader Development Programs” by “providing a uniform understanding of Cadet character and leadership development requirements across the command by [Military Science Level] and how they will be assessed for progression and other developmental activities.”⁹⁷ The concept did not live far beyond a final coordinating draft, but some efforts are underway to retain key tools of that strategy.⁹⁸ Even so, the basic ALRM framework provides some degree of character education integration.

⁹⁴ USACC, “Course Maps AY 20-21 MASTER.”

⁹⁵ ROTC Blackboard, “FY2021 Master Common Core Task List.”

⁹⁶ TRADOC, TRADOC Regulation 350-36, 34.

⁹⁷ United States Army Cadet Command (USACC), *Cadet Character Leader Development Strategy*, Final Coordinating Draft (Fort Knox, KY: Headquarters, USACC, April 2016), 2, 4.

⁹⁸ USACC curriculum officials interview.

After examining the USMA curriculum below, the following section will explore how individual ROTC programs approach character lessons. Aside from the formal lessons, however, Cadet Command expects that character is continuously developed through cadre observation, feedback, and counseling. In the end, the CDD expects that cadets who complete its curriculum will “demonstrate character, competence, and commitment” and “be a trusted Army professional.”⁹⁹

USMA

USMA Curriculum Overview

The West Point curriculum encompasses the entirety of a student’s undergraduate experience. Four programs comprise the curriculum: academic, military, physical, and character. These programs form the “Individual Leader Development” component of the West Point Leader Development System (WPLDS). In conjunction with the “Leadership Development” component (in which cadets practice following and leading in successive military positions and summer training opportunities) and other identified factors (the environment, feedback, mentors, ceremonies, and officer/NCO leadership and role modeling), these elements are designed to cultivate a “culture of character growth” that ultimately fulfills the Academy’s mission of “developing leaders of character.”¹⁰⁰

⁹⁹ USACC curriculum officials interview.

¹⁰⁰ United States Military Academy (USMA), *Developing Leaders of Character: The West Point Leader Development System* (West Point, NY: USMA, 2018), 12.

Table 2: WPLDS Core Development Experiences

		Freshman (Plebe)	Soph. (Yearling)	Junior (Cow)	Senior (Firstie)		
Cadet Company Tactical Officer & Tactical NCOs are primary integrators of each cadet's experience							
Faculty and Staff are role models for all cadets							
Culture of Character Growth	Individual Leader Development	Academic Program	Academic Curriculum (Bachelor of Science) 27 x Core Courses (STEM & Humanities) and 10 x Electives Choose 1 of 36 Academic Majors, 1 of 6 Engineering Tracks, and 1 of 8 Language Req.				
		Military Program	<u>Cdt Basic Tng skills</u>	<u>Cdt Field Tng skills</u>		<u>Cdt Ldr Dev Tng skills</u>	
			Intro. to Warfighing	Fund. Army Opns	Platoon Operations		
			2 x APFT	2 x APFT	2 x APFT	2 x APFT	
		Physical Program		IOCT	IOCT	IOCT	
			Boxing	Personal Fitness	Combatives	Unit Fitness	
			Military Movement	Survival Swimming	Lifetime Physical Activity [^]		
	Competitive Sports (intercollegiate, competitive club, or company athletics)						
	IADs		AIAD/MIAD/PIAD[^]				
	Character Program	Cadet Character Development Program					
		Leader Challenge					
	Leadership Development	<i>Practice Following</i>	<i>Practice Leading</i>	<u><i>CBT Mem. of Sqd</i></u>	<u><i>CFT Mem. of Sqd *</i></u>	<u><i>Sum. Ldrship Detail</i></u> <i>SL/PSG/PL/staff *</i>	<u><i>CLDT Patrol Leader</i></u> <i>SL, PSG, PL *</i>
				<i>1st Acad. Sem. MOS*</i>	<i>3rd Acad. Sem. Team Ldr*</i>	<i>5th Acad. Sem. SL, PSG, or NCO*</i>	<i>7th Acad. Sem. PL, CO, Officer, or Tm CPT *</i>
				<i>2nd Acad. Sem. MOS*</i>	<i>4th Acad. Sem. Team Ldr *</i>	<i>6th Acad. Sem. SL, PSG, or NCO*</i>	<i>8th Acad. Sem. PL, CO, Officer, or Tm CPT *</i>
		Cadet Troop Leader Training (CTLT) [^]					
Environment		<i>Life in the Corps: cadet companies, chain of command, regulations & standards, stewardship</i>					
		<i>Honor System and Code</i>					
	<i>Aspirational Creeds: Cadet Creed, Worth's Battalion Orders, Schofield's Def. of Discipline, etc.</i>						
	<i>Cadet Character Committees</i>						
Feedback	Cadet Observation Reports (CORs)						
	Periodic Develop. Reviews (PDRs) (4 x semester providing a 360-degree eval)						
	<i>Cadet Development Reports* (1 x semester)</i>						
Mentors	Plebe Sponsors		PL300 Mentors				
	Department Academic Counselors (DACs)						
See Appendix G for Glossary of terms	Ceremonies	Oath; Acceptance	CFT Graduation	Affirmation	Ring; Commissioning		

Legend | **Bold & Underlined** = occurs during summers
Italicized = cadet led
 *= performance assessed in a force - distributed way
 ^= must complete at least once during cadet career

Figure 4. West Point Leader Development System (WPLDS) Core Developmental Experiences

Source: United States Military Academy (USMA), *Developing Leaders of Character: The West Point Leader Development System* (West Point, NY: USMA, 2018), 12.

This broad strategy—rooted in the WPLDS—guides character education at West Point and provides an overarching framework that influences each of the four programs. Character influence notwithstanding, each program is also responsible for developing its respective curriculum. The academic program operates much as those at colleges and universities nationwide, divided into academic departments that offer majors and courses for students to develop “deep disciplinary knowledge as well as the agility and imagination to work in a variety of venues and across any number of disciplines.”¹⁰¹ The academic program owns much of the responsibility for the Academy’s accreditation to award Bachelor of Science degrees to its graduates. Its curriculum is approved by the Academic Board, led by the Dean of the Academic Board, with final authority resting with the Superintendent (who is, by regulation, presiding member of the Board).¹⁰²

The Commandant of Cadets directs the USMA military, physical, and character programs, bearing responsibility for the curriculum of each with the advice of the Academic Board and the final approval authority of the Superintendent.¹⁰³ This section addresses each of these programs in turn. The military program bears closest resemblance to Cadet Command’s ROTC programs. Like ROTC, USMA’s military program ensures that West Point cadets fulfill the CCTL requirements for commissioning, but it also

¹⁰¹ Brigadier General Cindy R. Jebb, “Preface,” in United States Military Academy (USMA), *Educating Army Leaders: Developing Intellect and Character to Navigate a Diverse and Dynamic World* (West Point, NY: USMA, 2020), iii.

¹⁰² Headquarters, Department of the Army (HQDA), Army Regulation (AR) 150-1, *United States Military Academy: Organization, Administration, and Operation* (Washington, DC: United States Government Publishing Directorate, March 5, 2019), 6-7.

¹⁰³ *Ibid.*, 4.

boasts that its program “far exceeds the BOLC-A minimum requirements.”¹⁰⁴ This claim is true inasmuch as the curriculum includes a sequence of military science courses in addition to formal and experience-based development (discussed below). The Commandant of Cadets delegates leadership of the military program to the Director of Military Instruction.

West Point’s physical program is led by the Department of Physical Education (DPE) and its director, the Master of the Sword. The physical program mandates a number of fitness courses for cadets throughout their time at the Academy.¹⁰⁵ From boxing to survival swimming to combatives and others, cadets must attend DPE courses as they do academic and military lessons.¹⁰⁶ Additionally, cadets must meet a number of physical requirements to graduate, including passing the Indoor Obstacle Course Test (IOCT) and participating in a mandatory competitive sports program.¹⁰⁷ As with other programs, the physical program’s curriculum meets and exceeds commissioning requirements.

Finally, the Commandant delegates responsibility for the West Point character program to the Simon Center for the Professional Military Ethic (SCPME), which is responsible for the stewardship of the Cadet Honor System, the Cadet Character

¹⁰⁴ United States Military Academy (USMA), *Military Program Strategic Plan: 2017-2022* (West Point, NY: USMA, 2015), 8.

¹⁰⁵ Colonel Nicholas H. Gist, “Foreword,” in United States Military Academy (USMA), *Physical Program, Academic Year 2019* (West Point, NY: USMA, 2019), 2.

¹⁰⁶ USMA, *Physical Program*, 11-12.

¹⁰⁷ *Ibid.*, 9-10.

Education Program (CCEP), and the MX400: Officership capstone course.¹⁰⁸ The Officership course is the character program's only formally scheduled academic course, but its CCEP spans the entire cadet undergraduate experience with honor education, personal-character education, and Army-ethic education. Similarly, stewarding the Cadet Honor Code also penetrates cadets' entire cultural experience.¹⁰⁹ These lines of effort are discussed below.

As is evident, USMA's overall course of instruction (COI) is developed in four separate but supporting programs, each with its own lead, though the Superintendent retains overall authority for all curricula. By regulation, the Department of the Army Headquarters approves the COI "scope and content based on the recommendations of the Superintendent," and the Academy itself is accredited by the Middle States Commission on Higher Education with some programs receiving accreditation from the Accreditation Board for Engineering and Technology.¹¹⁰

USMA Character Curriculum

USMA deploys its character curriculum through CCEP lessons distributed throughout the entire four-year experience, the Officership course taken in a cadet's final year, and through deliberate efforts to develop cadet character in the academic, military, and physical programs. CCEP begins the summer before a cadet's first academic term at

¹⁰⁸ United States Military Academy (USMA), *Character Program, Academic Year 2020* (West Point, NY: USMA, 2019), 5-6.

¹⁰⁹ *Ibid.*, 7.

¹¹⁰ HQDA, AR 150-1, 7.

Cadet Basic Training (CBT) and continues through every year.¹¹¹ For instance, new cadets at CBT receive three honor-related lessons in addition to lessons on the Army Values, Equal Opportunity (EO), and Sexual Harassment/Assault Response and Prevention (SHARP).¹¹² Cadets will continue to engage with these topics throughout their time at the Academy, for instance during a lesson on “preventing and addressing sexual harassment and sexual assault in the Army” during the fall semester of their final year.¹¹³

	CBT	4th Class	3rd Class	2nd Class	1st Class
Honor	Honor x 3	Honor x 3	Honor x 2	Honor x 2	Honor x 2
Virtue		Virtue x 2	Virtue x 2	Virtue	Virtue
Army Ethic	Army Values Respect/EO Respect/SHARP	Loyalty Respect/SHARP Fraternization	Selfless Service Integrity, Courage Responsible Alcohol	LDR Challenge LDR Challenge Respect in org	LDR Challenge LDR Challenge SHARP in Army

Figure 5. The USMA CCEP Lesson Distribution, by Class

Source: United States Military Academy (USMA), *Character Program, Academic Year 2020* (West Point, NY: USMA, 2019), 15.

Billed as the “Superintendent’s capstone course,” the MX400: Officership course challenges cadets to integrate and make sense of material from across the academic, military, physical, and character programs.¹¹⁴ With respect to character specifically, its

¹¹¹ USMA, *Character Program*, 15.

¹¹² *Ibid.*

¹¹³ *Ibid.*, 29.

¹¹⁴ USMA, *Educating Army Leaders*, 16.

outcomes are that “(1) cadets understand how character is integrated into all aspects of officership; (2) cadets understand the responsibility of commissioned officers to provide moral leadership; and (3) cadets are confident in their ability to fulfill the moral demands of officership.”¹¹⁵ Normally, SCPME publishes a new syllabus for the course before each semester, incorporating feedback from instructors and students.¹¹⁶

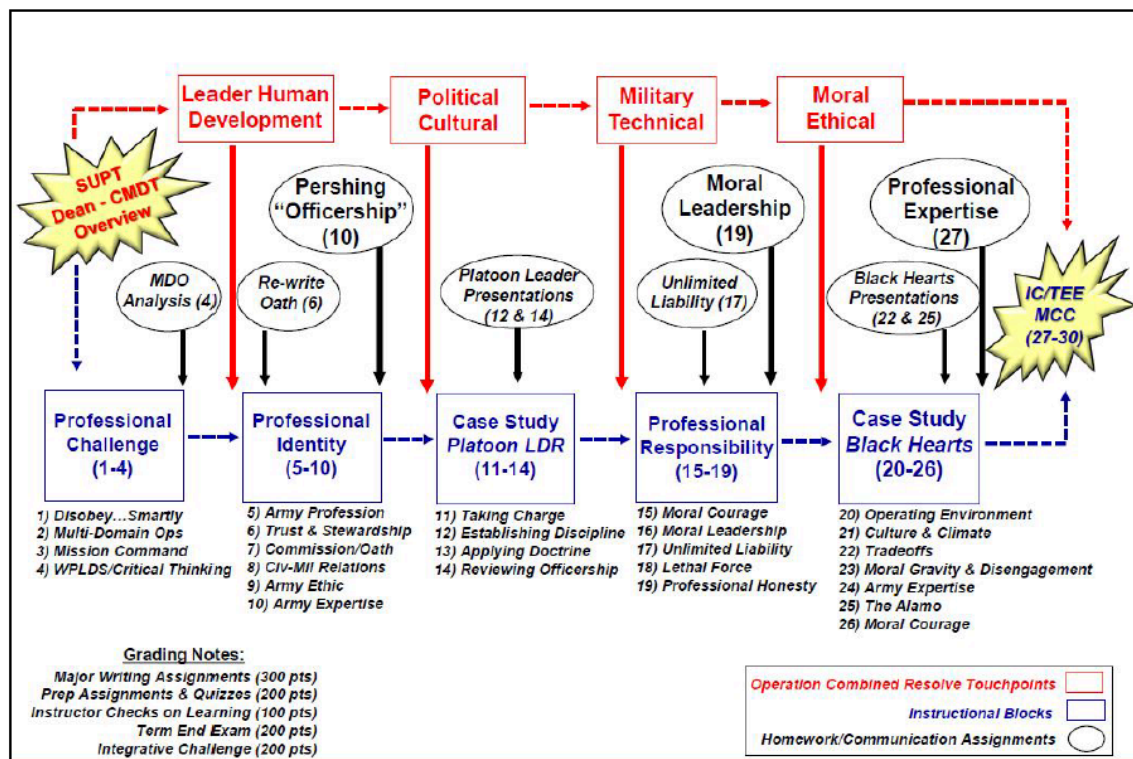


Figure 6. MX400: Officership Course Design

Source: United States Military Academy (USMA), *Character Program, Academic Year*

¹¹⁵ USMA, *Character Program*, 18.

¹¹⁶ United States Military Academy (USMA) character curriculum official and character instructor, interview by author, Microsoft Teams, April 15, 2021.

2020 (West Point, NY: USMA, 2019), 19.

While the academic program certainly contributes to the character efforts of the WPLDS as mentioned above, much of its curriculum offerings are not widely required for cadets. Each cadet must take an introductory philosophy course (PY201), but few, if any, other core course (excepting MX400) relates directly to the Army’s doctrinal definition of character.¹¹⁷ Nevertheless, the core courses are designed to interconnect through deliberately planned “threads” wherein “courses from multiple disciplines ... explore similar concepts within the core program, often providing complementary yet distinct perspectives on shared themes.”¹¹⁸ Two such threads—the “Region-Culture” thread and the “Gender, Sexuality, and Respect (GSR)” thread—can be linked to character. Cadets also have some freedom to choose their majors and electives. In so doing, they may choose to take individual character-related courses such as Ethics (PY320) or the Politics of Race, Gender, and Sexuality (SS392).¹¹⁹

Overall, USMA possesses an exhaustively documented and outlined strategy and system for pursuing its top strategic imperative—“Leaders of Character”—by way of two lines of effort: “Develop Leaders of Character” and “Cultivate a Culture of Character

¹¹⁷ United States Military Academy (USMA), *Academic Program, Curriculum and Course Descriptions* (West Point, NY: USMA, July 24, 2020), <https://courses.westpoint.edu/>.

¹¹⁸ USMA, *Educating Army Leaders*, 16.

¹¹⁹ USMA, *Academic Program*.

Growth.”¹²⁰ This unity of message and effort from the top down through each program synchronizes the aggregate curriculum and provides an overarching impetus for character education across the cadets’ undergraduate experience. But the system still struggles with coordination and integration as will be discussed in the assessment section.

Secondary Research Question #1

Table 1. Differences in the Development and Design of Character Education between USMA and ROTC

	ROTC	USMA
Inputs	<ul style="list-style-type: none"> • CCTL, ALRM, leader guidance • HQ solicits feedback from dispersed ROTC programs 	<ul style="list-style-type: none"> • CCTL, ALRM, leader guidance • Easier, more horizontal feedback (formal and informal) • Gold Book
Distribution & Control	<ul style="list-style-type: none"> • Centrally developed, widely dispersed • Minimal control of execution; maximum teaching flexibility 	<ul style="list-style-type: none"> • Developed closer to instructors, no geographic separation • More control over graded assignments; generous teaching flexibility
Total Curriculum Coordination	<ul style="list-style-type: none"> • Character education limited to Military Sciences classes and other ROTC activity • ALRM provides framework that includes character assessment 	<ul style="list-style-type: none"> • Character education formally and informally pervades every aspect of USMA • WPLDS provides a more robust framework than ALRM alone, though character assessment is currently uncoordinated

¹²⁰ United States Military Academy (USMA), *The USMA Strategy* (West Point, NY: USMA, 2019), 10.

Source: Created by author.

ROTC and USMA share many of the same inputs to their curricula, especially the CCTL and the ALRM. Each commissioning source also generally follows the guidance of their institutional leadership. With respect to character education curriculum specifically, USMA goes further by following the broad guidelines provided in the Character Program Gold Book, which is approved by the Academic Board. ROTC has no comparable guiding document. Finally, both USMA and ROTC use feedback to influence changes to their curricula (both broadly and with character specifically), but the feedback differs. ROTC solicits more traditional bottom-up feedback from its dispersed ROTC units nationwide; feedback at USMA benefits from its collocated faculty, resulting in more horizontal feedback that occurs both formally in recurring meetings and reports and informally through faculty sharing.

The geographic circumstances for each organization also influence curriculum distribution and control. ROTC centrally develops its curriculum at Cadet Command Headquarters, Fort Knox, Kentucky and distributes it electronically to the approximately 275 Army ROTC programs at over 1,100 colleges and universities nationwide. Consequently, Cadet Command exercises minimal control of adherence to the details of the curriculum, trusting cadre/faculty to meet the learning objectives. USMA curriculum directors develop their products at a more intermediate level than ROTC, within each program and collocated with instructors. This allows for more control, particularly of graded assignments within the MX400: Officership course. In the delivery of lessons, however, USMA character instructors have general creative freedom and flexibility

within the boundaries of the syllabus and are actually afforded fewer lesson resources (such as slideshows and checks on learning) than their ROTC counterparts.

West Point's entire curriculum—academic, military, physical, and character programs—is coordinated as part of a single entity. Formal and informal character education spans all of these programs as described by WPLDS as each program pursues the task of developing cadet character. By design, ROTC cannot exercise the same control over the entire cadet experience and so lacks an equivalent overarching program that emphasizes character. However, ROTC programs do rely on the ALRM as described in ADP 6-22 as an integrating framework for evaluation and assessment across all of its activities. This includes assessments of character as one of the ALRM leadership attributes.

In that vein, the ROTC character education curriculum is limited to Military Science classes and other ROTC activities. ROTC has very limited influence on a cadet's academic experience. Conversely, character education formally and informally pervades every aspect of a USMA cadet's experience. The following section will descend from the Academy- and program-level documentation to explore lesson-level factors, to include instructor selection, training, and education; the lesson preparation process; and course design.

Character Education Delivery: Formal Lessons

This section considers the formal, classroom-based character education as delivered by USMA and ROTC instructors. While broader curricula described in the preceding section provide the education outcomes and parameters, it is up to individual instructors to deliver the education in a formal classroom setting. This section examines

formal lesson preparation and delivery, but it maintains a keener focus on USMA and ROTC instructor variation in terms of selection, education, and training.

ROTC Formal Lessons

The military personnel at Army ROTC programs are called “cadre/faculty,” “defined as any member of a SROTC Program who is responsible for . . . educating and training Cadets.”¹²¹ Interestingly, ROTC uniformed personnel at this level are expected to fill the separate roles of both faculty (“responsible for delivering the Military Science curriculum to Cadets in the classroom environment on campus”) and cadre (“when Faculty members perform the role of expert trainer during labs, field training exercises and Cadet Summer Training (CST)”).¹²² ROTC units vary by location, but most have one Professor of Military Science (PMS) who is typically a Lieutenant Colonel; one or more Assistant Professors of Military Science (APMS), typically Captains; one Senior Military Science Instructor (SMSI), usually in the rank of Master Sergeant; and one or more Military Science Instructors (MSIs), normally Sergeants First Class. The organization scales to program requirements, varies significantly at Senior Military Colleges, and is augmented by civilian staff.¹²³

¹²¹ Major General John R. Evans Jr., Commanding General, U.S. Army Cadet Command (USACC), Policy Memorandum 29, Subject: USACC Cadre/Faculty and Staff Development and Certification Program (On-Campus), September 21, 2018, Enclosure, Cadre/Faculty and Staff Development, 1, https://www.cadetcommand.army.mil/forms_pubs.aspx.

¹²² Ibid.

¹²³ United States Army Cadet Command (USACC), USACC Regulation 10-5, *Organizations and Functions* (Fort Knox, KY: Headquarters, USACC, February 2016), 109.

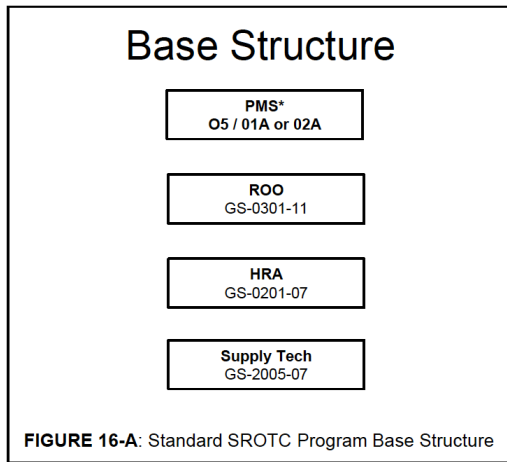


Figure 7. Standard ROTC Program Base Structure

Source: United States Army Cadet Command (USACC), USACC Regulation 10-5, *Organizations and Functions* (Fort Knox, KY: Headquarters, USACC, February 2016), 108.

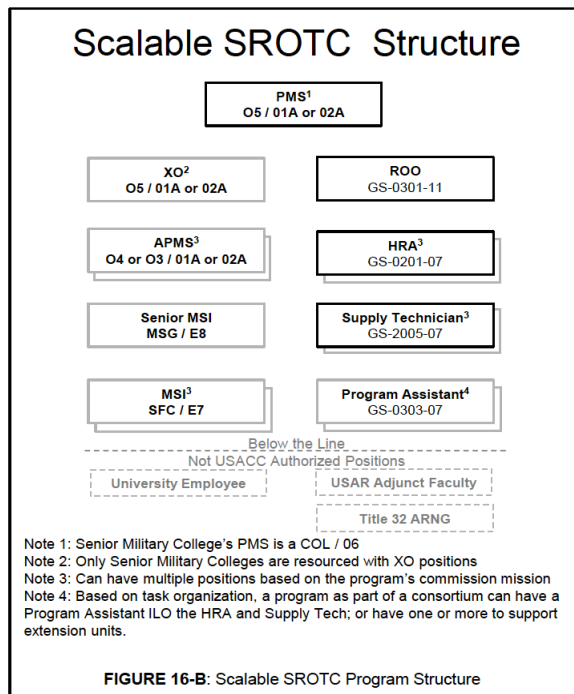


Figure 8. Scalable ROTC Program Structure

Source: United States Army Cadet Command (USACC), USACC Regulation 10-5, *Organizations and Functions* (Fort Knox, KY: Headquarters, USACC, February 2016), 109.

Cadet Command selects PMSs annually through a centrally-selected board process facilitated by U.S. Army Human Resources Command (HRC). According to the most recently published guidance, applicants must have possessed an advanced degree (masters or higher) before the board convened.¹²⁴ No program exists to provide such education after selection, and no other uniformed ROTC positions require advanced degrees. In fact, all other positions are filled through the Army's standard assignment cycle without the centralized scrutiny of a review board as with the PMS.

Upon assignment, all ROTC cadre/faculty must attend the nine-day Common Faculty Development-Instructor Course before arriving or within three months of arriving to the campus. PMSs and SMSIs must also attend the six-day University Senior Leader Course. This training comprises the instructor "Basic Proficiency Level." The "Intermediate Proficiency Level" includes attending the eight-day Observer, Coach, Trainer Academy followed by a one-to-three-month Cadet Summer Training cadre rotation or completing a full semester of teaching the Military Science curriculum. All uniformed ROTC cadre/faculty are required to complete both the Basic and the Intermediate proficiency levels of the "Tiered Development Model."¹²⁵ A final

¹²⁴ United States Army Human Resources Command (HRC), MILPER Message Number 20-160, "FY21 U.S. Army Human Resource Command Professor of Military Science (PMS) Centralized Selection Panel – (COL/LTC/MAJ)," June 9, 2020, https://www.cadetcommand.army.mil/cadre_info.aspx.

¹²⁵ Evans, memorandum enclosure, 2.

“Advanced Proficiency Level” is available upon completing the 4- to 5-week Master Educator Course, but USACC does not require it of its cadre/faculty.¹²⁶

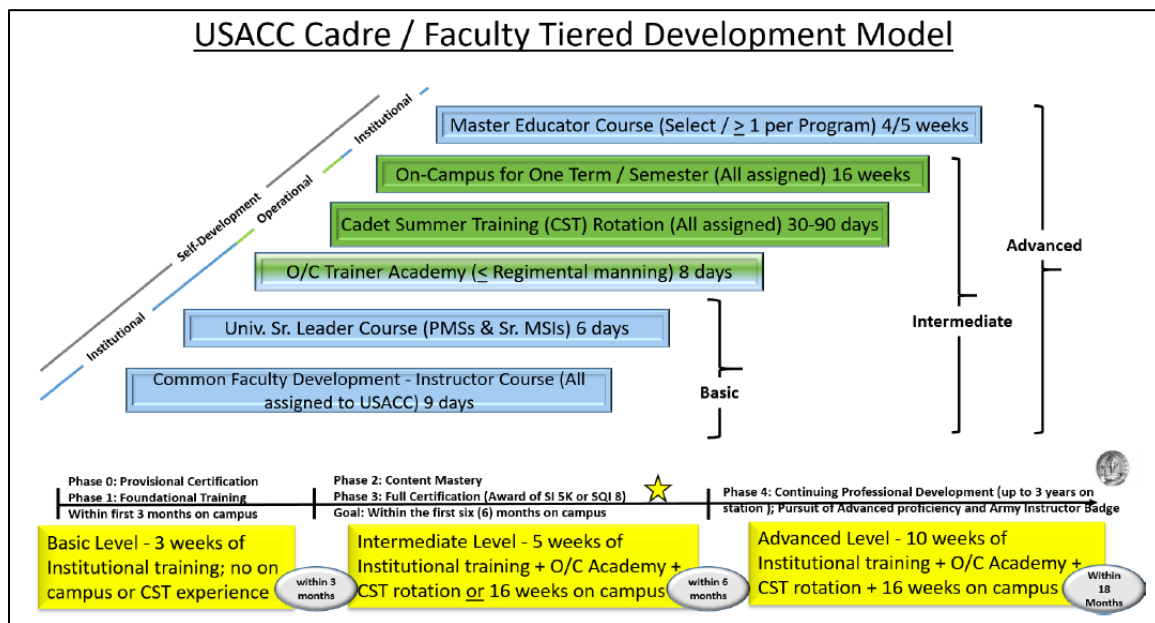


Figure 9. USACC Cadre/Faculty Tiered Development Model

Source: Major General John R. Evans Jr., Commanding General, U.S. Army Cadet Command (USACC), Policy Memorandum 29, Subject: USACC Cadre/Faculty and Staff Development and Certification Program (On-Campus), September 21, 2018, Enclosure, Cadre/Faculty and Staff Development, 2, https://www.cadetcommand.army.mil/forms_pubs.aspx.

Additionally, Cadet Command expects PMSs to certify and recertify instructors on a continuing basis.¹²⁷ To this end, some PMSs conduct additional new instructor training.¹²⁸ To summarize, Cadet Command requires no specific graduate education of its

¹²⁶ Ibid., 3.

¹²⁷ Evans, memorandum enclosure, 4-7.

¹²⁸ ROTC Professor of Military Science (PMS), interview by author, Zoom, February 16, 2021.

faculty (beyond a non-specified advanced degree for PMSs only) but does require baseline training. Additionally, faculty members teach across the curriculum on a sprawling range of topics in the categories of Leadership (in which formal character education lessons reside), Mission Command, Operations, and Training.

When developing lesson plans, PMSs and their faculty retrieve the curriculum published by CDD from the ROTC Blackboard website—typically after Cadet Summer Training (CST) concludes for the fall semester and before the winter break for the spring semester—look for changes, identify learning objectives, and plan accordingly. For instance, the learning objectives for MS401 Lesson L21, “The Army Ethic,” are (1) Describe the Army Ethic; (2) Relate the Army Values to the Moral Principles of the Army Ethic; and (3) Employ the Army Ethic in common situations.¹²⁹ The predominant approach by cadre/faculty is to meet the objectives by the end of a lesson, but to add to, take away from, or otherwise modify the lessons as provided to suit the instructor’s style and perceived important takeaways.¹³⁰ Such modifications include adding to or taking away from CDD-provided readings, modifying or disregarding provided slides, and adding personal experience.¹³¹ This meets with expectations from Cadet Command, which understands that cadre/faculty will “personalize the lesson” but trusts that they will also “teach the lessons and meet the outcomes.”¹³²

¹²⁹ USACC CDD, “The Army Ethic.”

¹³⁰ ROTC Professor of Military Science (PMS), interview by author, Zoom, February 10, 2021; ROTC PMS interview, February 16, 2021.

¹³¹ *Ibid.*

¹³² USACC curriculum officials interview.

It is in this personalization that PMSs identify factors that affect how they plan for and teach character lessons. A common thread is that PMSs seek to teach character lessons with a thematic approach that allows for revisiting important ideas. One PMS uses a story from his time as a lieutenant to emphasize the importance of internalizing the “Army right answer.” His approach seeks to instigate within cadets an internal conflict between personal values and Army values to force cadets to confront “who they are.”¹³³ Another sees character education as a means of addressing the Clausewitzian friction of war, seeking to teach cadets “to articulate the officer’s role in managing violence on behalf of the nation and make decisions under stress that conform with the law of land warfare and the moral and ethical bounds of the Army profession.”¹³⁴ These themes shape character lessons and the classroom discussions each instructor chooses to cultivate. As long as they meet the objectives as described above—in itself a subjective assessment—they have academic freedom to shape the lessons as they see fit.

Another common thread for ROTC programs is that character-related lessons carry no special emphasis; that is, they are delivered as just another part of the prescribed curriculum for Military Science courses. Cadets do not take separate courses specifically geared toward character. Related courses may be available through the university, but these vary by school, and cadets have no obligation to enroll in such courses.¹³⁵ Character lessons are sometimes blocked together for sequential delivery, but they are

¹³³ ROTC PMS interview, February 10, 2021.

¹³⁴ ROTC PMS interview, February 16, 2021.

¹³⁵ ROTC PMS interview, February 10, 2021.

bookended by unrelated lessons, and PMSs are not required to teach lessons in the order offered by the CDD course map.¹³⁶ One PMS likened lesson sequencing to an “a la carte” approach.¹³⁷ At approximately 275 Army ROTC programs at over 1,100 colleges and universities nationwide, cadre/faculty deliver variations on the CDD curriculum with tremendous latitude.¹³⁸ As one PMS put it, each program “skins the cat based on the needs of the battalion.”¹³⁹

USMA Formal Lessons

The two distinct groups of leaders involved with cadet character development at West Point are the faculty and the tactical officers and NCOs (“Tac Teams”). Unlike their APMS counterparts, captains and majors seeking assignment to West Point must apply to the department in which they want to teach and proceed through a selection process. While each department or directorate runs its faculty hiring processes slightly differently, USMA sends most selected officers to Advanced Civil Schooling (ACS) for a one-to-three-year graduate degree program at civilian institutions across the country to study in

¹³⁶ USACC, “Course Maps AY 20-21 MASTER.”

¹³⁷ ROTC Professor of Military Science (PMS), interview by author, Zoom, February 19, 2021.

¹³⁸ In many cases, several colleges and universities contribute to a single ROTC program, usually hosted at one university. As opposed to “Autonomous,” single-university programs, these programs are termed either “Contiguous” or “Non-Contiguous” programs depending on the distances between the host school and the “extension” or “crosstown” units. Arrangements differ from program to program, but some cadets travel to another school for Military Science lessons and Leadership Labs; USACC, USACC Regulation 10-5, 107-108.

¹³⁹ ROTC PMS interview, February 10, 2021.

the field related to what they will teach. Most earn a master's degree while a select few junior faculty earn a Ph.D. Upon graduation, these officers report to West Point to begin their teaching tour.¹⁴⁰

These “rotating faculty” comprise “the largest segment of the military faculty,” and they return to the field Army upon tour completion to continue their careers.¹⁴¹ The graduate school time combined with a typical three-year teaching tour constitutes an average commitment of five years from an officer's career, which may serve to detract some applicants.¹⁴²

Senior military faculty and civilian faculty members possess Ph.D. degrees. These senior faculty must also face a selection process not unlike civilian university hiring procedures. These are run by committees external to the department and include an interview process and a demonstration of academic and teaching expertise. Hiring proceedings occur when departments forecast vacancies; selected military candidates are

¹⁴⁰ Each department and directorate hosts a separate prospective faculty web page. For a representative example, see “SOSH Prospective Faculty,” <https://www.westpoint.edu/academics/academic-departments/social-sciences/prospective-faculty>. See also, “Eisenhower Leader Development Program,” https://www.westpoint.edu/academics/academic-departments/behavioral-sciences-and-leadership/masters_executive_education/eisenhower-program.

¹⁴¹ HQDA, AR 150-1, 5.

¹⁴² The FY19 NDAA included a new provision to allow officers to opt out of promotion consideration “due to the impact of advanced education, broadening assignments, or assignments of significant value that impact the officer's competitiveness for promotion.” See Headquarters, Deputy Chief of Staff, Army G-1, “Authority for Army Officers to Opt-out of Promotion Boards,” Stand-To!, October 3, 2019, <https://www.army.mil/standto/archive/2019/10/03/>.

then afforded the opportunity to earn their Ph.D. before reporting to teach if they do not already possess a terminal degree in the required field.¹⁴³

One final selection note: departments also sometimes execute a “direct hire” when a prospective faculty member already possesses the requisite advanced degree. In these cases, the officer does not attend additional graduate school and may report to teach sooner than his or her selection cohort. Regardless of the hiring conditions, all new instructors must complete new instructor training through their gaining department upon arrival. This training provides instructors with an opportunity to familiarize themselves with the institution, the department, and the subject material, and many departments provide new instructors with proctored teaching opportunities to help develop comfort and confidence in the classroom.¹⁴⁴ From then on, every department practices its own form of instructor certification.

Within SCPME, new instructors attend Academy-wide New Instructor Orientation and an MX400-specific Faculty Development period, which involves auditing the course as taught by veteran instructors followed by a period of teaching validation and certification before ever teaching cadets. Though a formal recertification does not currently exist for MX400: Officership instructors, a process is in development.

¹⁴³ Like rotating faculty, senior faculty selection is unique per position and department. See note above.

¹⁴⁴ United States Military Academy Center for Teaching Excellence, “New Instructor Information,” <https://www.westpoint.edu/centers-and-research/center-for-teaching-excellence/new-instructor/west-point-resources>.

In any case, SCPME leaders often observe lessons unannounced throughout an instructor's tenure.¹⁴⁵

When developing lessons, Officership instructors begin with the approved syllabus for the academic term and build a plan that addresses the lesson objectives, considers the provided discussion questions, and incorporates required readings and references. For instance, the learning objectives for Lesson 9, "The Army Ethic - What Determines True North for your Moral Compass?," are (1) Summarize the three roles of every Army Professional as described in the Army Ethic; (2) Describe the sources of the Army Ethic; and (3) Discuss the importance of the Army Ethic to the Army profession."¹⁴⁶ According to one instructor, the curriculum is designed to provide the scaffolding, but the instructor has the space to teach creatively and with flexibility.¹⁴⁷ Instructors may develop unique in-class exercises or activities and often introduce current event articles in addition to required readings.¹⁴⁸ Importantly, instructors are expected to communicate up significant deviation from the syllabus, and they generally cannot

¹⁴⁵ United States Military Academy (USMA) character instructor, interview by author, Microsoft Teams, April 14, 2021.

¹⁴⁶ Simon Center for the Professional Military Ethic (SCPME), *MX400: Officership Course Syllabus, AY 21-1* (West Point, NY: United States Military Academy, August 10, 2020).

¹⁴⁷ United States Military Academy (USMA) character instructor, interview by author, Microsoft Teams, April 13, 2021.

¹⁴⁸ USMA character instructor interview, April 14, 2021.

deviate from the prescribed assignments which provide both a common experience across the student body and a source for assessment.¹⁴⁹

With a centrally located, smaller pool of instructors (compared to Cadet Command), USMA naturally allows for Officership instructors to gather frequently and share experiences and lessons learned. While SCPME does not provide instructors with a “cookie cutter” approach to lessons or pre-designed slides to present, a culture of sharing what did and did not work in the classroom allows for individual instructor improvement and the proliferation of best practices, such as useful slides, readings, or activities.¹⁵⁰ For example, one instructor uses the “Poll Everywhere” app to ask cadets questions that both relate to the material and their personal experiences, keeping cadets engaged in class and “forcing them to make their own connections.”¹⁵¹

While personal experiences are valued, SCPME expects instructors to contextualize those experiences when sharing them with cadets, tying such narratives to lesson material.¹⁵² Personal stories often resonate with cadets and help them to conceptualize dense academic material. Ultimately, the course is designed to be seminar style, and instructors aim to exceed basic knowledge retention and understanding,

¹⁴⁹ USMA character instructor interview, April 13, 2021; USMA character instructor interview, April 14, 2021.

¹⁵⁰ USMA character instructor interview, April 13, 2021.

¹⁵¹ USMA character instructor interview, April 14, 2021.

¹⁵² USMA character instructor interview, April 13, 2021.

reaching the highest levels of Bloom’s Taxonomy.¹⁵³ This fits with the conception of the course as the capstone of a cadet’s entire USMA experience.

Character Education Delivery: Non-Lesson Character Education

As discussed in the literature review, character education extends beyond the classroom setting. This section considers those influences that contribute to character education outside of formal classroom-based lessons. While such activities still include formally programmed events (tactical training, for example), this thesis also examines indirect influences. For instance, the climate and culture of the institution, the influence of honor and academic integrity policies, the role of Title IX (regarding sexual harassment and assault), the part of diversity, and the contributions of extracurricular activities all affect how students reach the intended outcomes of a character education program.

ROTC Non-Lesson Character Education

A simplified view of ROTC may summarize the program as akin to an academic minor with a prescribed elective course every semester (to include labs), mandatory extracurricular activity (physical training, recurring field training exercises, and perhaps other events), and a mandatory summer internship (Cadet Summer Training). This summary also assumes an understanding that cadets are still students matriculating at a college or university in pursuit of a degree and subject to the academic and life demands thereof. (There are some limited exceptions, particularly the Senior Military Colleges, not

¹⁵³ USMA character instructor interview, April 14, 2021.

explicitly addressed in this thesis.) Cadets trek through the ROTC experience and its built-in character education and development while simultaneously growing in character stimulated by non-ROTC experiences.

To address the former, ROTC PMSs were quick to identify the character development measures that are built into the entire ROTC experience. A cadet's character is assessed by peers and cadre on a recurring basis during and after training events, especially as captured on the so-called "Blue Card" (discussed more in the final section of this chapter).¹⁵⁴ Moreover, like many Army tasks and drills, cadre/faculty expect concepts of character introduced as early as the first semester of the freshman year to serve as a foundation upon which other concepts are incrementally built.¹⁵⁵ When a cadet is taught the Army Values in a formal classroom setting, for instance, he or she is then expected to begin internalizing and applying those values outside of the classroom. Cadre/faculty then use extemporaneous opportunities to reinforce and build on character lessons in places like physical training (PT) formations and after-action reviews (AARs).¹⁵⁶

Cadets are also encouraged to participate in ROTC-related extracurricular activities such as the Ranger Challenge competition and the Color Guard, which typically supports school athletic and other events. The former may engage with the Warrior Ethos aspect of the Army's definition of character, or perhaps the Duty or Personal Courage

¹⁵⁴ ROTC PMS interview, February 19, 2021; ROTC PMS interview, February 16, 2021.

¹⁵⁵ ROTC PMS interview, February 16, 2021.

¹⁵⁶ ROTC PMS interview, February 10, 2021.

Army Values. The latter may address the Army Value of Selfless Service. Regardless, events and contributions to the university community associated with such activities have a part in building cadet character.¹⁵⁷

Another important element of ROTC's informal character education is organizational climate and culture of their units. Cadre/faculty arguably play the most important part in establishing, improving, and maintaining organizational climate. Creating and policing the organizational identity helps to instill character attributes in cadets and are "part and parcel to character development."¹⁵⁸ Moreover, cadets, especially the seniors (MS IVs), have a critical role in policing junior cadets and are expected to "coach and mentor Cadets with the goal of improving Cadet leadership attributes, core leader competencies, and Army Values."¹⁵⁹ Some ROTC programs (not to mention the senior military colleges) coordinate with host schools to house cadets in dormitories together to build so-called Living-Learning Communities.¹⁶⁰ Such team-building enables the creation and policing of organizational climates founded on ideals of Army character. These efforts are not universal, however.

An important point to remember is that ROTC consumes only a portion of cadets' time and attention while other pursuits, especially academic obligations, consume the majority. Formally, Cadet Command does not expect colleges and universities to

¹⁵⁷ ROTC PMS interview, February 16, 2021; ROTC PMS interview, February 19, 2021.

¹⁵⁸ ROTC PMS interview, February 16, 2021.

¹⁵⁹ USACC, USACC Regulation 145-3, 15.

¹⁶⁰ ROTC PMS interview, February 19, 2021.

contribute directly to character education, but such contribution cannot be avoided.¹⁶¹ Academic integrity and its related policies—honor codes, academic dishonesty, plagiarism, and cheating policies—are the purview of colleges and universities and deal squarely with the stewardship of students’ character. While a survey of higher education academic integrity systems falls outside of the scope of this thesis, it is important to note three points relevant to ROTC: (1) colleges and universities maintain such systems; (2) cadets are, first and foremost, degree-seeking students at the school and subject to such policies; and (3) ROTC programs are considered subordinate academic departments also subject to such policies. Schools often cooperate transparently with ROTC programs when a cadet is subject to academic discipline, and the PMS takes appropriate action when warranted.¹⁶²

Colleges and universities also retain responsibility for Title IX sexual discrimination, harassment, and violence issues.¹⁶³ Because ROTC cadets are exempt from the Uniform Code of Military Justice (UCMJ), cadre/faculty must rely on school Title IX representatives to pursue related issues (although ROTC administrative action may follow).¹⁶⁴ Cadet Command may assist in connecting cadets with resources, but cases of discrimination, sexual harassment, and sexual assault involving most cadets

¹⁶¹ ROTC PMS interview, February 16, 2021.

¹⁶² ROTC PMS interview, February 10, 2021.

¹⁶³ ROTC PMS interview, February 16, 2021.

¹⁶⁴ *Woodrick v. Divich*, 24 M.J. 147 (U.S. Court of Military Appeals, 1987).

remain the jurisdiction of the college or university.¹⁶⁵ In other words, as the education of critical character attributes such as respect play prominently in ROTC, colleges and universities are also crucial in related policies and, most importantly, their enforcement.

Less formally, cadets' university experiences build their characters through activities and diverse interactions. Cadet Command and its PMSs encourage non-ROTC extracurricular activities like athletics, clubs, and service organizations. For instance, Recruiting Operations Officers (ROOs) are directed to target collegiate athletes who are then incentivized to continue in their sport by temporarily waiving Army height/weight, body fat, and physical fitness test standards.¹⁶⁶ PMSs also incentivize campus activities such as service fraternities and sororities, tutoring, and more by rewarding cadets with order of merit points that improve their overall ranking, ultimately improving their chances of entering a desired branch or receiving assignment to a choice duty station.¹⁶⁷ Generally speaking, Cadet Command values the development ROTC cadets gain from their “extra life” experiences—including things like holding a job while in school—as they contribute to a cadet’s “grit factor,” helping to expand their character.¹⁶⁸

¹⁶⁵ ROTC PMS interview, February 19, 2021.

¹⁶⁶ Major General John R. Evans Jr., Commanding General, U.S. Army Cadet Command, Policy Memorandum 31, Subject: Expansion of the ROTC Selected Cadet Athlete Program (RSCAP), March 7, 2019, https://www.cadetcommand.army.mil/forms_pubs.aspx; USACC, USACC Regulation 145-3, 19-21.

¹⁶⁷ ROTC PMS interview, February 10, 2021; ROTC PMS interview, February 16, 2021.

¹⁶⁸ USACC curriculum officials interview.

ROTC cadet character development also benefits from a diverse, non-military student body. Such diversity of thought ideally contributes to diverse discourse outside of Military Science courses, thus building cadets' empathy and respect.¹⁶⁹ In the end, while cadre/faculty cannot expect colleges and universities to contribute to the Army's conception of character education, it can expect that the schools will provide opportunities for cadets to build their character through such activities.

USMA Non-Lesson Character Education

From the moment new cadets report for Cadet Basic Training, they are immersed into what West Point leadership often calls the "47-month experience." With some exceptions for periods of leave around the holidays and summertime, West Point cadets are immersed in the Academy for four years, from how they clean their rooms to the clothes they wear and from their schedules to their relationships dictated by rank and class. USMA cadets both benefit and suffer from this immersion, depending on their mood or perspective when asked.

Because of this immersive nature, enhanced by the overarching "culture of character growth" installed by WPLDS, cadets are constantly exposed to character education and development. One interviewee noted that cadets are "inundated in mentorship" through constant activity, and everything cadets do at the Academy may be considered deliberate character development.¹⁷⁰ The most obvious manifestation of this immersion is the very environment in which cadets live. The "life in the Corps"—

¹⁶⁹ ROTC PMS interview, February 16, 2021.

¹⁷⁰ USMA character instructor interview, April 13, 2021.

complete with its regulations and standards, company-based organization and living arrangements, and the chain of command—carries with it a cultural identity that demands policing by the cadets themselves. From their first interactions with brand new cadets, upperclassmen are told to “teach them the standards of character, demonstrate the standards, and enforce the standards.”¹⁷¹ This is perhaps nowhere more visible than with the Cadet Honor Code.

The West Point Honor Code reads: “A Cadet will not lie, cheat, or steal, or tolerate those who do.”¹⁷² It is the cadets’ responsibility—with oversight from military and civilian staff, faculty, and coaches—to steward and administer the Honor System. The responsibilities therein are to adhere to the Code, encourage peer adherence, uphold the non-toleration tenet, deliberate and decide on Honor Code violations through the Honor Investigative Hearings process, and make recommendations on the disposition of those cadets they find in violation.¹⁷³ This explicit charge, by its nature, influences the very way cadets interact with each other. Indeed, MX400: Officership Lesson 15, “Moral Leadership I – Building Moral Courage in Yourself and Your Unit,” forces cadets to confront the ease of adhering to individual aspects of moral ownership (not lie, cheat, or steal) while being challenged by the collective obligation (not tolerate those who do).¹⁷⁴

¹⁷¹ United States Military Academy (USMA), *CBT Cadre Character Handbook, CBT 2020* (West Point, NY: USMA, 2020), 3.

¹⁷² USMA, *Character Program*, 10.

¹⁷³ *Ibid.*, 12.

¹⁷⁴ Patrick J. Sweeney, Matthew W. Imboden, and Sean T. Hannah, “Building Moral Strength: Bridging the Moral Judgment-Action Gap,” *New Directions for Student Leadership*, no. 146 (Summer 2015): 25, <https://doi.org/10.1002/yd.20132>.

Through immersion in the Honor System and critical thought about that experience, cadets wrestle with an important character-related challenge: how do you inspire troops to live honorably when the Army does not have an explicit Honor Code?¹⁷⁵

Like ROTC's leadership labs and FTXs, USMA cadets continue their character education outside of the classroom during military training events. Through assigned leadership positions (both during the academic year and during summer training), cadets are "provided opportunities to demonstrate character, integrity, courage, grit, and teamwork."¹⁷⁶ According to one Officership instructor, many cadets report that summer leadership details are the most character-developing experiences of their entire time at the Academy as it offers dedicated time to focus solely on military leadership.¹⁷⁷

Cadets' daily lives are also influenced by interactions with staff and faculty. According to WPLDS, "all USMA departments, units, and centers are responsible for character development," and staff and faculty pursue this through their specific programs and by setting "the example as role models who foster a positive leader development environment."¹⁷⁸ Tac Teams play perhaps the most vital role in cadet character education. As the "key integrators" for WPLDS, Tac Teams collect "input from the cadet chain of command, staff, and faculty, [and] they assess cadets' strengths and areas for

¹⁷⁵ USMA character instructor interview, April 14, 2021.

¹⁷⁶ USMA, *Military Program*, 17.

¹⁷⁷ USMA character instructor interview, April 14, 2021.

¹⁷⁸ USMA, *Developing Leaders of Character*, 19.

improvement with respect to the WPLDS outcomes.”¹⁷⁹ Besides a responsibility to deliver some of the CCEP Army Ethic lessons prescribed by SCPME, and a responsibility to mentor cadet leaders in the Corps chain of command, Tac Officers are “the primary cadet developer and the legal commander of a cadet company . . . without a doubt, one of the most important positions at the Academy in terms of shaping and influencing the cadet developmental experience.”¹⁸⁰ By means of their constant, embedded presence, Tac Team informal leadership, coaching, counseling, and mentorship contribute to the “47-month experience” and the overall cadet character education at West Point.

While the Academy experience cannot be divorced from the formal coursework of the academic, military, physical, and character programs, West Point nevertheless offers extracurricular activities for cadets to actively participate in “development experiences in pursuit of their own character development.”¹⁸¹ While competitive sports participation is mandatory, cadets have choice in how they meet this requirement by either participating in company athletics, competitive club athletics, or (for some) intercollegiate athletics. The effort to develop character in this way is evident in the graded “Character in Sports Index” which, in part, assesses sportsmanship, perseverance,

¹⁷⁹ USMA, *Developing Leaders of Character*, 19.

¹⁸⁰ United States Military Academy (USMA), “Part III: Tactical Officers (the Eisenhower Program),” accessed February 22, 2021, <https://www.westpoint.edu/academics/academic-departments/behavioral-sciences-and-leadership/prospective-faculty/tactical-officers>.

¹⁸¹ USMA, *Developing Leaders of Character*, 19.

and unselfishness.¹⁸² Non-athletic clubs are wide-ranging—they include academic, diversity, hobby, military, religious, and support clubs—and offer cadets the chance to develop civic character by practicing “the empathy, loyalty, respect, and humility that enables an individual to treat others with dignity and display selflessness.”¹⁸³

Education of sexual harassment and sexual assault response and prevention (SHARP) is a formal portion of the CCEP as designed by SCPME.¹⁸⁴ However, it is important to note that its enforcement is an Academy responsibility, not separate from the military experience as in ROTC. West Point cadets are considered part of the Regular Army, subject to the Uniform Code of Military Justice (UCMJ).¹⁸⁵ As such, West Point pursues an Academy-wide approach to eliminate sexual harassment and assault. This is evidenced in its recent “Honorable Living Stand-Down” days during which the Superintendent charged the entire West Point community to improve the “culture of character growth” and to help cadets “understand their role in creating a community of trust, honor and respect.”¹⁸⁶

While many of the nationally-dispersed ROTC programs may benefit from various forms of diversity, USMA may find the character benefits of student body

¹⁸² USMA, *Physical Program*, 14.

¹⁸³ USMA, *Developing Leaders of Character*, 23.

¹⁸⁴ USMA, *Character Program*, 6.

¹⁸⁵ HQDA, AR 150-1, 16.

¹⁸⁶ United States Military Academy (USMA), “‘Standing Down’ to Reflect on Character,” *The Chronicle of Higher Education*, accessed February 22, 2021, <https://sponsored.chronicle.com/Honorable-Living-Stand-Down-Day/index.html>.

diversity more challenging to attain. The West Point community is aware of the importance of diversity to both the Academy and the Army writ large. For instance, the academic program encourages faculty to “harness the opportunities afforded from these different [cadet] skills and backgrounds” and recognizes that “graduates contribute intellectual diversity to the Army.”¹⁸⁷ However, the most recently published data available through the Integrated Postsecondary Education Data System (IPEDS) shows that the Corps of Cadets is approximately 77% male, 23% female (compared to 44% male, 56% female undergraduates matriculating nationwide).¹⁸⁸ Moreover, the USMA student body is 64% white, 10% Hispanic, 12% black, and 8% Asian (compared to the nationwide undergraduate totals: 52.4% white, 20.5% Hispanic, 12.7% black, and 6.6% Asian).¹⁸⁹

While this study did not attempt to evaluate the effect of diversity, it is worth noting that additional research may be needed to study the tension between the organizational push for diversity and the institutional pull to inculcate a uniform sense of

¹⁸⁷ USMA, *Educating Army Leaders*, 7, 12.

¹⁸⁸ U.S. Department of Education (DoE), Institute of Education Sciences (IES), National Center for Educational Statistics (NCES), “United States Military Academy,” October 15, 2019, <https://nces.ed.gov/collegenavigator/?q=united+states+military+academy&s=all&id=197036#enrolmt>.

¹⁸⁹ *Ibid.*; U.S. Department of Education (DoE), Institute of Education Sciences (IES), National Center for Educational Statistics (NCES), “Undergraduate Enrollment,” May 2020, https://nces.ed.gov/programs/coe/indicator_cha.asp. For comparison’s sake, nationwide total demographics (not limited to undergraduate students) are 60.1% white (not Hispanic), 18.5% Hispanic, 13.4% black, and 5.9% Asian. (See United States Census Bureau, “Population Estimates, July 1, 2019,” United States Department of Commerce, accessed May 1, 2020), <https://www.census.gov/quickfacts/fact/table/US/PST045219>. Other races and ethnicities are omitted for brevity.

character. As one interviewee pointed out, “West Point is a more centralized world” with less room for college-age students to make mistakes and learn from failure.¹⁹⁰ Though it may be fair to compare USMA and ROTC in view of their common mission and shared profession, the environments are demonstrably irreconcilable in many ways.

Secondary Research Question #2

Table 2. Differences in the Delivery of Character Education between USMA and ROTC

	ROTC	USMA
Instructor Selection & Education Requirement	<ul style="list-style-type: none"> • PMS centrally selected by board; all other cadre/faculty assigned • Only PMS required to have an advanced degree (field immaterial) • Does not send cadre/faculty to advanced civil schooling (ACS) 	<ul style="list-style-type: none"> • All instructors apply and are selected by USMA departments • All instructors required to have an advanced degree in appropriate field • Most instructors sent to ACS
Instructor Training	<ul style="list-style-type: none"> • Well-defined “Tiered Development Model” • Formal certification and recertification by regulation 	<ul style="list-style-type: none"> • Deliberate; defined by each department; less codified than ROTC • Formal certification; no current recertification
Lesson Planning	<ul style="list-style-type: none"> • Starts with syllabus and learning objectives • Tremendous freedom in teaching and assessments • Flexibility to modify and/or alter the curriculum and its lessons 	<ul style="list-style-type: none"> • Starts with syllabus and learning objectives • Teaching freedom, but more rigid with assessments • Expectation to follow curriculum and lessons in the syllabus
Indirect/ Informal Character Education	<ul style="list-style-type: none"> • Extracurricular activities encouraged and incentivized • Peer influence and organizational culture vary by program 	<ul style="list-style-type: none"> • Some activities mandated (e.g. athletics); others encouraged (e.g. academic clubs) • Peer influence and organizational culture are immersive and constant
Institutional Influence	<ul style="list-style-type: none"> • College/university may provide some character education opportunities, but Cadet Command has no expectations as such • Civilian experiences may encourage diversity of thought, empathy, and respect 	<ul style="list-style-type: none"> • Academy is inseparable from character education; it is immersive across all curricular aspects • USMA is less diverse than civilian colleges/universities in some ways; USMA recognizes the importance of and strives for diversity

Source: Created by author.

¹⁹⁰ USMA character curriculum official and character instructor interview.

The delivery of character education begins with the instructor chosen to teach the curriculum. USMA and ROTC differ significantly in how instructors are chosen. While ROTC PMSs are centrally selected by a board that they must opt into, they are the only ROTC cadre/faculty selected through a competitive formal process. Other cadre/faculty are assigned to individual programs through the normal assignment cycle. In contrast, all USMA instructors must apply to the department in which they wish to teach; a selection process within the department must then choose instructors from the pool of applicants. Most instructors chosen to teach at USMA are then sent to civilian graduate school to obtain an advanced degree in an appropriate academic field. Cadre/faculty chosen as PMSs or otherwise assigned to ROTC are not sent to civilian graduate school, although PMSs are required to already possess an advance degree, field immaterial.

ROTC and USMA are not very dissimilar in requiring training for instructors. The Cadet Command “Tiered Development Model” is codified and lays out a clear set of training requirements for new instructors. New USMA instructors must attend the Academy’s New Instructor Orientation as well as the department-specific training; new MX400: Officership instructors progress through Faculty Development before certifying and teaching their first class. Similarly, PMSs must, by regulation, also certify subordinate cadre/faculty and recertify on a recurring basis. SCPME does not currently have an official recertification process.

Instructors at both commissioning sources approach lesson planning in similar ways, starting with the learning objectives outlined in the syllabus. Though ROTC cadre/faculty have a few more resources provided by Cadet Command (e.g. slides, additional readings, assessments, multimedia), they have no obligation to use those

resources. In fact, ROTC cadre/faculty have a free hand to rearrange the sequence of lessons, deviate from lesson outlines, change reading requirements, and even provide alternate assignments and assessments as they see fit provided they accomplish the learning objectives. While USMA character instructors certainly retain teaching freedom, they are expected to adhere to the lesson sequencing and assessments, communicating up any significant deviations.

Outside of the classroom, opportunities for character education follow familiar patterns for both USMA and ROTC cadets, but differing environments inevitably lead to divergence. For instance, ROTC PMSs encourage cadets to participate in extracurricular activities and can even incentivize doing so by awarding points for the order of merit list. USMA also encourages extracurricular activities like academic or cultural clubs, although some activities (such as athletics) are mandatory. Peer influence and organizational culture also play important parts in developing cadet character at both institutions. But where the peer influence and organizational culture at West Point are immersive and continuous, they vary program-to-program for ROTC with few affording anywhere close to the same immersion.

Another obvious difference is the role of the academic institution. For ROTC programs, colleges and universities preside as the administrative, degree-granting authority. These civilian schools provide character education opportunities separate and distinct from a cadet's ROTC military experiences (as referenced above with extracurricular activities), but Cadet Command does not expect schools to contribute specifically to the character education of its cadets. USMA, on the other hand, cannot separate the Academy as a whole from character education; the experience is immersive

across all aspects of the curriculum. A potential challenge for USMA, then, is that every student has a nearly identical undergraduate experience; ROTC cadets, however, interact with civilian peers and partake in civilian experiences that may encourage diversity of thought, empathy, and respect. The next section explores assessment at the two commissioning sources to answer the final secondary research question.

Assessment

Assessment of curriculum and learning outcomes pervades higher education; it forms an important measure of effectiveness and a mechanism to identify the need for change. From before the development of the ubiquitous Bloom’s Taxonomy through recent literature, researchers point to collecting evidence of learning through various means, including teacher and student assessments.¹⁹¹ This final section examines how USMA and ROTC assess their character education programs, paying attention to assessment planning and methods. It uses the Kirkpatrick Model to classify the various levels of evaluation to determine if existing measures fully assess the character education programs and their outcomes.

ROTC Assessment

Assessment of the first two levels of the Kirkpatrick Model—Reaction and Learning—and a portion of the third—Behavior—occurs almost entirely at the ROTC cadre/faculty level: Professors of Military Science (PMS) and their cadre/faculty teams. Reaction is defined as “the degree to which participants find the training favorable,

¹⁹¹ Iowa Core, “Literature Review: Assessment for Learning/Formative Assessment,” accessed January 18, 2021, <https://iowacore.gov>.

engaging and relevant to their jobs.”¹⁹² In the context of ROTC Military Science classrooms, instructors must constantly ascertain how well cadets participate and engage during individual lessons, adjusting as needed to each classroom’s dynamics. One PMS noted that he practices sensitivity to cadet reaction in class, weighing the academically rigorous demands of the university and the material at hand and adjusting his instructional approach accordingly.¹⁹³ Similarly, another PMS noted that his assessment of Reaction occurs naturally.¹⁹⁴ Assessments of this sort are primarily instructor observation-based and include student eye contact, amount and quality of discussion, and attention level.¹⁹⁵

Assessment of Learning occurs at various times, from individual lessons to course tests, and from year-end evaluations to the PMS’s final assessment of a cadet’s eligibility to commission. For assessment of Learning at the lesson level, the Cadet Command Curriculum Development Division builds assessments into each of its lessons. For instance, MS401 Lesson 21, “The Army Ethic,” includes a five-question fill-in-the-blank and multiple-choice quiz.¹⁹⁶ CDD also provides an additional test bank as well as an alternative assessment activity to give cadre/faculty flexibility.¹⁹⁷ According to the

¹⁹² Kirkpatrick and Kirkpatrick, *Kirkpatrick’s Four Levels of Training Evaluation*, 17.

¹⁹³ ROTC PMS interview, February 10, 2021.

¹⁹⁴ ROTC PMS interview, February 16, 2021.

¹⁹⁵ ROTC PMS interview, February 10, 2021.

¹⁹⁶ USACC CDD, “The Army Ethic.”

¹⁹⁷ *Ibid.*

standardized lesson plan format, these lesson assessments: “determine how well the Cadets achieved their learning objectives. The assessment is a culminating event (typically administered at the end of the lesson) with an associated metric that visibly measures or assesses each Cadet’s level of content understanding.”¹⁹⁸ In the taxonomy of the Kirkpatrick model, this type of assessment is a “common summative method for evaluating Level 2 Learning.”¹⁹⁹

Additional assessments of Learning are built into the courses, and individual ROTC programs are given tremendous latitude to tailor syllabi as they see fit, including lesson sequencing, exam contents (to include alternate evaluations), and, in some cases, the grading scheme.²⁰⁰ One recent addition to the ROTC curriculum’s Learning assessment is an oral practicum for graduating cadets which requires the students to answer “several open-ended questions extracted from MS IV (401 and 402) course content.”²⁰¹ But as with most ROTC curriculum items, CDD gives individual programs tremendous leeway with the oral practicum, allowing them to choose alternate

¹⁹⁸ Every lesson plan includes this language and can be referenced in previously cited lesson plans.

¹⁹⁹ Kirkpatrick and Kirkpatrick, *Kirkpatrick’s Four Levels of Training Evaluation*, 43.

²⁰⁰ USACC curriculum officials interview.

²⁰¹ United States Army Cadet Command (USACC) Curriculum Development Division (CDD), Lesson Plan, MS402, Lesson L01, “Course Overview and Oral Practicum Assignment,” ROTC Blackboard, September 30, 2020, 8, <https://rotc.blackboard.com>.

assignments and point structures.²⁰² Character, specifically, does not garner a unique method of Learning assessment and is subject to the same aforementioned techniques and instruments as any other lesson in the Military Science curriculum.

As mentioned previously, a portion of the third level, Behavior, is assessed before cadets commission. The Kirkpatrick Model defines Behavior as “The degree to which participants apply what they learned during training when they are back on the job.”²⁰³ In this case, this thesis seeks to determine how ROTC programs evaluate cadets’ application of character attributes that they have learned through Military Science lessons. The curriculum requires instructors to constantly assess cadet character development. Every syllabus—from MS101 through MS402—carries the following section:

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 PMSs’ 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. The tasks are grouped into the ALRM Attributes and Competencies.²⁰⁴

This assessment formally manifests in several ways. First, cadre/faculty and senior cadets assess cadet performance in training on a “Blue Card.” These cards capture

²⁰² ROTC PMS interview, February 10, 2021; ROTC PMS interview, February 19, 2021.

²⁰³ Kirkpatrick and Kirkpatrick, *Kirkpatrick’s Four Levels of Training Evaluation*, 49.

²⁰⁴ As with the assessment terminology noted above, every lesson plan includes this language and can be referenced in previously cited lesson plans.

observations and after-action review-style notes.²⁰⁵ Evaluators ideally couch their comments in the Army Leadership Requirements Model (ALRM) Leader Attributes (of which character is a part) and Leader Competencies, providing for a doctrinally-based assessment.²⁰⁶ However, even when done to standard, Blue Cards do not require an evaluator to assess character specifically.

Cadet Leadership Assessment STAFF PROPOSAL U.S. ARMY CADET COMMAND (44)

Training Event (Garrison, FTX, Committee): _____ Spot Report

Background: _____ Situation: (Describe behavior and impact on mission and or Soldiers) _____

Observation: (Describe behavior and impact on mission and or Soldiers) _____

Sustain (add comments on reverse)	Improve (add comments on reverse)
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

Reinforce & Recommend: (Note appropriate feedback, praise, or correction, and recommendations for action to sustain / improve leader behavior) _____

Discussion for sustained attributes and competencies from front side:

- _____
- _____
- _____

Discussion for improved attributes and competencies from front side:

- _____
- _____
- _____

Additional comments: _____

Overall Assessment (Circle one): **E P C U** Reviewer Initials (C/O / 152): _____

Cadet Name	Date	Assessor Name
Cadet Signature	Evaluated Position	Assessor Signature

Figure 10. ROTC “Blue Card,” Front and Back

Source: United States Army Cadet Command, “CFDIC SOAR Class (blue card),” (PowerPoint presentation, ROTC Blackboard, March 25, 2020), <https://rotc.blackboard.com>.

²⁰⁵ United States Army Cadet Command (USACC), “CFDIC SOAR Class (blue card),” (PowerPoint presentation, ROTC Blackboard, March 25, 2020), <https://rotc.blackboard.com>.

²⁰⁶ Captain Justin DeLeon, “Army ROTC Soar (Blue) Card Tutorial,” October 3, 2020, video, 25:09, https://www.youtube.com/watch?v=-CAK9Z_iLzA.

Cadre/faculty are also required to formally counsel all cadets at a minimum of three times per academic year (initial, mid-point, and final) “to provide ALRM ‘needs, standards, and strengths,’ feedback for Cadet self-development of leadership attributes and competencies.”²⁰⁷ Additionally, cadets receive a Cadet Officer Evaluation Report (COER), in which the cadre/faculty must comment on cadets’ character.²⁰⁸ Starting in academic year 2021-22, Cadet Command will shift to a new, more simplified evaluation form—the Campus Evaluation Report (CER)—that only requires a point value assigned to each of the Leader Attributes and Competencies, including character.²⁰⁹ A critique of this decision or other policies lies outside of the scope of this thesis.

As with all ROTC assessments at each of the aforementioned levels, cadre/faculty—and especially the PMS—are responsible for determining if a cadet’s character (as expressed through his or her behavior) meets the requirements to commission as an Army officer.²¹⁰ While cadre affirm commissioning prerequisites through a regulations-based checklist and the Cadet Command Information Management System (CCIMS), the assessment of character is what one PMS characterized as a “gut

²⁰⁷ USACC, USACC Regulation 145-3, 15-16.

²⁰⁸ USACC Form 67-10-1, “Cadet Officer Evaluation Report,” May 7, 2015.

²⁰⁹ Major General John R. Evans, Jr., Commanding General, U.S. Army Cadet Command, Policy Memorandum 32, Subject: Campus Evaluation Report (CER), July 29, 2019, https://www.cadetcommand.army.mil/forms_pubs.aspx; USACC Form 1059-1, “Campus Evaluation Report (CER),” September 3, 2019.

²¹⁰ ROTC PMS interview, February 10, 2021; USACC curriculum officials interview.

feeling.”²¹¹ PMSs typically gather input from their cadre/faculty teams to make a final commissioning determination before a cadet is permitted to take the oath of office and enter the profession.²¹² Further assessment of desired Behavior as the result of character education then passes from cadre/faculty hands and must be evaluated later.

USMA Assessment

Like ROTC, assessment at USMA occurs at the first three levels of the Kirkpatrick Model: Reaction, Learning, and Behavior. And like ROTC, USMA only evaluates a portion of the Behavior level up to commissioning. The concept of assessment as a crucial tool for improvement across the institution pervades the strategic documents for the Academy as a whole and each of its programs. According to *The USMA Strategy*, “A culture of continual improvement is pervasive throughout the Academy; we continuously assess our efforts, and the results of our assessments inform future decision-making, planning and resourcing.”²¹³

Observation is the primary means by which instructors assess Reaction in the moment of lesson delivery. One instructor looks to see if cadets have their notebooks open while they actively take handwritten notes. The same instructor looks for engaged

²¹¹ Headquarters, Department of the Army (HQDA), Army Regulation (AR) 145-1, *Senior Reserve Officers’ Training Corps Program: Organization, Administration, and Training* (Washington, DC: United States Government Printing Office, 1996), 36-39; USACC, USACC Regulation 145-9, *Cadet Command Reserve Officers’ Training Corps Branching, Commissioning, and Accessioning Regulation* (Fort Knox, KY: Headquarters, USACC, 2016); ROTC PMS interview, February 10, 2021.

²¹² ROTC PMS interview, February 10, 2021; ROTC PMS interview, February 19, 2021.

²¹³ USMA, *The USMA Strategy*, 4.

conversation between students as an indicator. Other assessments of Reaction may include interim checks on learning, such as pop quizzes before, during, or at the end of a lesson.²¹⁴ Another instructor looks beyond hand-raising to gauge Reaction, observing lingering student interest after class officially ends and cadets bringing in material from outside of class as encouraging evidence at this level.²¹⁵

While the Academy as a whole necessitates planning for assessment, special attention must be paid to the character program, specifically because the organizational lead, SCPME, is tasked to “coordinate, design, administer, and assess the Cadet Character Development Program (CCDP) and MX400.”²¹⁶ According to the Gold Book, SCPME assesses each of its three lines of effort and the program overall in a number of ways to evaluate both outcomes and the process. For CCEP, Learning is assessed by the use of short quizzes, “sometimes administered at the end of lessons and periodically thereafter.”²¹⁷ SCPME also conducts interviews with volunteer cadets “as appropriate” to glean insights.²¹⁸ These are common summative methods to evaluate Learning according to the Kirkpatrick Model.²¹⁹

²¹⁴ USMA character instructor interview, April 14, 2021.

²¹⁵ USMA character curriculum official and character instructor interview.

²¹⁶ USMA, *Developing Leaders of Character*, 20; Note that CCDP is used instead of CCEP. These acronyms refer to the same material but reflect changes in terminology—CCEP is the current usage.

²¹⁷ USMA, *Character Program*, 24.

²¹⁸ *Ibid.*, 24-25.

²¹⁹ Kirkpatrick and Kirkpatrick, *Kirkpatrick’s Four Levels of Training Evaluation*, 43.

SCPME assessment of Learning in the MX400: Officership course is more traditional as instructors assign graded events such as quizzes, checks on learning, and a term end exam (TEE).²²⁰ As noted previously, Officership graded events are rigid in that all instructors give the same assignments to all cadets, ensuring a common cadet learning experience and allowing for a uniform baseline for course assessment.²²¹ Officership assignments also arguably straddle the Learning and Behavior levels by tasking cadets to apply character concepts to personal experiences, thereby demonstrating application. For instance, the Moral Leadership Reflection Essay forces cadets “to increase self-awareness of your strengths and weaknesses as a moral leader” while making them “create an action plan how to strengthen yourself moving forward.”²²²

Paying attention to the Behavior level, current assessments include Periodic Development Reviews (PDRs), Cadet Observation Reports (CORs), Military Development (MD) grades, and the Character in Sports Index (CSI). PDRs are perhaps the most ubiquitous assessment, spanning across programs and involving recurring reports from cadets themselves (self-assessment) as well as cadets’ leaders (both staff/faculty/Tacs and cadets), peers, and subordinates. However, PDRs are limited in a number of ways. For instance, while the PDR “is structured to provide the Cadet feedback on their development in accordance with ADRP 6-22 leadership attributes and

²²⁰ USMA, *Character Program*, 19.

²²¹ USMA character instructor interview, April 14, 2021.

²²² SCPME, *MX400: Officership Course Syllabus, AY21-1*, 16.

competencies,” feedback for character specifically may be rote or uninformative.²²³ In fact, similar to the ROTC Blue Card, PDRs do not necessarily require evaluators to address character in any detail. PDRs are useful, however, for cadet trend identification and self-reflection; in MX400, cadets are assigned a reflective essay that uses the PDRs and PDR Summary Report.²²⁴ Though PDRs are not a Blue Card equivalent, USMA has begun to direct summer training cadre to assess cadets’ character during training events, providing both guidance and reference material.²²⁵

SCPME also assesses Behavior in its character program lines of effort. As Behavior assessment seeks evidence that “participants apply what they learned during training,” SCPME looks for the desired beliefs and attitudes related to the Honor System to reflect in questionnaires delivered “at specific points in the Honor System” and in interviews “as appropriate.”²²⁶ SCPME also seeks evidence of outcomes from its CCEP and MX400 lessons via end-of-semester questionnaires for each.²²⁷ The Academy’s Character Survey is a major effort to assess the accretion of character education into

²²³ Headquarters, United States Corps of Cadets (USCC), USCC Pamphlet 6-22, *The Cadet Chain of Command Leadership Evaluation and Development Procedures* (West Point, NY: Headquarters, United States Military Academy, March 1, 2016), 16-3; Author personal experience as a USMA instructor; Note: the most recent Army doctrine is now ADP 6-22, but the ALRM leadership attributes and competencies remain consistent.

²²⁴ SCPME, *MX400: Officership Course Syllabus, AY21-1*, 14.

²²⁵ USMA character curriculum official and character instructor interview.

²²⁶ Kirkpatrick and Kirkpatrick, *Kirkpatrick’s Four Levels of Training Evaluation*, 49; *Character Program*, 25.

²²⁷ USMA, *Character Program*, 24-25.

cadet Behavior. Offered toward the beginning and the end of each academic year, this anonymous survey seeks both self-reporting and peer-reporting of WPLDS metrics and has slowly introduced other character-related questions (especially those dealing with the virtues of self-control, humility, and gratitude).²²⁸ Some methodological challenges with the surveys' anonymity limit individual utility, but the survey serves very well as a measure of group character, particularly because of its design that splits the sample, randomly assigning half of respondents to self-report experiences, beliefs, and behaviors while the other half reports on peers' experiences, beliefs, and behaviors.²²⁹

While the Academy has made strides toward incorporating elements of character education into all of its programs, the effort has resulted in an assortment of disjointed character assessments. This has prompted USMA to establish a Character Integration Advisory Group that is working to map what each program is doing for character and begin to coordinate those activities across the Academy. Doing so will help to gain efficiencies, reduce redundancy, and allow for a coordinated and improved Academy-wide character assessment program.²³⁰ Another issue of concern is that most Behavior-level assessment at USMA is informant-based and self-reported. Character assessment and integration efforts are currently investigating means to diversify assessments to

²²⁸ USMA character assessment official, interview by author, Microsoft Teams, April 14, 2021.

²²⁹ *Ibid.*

²³⁰ *Ibid.*

improve validity, increase performance and behavioral measures, and provide for more granular longitudinal data.²³¹

Like ROTC, USMA is ultimately charged with determining eligibility for commissioning along with the implied judgment of a cadet’s character as acceptable for the profession. And like ROTC, USMA Tac, staff, faculty, and the sum of a cadet’s experiences provide input to a generally ill-defined but accepted judgment call. As one interviewee described it, measuring character is difficult and involves error, but accepting error is better than not measuring at all.²³²

Secondary Research Question #3

Table 3. Differences in Assessing Character Education between USMA and ROTC

Kirkpatrick Model Level	ROTC	USMA
Reaction	<ul style="list-style-type: none"> Naturally occurs Observation of student behavior and attention (e.g. note-taking, engaged discussion with peers) 	<ul style="list-style-type: none"> Naturally occurs Observation of student behavior and attention (e.g. note-taking, engaged discussion with peers)
Learning	<ul style="list-style-type: none"> Course graded assignments Cadre/faculty given generous assignment flexibility No character-specific assessment of learning 	<ul style="list-style-type: none"> Course graded assignments Instructors expected to adhere to prescribed assignments Pre/Post questionnaires
Behavior	<ul style="list-style-type: none"> Cadets assessed for application of character during training (Blue Cards, AARs) Mandatory counseling and evaluations following ALRM (which includes character) Final commissioning decision 	<ul style="list-style-type: none"> Summer training cadre given guidance and resources to assess cadet character during training Mandatory counseling and evaluations using PDR forms, based on ALRM Variety of Behavior assessments across the Academy, but not well-coordinated Final commissioning decision

Source: Created by author.

²³¹ USMA character assessment official interview.

²³² USMA character instructor, interview April 13, 2021.

With a clearer sense of the differing approaches that ROTC and USMA take to character education, this thesis turns to answering the third secondary research question: how do the two commissioning sources assess that education? This thesis applies the Kirkpatrick Model as a theoretical framework to better understand the various levels of assessment (omitting the fourth level as it applies to the Army as a whole and must be measured after a cadet graduates and commissions). The Reaction level does not differ significantly and reflects the common dynamic of Army classrooms, noting some variation from instructor-to-instructor.

Divergence is apparent at the Learning level. While both USMA and ROTC rely on graded assignments to discern if cadets have acquired the knowledge expected given the curriculum, Cadet Command affords remarkable flexibility to ROTC cadre/faculty in modifying those assignments. USMA character instructors have decidedly little flexibility with assignments. The implications of this dynamic are explored in the next chapter. Assignments aside, ROTC does not assess the Learning level of its character education in other ways. USMA, on the other hand, distributes a questionnaire to cadets at the start of the Officership course and at the end, providing for a quantitative measure of learning.

Further differences are apparent at the Behavior level. Both ROTC and USMA expect cadets to apply character education to their lives and develop accordingly, demonstrating their development “on the job,” so to speak, for instance during training events. ROTC cadre/faculty use “Blue Cards” and AAR sessions to assess cadet performance after a training event and are instructed to couch their assessment within the ALRM framework, which includes character. USMA PDR forms fill a similar role. However, although they are more ubiquitous across all USMA programs, they are not

used for individual training events (like a tactical patrol exercise). Instead, recent developments during summer training have included guidance and resources to enable assessing cadet character in action. Both institutions require recurring counseling and evaluations, both ideally nested within the ALRM. West Point takes additional steps in assessing character at the Behavior level in a variety of ways (e.g., Military Development (MD) grades and the Character in Sports Index), but these lack Academy-wide coordination at the moment.

Summary

This chapter presented the case study of the character programs developed, delivered, and assessed by USMA and ROTC to answer the primary research question concerning the differences thereof. Using a qualitative case study methodology and presenting the comparison with a configurative-idiographic method, the chapter identified and presented those differences, answer the first and second secondary research questions. It also analyzed the commissioning sources' assessments of their character programs through the lens of the Kirkpatrick Model, answering the third secondary research question. The following chapter will consider implications of these findings and propose recommendations.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter summarizes the findings presented in chapter 4, identifying conclusions according to the research questions and considering implications thereof. It then offers a series of recommendations, both for Army decision makers and for future research. This thesis ends with the author's parting thoughts.

Conclusions

This thesis set out to answer the primary research question: What are the differences in character education between the U.S. Military Academy and U.S. Army ROTC programs? To answer the question, the preceding chapter compared and contrasted USMA and ROTC curriculum development, character education delivery, and the assessment of that character education, highlighting differences in each of these categories. The differences are unique curriculum development situations based on each commissioning source's circumstances, distinct delivery of character education across a number of categories detailed in chapter 4, and differing styles of assessing character education, particularly in the Learning and Behavior levels of the Kirkpatrick Model.

Geographic circumstances are a major factor contributing to the commissioning sources' curriculum development schemas, although both share many of the same inputs (for instance the CCTL and the ALRM). Perhaps the most significant curricular divergence is the obvious: USMA controls every aspect of the student experience and curriculum across all four programs (military, academic, physical, and character) whereas

ROTC has limited curricular influence outside of the Military Science courses, lab training, and various other touchpoints. West Point has a captive audience; most ROTC programs do not.

Differences in character delivery begin with variations in instructor selection and educational requirements. Those differences are also evident in the flexibility afforded to instructors. ROTC PMSs and their cadre/faculty have tremendous freedom to modify the order of lessons, the content of those lessons, and the assignments therein, provided they meet the required lesson objectives. USMA character instructors have academic freedom to teach according to their style, but they are more restricted with respect to modifying lessons and assignments. There are also observable differences in how each commissioning source views extracurricular activities, and there is an indisputable difference in the overall undergraduate environment given the civilian nature of colleges and universities within which ROTC programs must necessarily exist (which varies from program to program) and the single, unvarying USMA military experience. These differences may offer divergent experiences in cadets' character education experience.

Finally, USMA and ROTC approach assessment of character education in demonstrably different manners. Instructor assessments at the Reaction level of the Kirkpatrick Model are remarkably similar, and differences only first emerge at the Learning level. While both commissioning sources rely on graded assignments to assess character education Learning, the aforementioned flexibility granted ROTC cadre/faculty contrasts sharply with USMA instructors' rigid adherence to prescribed graded assignments. At the Behavior level, both ROTC and USMA assess character education with tools like ROTC's Blue Cards and USMA's PDR forms, and both counsel and

evaluate cadets in accordance with the ALRM. USMA surpasses ROTC by administering a variety of Behavior-level assessments, but the benefit thereof is undetermined as the Academy struggles to coordinate those efforts. Ultimately, both commissioning sources administer a final Behavior-level assessment of character education by delivering a determination of whether a cadet is permitted to commission.

Implications of Conclusion

This thesis accomplished what it set out to do by identifying and presenting the differences noted above. While it is clear that differences exist, there is currently no method to measure how those differences transfer to officers' actual character in the force. It cannot be assumed that these differences are inconsequential without evidence. It may be that no character disparity exists or that disparities are within tolerance for military and civilian leaders. However, the existence of differences in character education at the commissioning source-level begs additional examination later in officers' career timelines.

Given the decidedly dissimilar environments between West Point and the hundreds of ROTC programs nationwide, it may be that there will always be differences in character education between them. And the differences may be irreconcilable. Nevertheless, Army decision makers can act to improve existing systems and ensure the uniform character of the force, as discussed in the next section.

Recommendations for Decision Makers

ROTC, USMA, and the U.S. Army should consider a number of recommendations. Curriculum development as it exists at both USMA and Cadet

Command is ideally suited for each institution and should continue as such. For the delivery of character education, however, both USMA and Cadet Command should collaborate to share character education best practices and lessons learned. Doing so will help to align pre-commissioning character and reduce disparities.

ROTC specifically should study the benefits of implementing a competitive selection for all cadre/faculty in addition to sending cadre/faculty to advanced civil schooling. This study does not intend to imply that USMA instructors are better in any way, but it makes intuitive sense that the motivation to apply, the rigor of competitive selection, and the appeal of graduate school likely results in a richer talent pool.

USMA should continue its efforts to coordinate character assessments across the Academy. It should also ensure that the ALRM framework remains integral to assessment; doing so will ensure that graduating West Point lieutenants are familiar with the doctrinal language and framework used Army-wide. ROTC should add more objective assessments of character education at the Learning and Behavior levels. Allowing PMSs and their cadre/faculty curricular flexibility suits the distributed nature of ROTC, but it undermines the aggregation of assessment data across all of Cadet Command. By adding centrally-distributed character assessments (for instance pre/post questionnaires and character surveys) across all ROTC programs, Cadet Command can retain cadre/faculty flexibility and gain objective measures of its character education program.

Understanding that some differences between USMA and ROTC may be irreconcilable, the U.S. Army should consider instituting a more robust character education program at its BOLC-B officer basic courses. This will ensure that officers

meet a common character education baseline before reporting to their first duty station. Perhaps most importantly, the Army should develop a method to assess if the commissioning sources' character education programs lead to desired Behavior after commissioning and improved Results for the Army as a whole. The following section will address this idea and other avenues of potential future research.

Recommendations for Future Research

This thesis focused exclusively on USMA and ROTC at the exclusion of the other commissioning sources, Officer Candidate School, and direct commissioning. Future research in this space should consider expanding the scope for an inclusive study of character education. Similarly, this thesis did not consider enlisted personnel or warrant officers. Scholars must spend time considering the total force for a more complete understanding of how the Army teaches and assesses character.

Analysis of assessment stopped short of all four levels of the Kirkpatrick Model in this thesis. The methodology for this study used an embedded, single-case design with the Army as a whole serving as the overall case unit, and with USMA and ROTC filling subunit roles. However, USMA and ROTC can only assess their character education programs part of the way through the Behavior level. Future research may study how the Army determines success at the Behavior and Results levels after officers commission. In that same vein, it may be worthwhile to reexamine USMA and ROTC character education assessment using an alternate framework to the Kirkpatrick Model.

The most valuable extension to this thesis's conclusions may be to explore whether the differences in character education actually result in measurable differences to

officers' character in the force. This may be an incredibly challenging undertaking, but a worthwhile endeavor to assuage the concerns underpinning the background of this thesis.

Parting Thoughts

It is incredibly difficult to put a measurement on an individual's character. However, it is just as incredibly important for the Army to get it right. Often, the only measure of a service member's character is the lack of the counterfactual: he or she simply does not exhibit obvious signs of poor character. This is not satisfactory.

If the United States Army and the military writ large are to stand above the partisan rancor and maintain the trust—both internal and external—enjoyed for so long, it must start by ensuring that its members understand and internalize a common, unifying concept of character. This thesis makes plain that disparities exist in how the Army is teaching character to its aspiring junior officers, and there are gaps in how that education is assessed. Common character—a mutual ethic and a shared set of values—sets the foundation upon which differences are overcome and trust is maintained.

APPENDIX A

CGSC APPROVAL TO CONDUCT HUMAN SUBJECTS RESEARCH



REPLY TO
ATTENTION OF

DEPARTMENT OF THE ARMY
U.S. ARMY COMBINED ARMS CENTER
U.S. ARMY COMMAND AND GENERAL STAFF COLLEGE
100 STIMSON AVENUE
FORT LEAVENWORTH, KANSAS 66027-2301

ATZL-LSA

8 December 2020

MEMORANDUM FOR: MAJ Johnathan Parker, US Army Command and General Staff College, Ft. Leavenworth, KS, 66027

SUBJECT: Approval to Conduct Human Subjects Research

1. Your protocol to research *The Differences in Character Education between USMA and ROTC* dated 30 November 2020 was reviewed on 8 December 2020 and determined not to meet the 32 CFR 219 standard for research involving human subjects. Your proposal fails to meet the criterion of research involving human subjects because your interactions with subjects will not collect data about the subjects.
2. Your proposal is approved with no required modifications. You may begin data collection upon receipt of this letter.
3. You have been assigned protocol approval number **21-16**. Reference this number when submitting any additional documentation or requesting information from the CGSC Human Protections Director concerning your research proposal.
4. You are subject to monitoring by a member of the human protections cell to ensure compliance. Failure to follow these guidelines could result in the termination of the approval for your research.
5. Any modifications to this study (including, but not limited to, changes in recruitment materials or procedures, investigators, inclusion/exclusion criteria, interview/survey questions, or data collection procedures, or increases in the number of participants enrolled) must be submitted as a written amendment for review and approval prior to implementing the change.
6. POC is the undersigned at dale.f.spurlin.civ@mail.mil.

X

DALE F. SPURLIN, PhD
Associate Professor
Human Protections Director

APPENDIX B

USMA RESEARCH ACCESS PERMISSION



DEPARTMENT OF THE ARMY
UNITED STATES MILITARY ACADEMY
WEST POINT, NY 10996

MACS

APR 08 2021

MEMORANDUM FOR MAJ Johnathon D. Parker, Student, Command & General Staff College, Leavenworth KS 66027-1352

SUBJECT: Research Access Permission

1. References:

- a. Title 32 Code of Federal Regulations, Part 219, Protection of Human Subjects
- b. Department of Defense (DoD) Instruction 3216.02, Protection of Human Subjects and Adherence to Ethical Standards in DoD-Supported Research
- c. Army Regulation 70-25, Protection of Human Subjects in Research
- d. USMA Regulation 70-25, Human Research Protection Program

2. Approval. I hereby approve the request for support described below.

- a. Name of Researcher: MAJ Johnathon D. Parker
- b. Title of Research: The Differences in Character Education between USMA and ROTC

Summary of Research

This research supports the thesis work for a Master of Military Art and Science (MMAS) at the U.S. Army Command and General Staff College. The purpose of the study is to illuminate the differences in character education delivered to the U.S. Army's aspiring junior officers. The doctrine exists, and USMA and ROTC leaders are delivering the education, but the content and method of delivery are different. Through case study methodology and the theoretical lens of the New World Kirkpatrick Model, the study seeks to investigate those differences.

The study will also identify shortcomings in evaluation to determine if improvements may be made in evaluating character education for the Army as a whole. The thesis will help senior leaders see that, although there are challenges to measuring the outcomes of character education, determining how to do so is worthwhile.

MACS

SUBJECT: Research Access Permission

The study seeks to answer the following research questions by conducting interviews with subject matter experts who develop character curriculum and assess character education at USMA and within U.S. Army Cadet Command, obtaining relevant curriculum materials and pertinent (but de-identified) assessment data from those USMA and ROTC sources, and conducting archival research:

- (1) How do the U.S. Military Academy and U.S. Army ROTC differ in their delivery of character education?
- (2) How do the commissioning sources assess character education?
- (3) How, if at all, does the Army evaluate character education outcomes after USMA and ROTC cadets graduate and commission; what are the shortcomings?

3. The approval is conditional on the researcher providing the Human Protections Director (HPD) a copy of the protocol, informed consent (if applicable), and institutional approval. This is required to ensure that there is a DoD Human Research Protections Program (HRPP) determination that the activity is compliant with the References. Please contact the following person to coordinate completion of this review: HPD, hrpp@westpoint.edu, 845.938.7385.

4. Scope. I give permission for the authorized research personnel to conduct interviews with faculty members involved in USMA character education. Interviews will be coordinated with and conducted at the convenience of the faculty members. Interviews may be conducted between December 2020 and June 2021, and each will last less than one hour at the convenience of faculty members. I further give permission for the authorized research personnel to obtain documentation related to character education, including syllabi, curriculum documentation, and lesson material, as well as de-identified assessment instruments and assessment results related to character education.

5. Conditions of approval for research involving human subjects: If this activity is research involving human subjects, this approval is provided on the condition of, and with the understanding that, the researcher's institution will:

- a. Provide to my command any human research protection program-related support necessary to implement and oversee the above referenced activity.
- b. Obtain and comply with the terms of its Federal Assurance for the Protection of Human Research Subjects for this DoD-supported research involving human subjects (if applicable).
- c. Inform me via my point of contact below regarding any relevant unanticipated problem involving risk to subjects or others, or serious or continuing noncompliance.

MACS

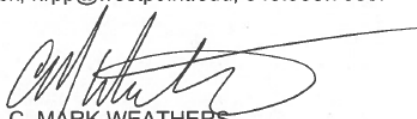
SUBJECT: Research Access Permission

d. Obtain publication clearance review from my command before publishing or otherwise releasing findings from this research to members of the public (e.g., via abstracts).

6. The data collected at USMA belong to USMA and may not be shared, transferred, or exchanged with anyone outside of the research team without prior authorization, except as specified in the approved protocol.

7. Affirmation. By endorsing this request, I affirm I have determined the above-referenced activity is mission critical and will be worth the time/cost of Army support. I acknowledge that my office assumes responsibility for ensuring the portion of the activity supported by my area of responsibility meets all applicable regulatory requirements.

8. POC. The action officer is Karen Peck, hrpp@westpoint.edu, 845.938.7385.



C. MARK WEATHERS
COL, AV
Chief of Staff

APPENDIX C

CADET COMMAND RESEARCH PERMISSION

Note: Permission to collect data from Cadet Command personnel was granted via email. The original text of the email exchange is reproduced below without modification to the content of the messages.

From: MAJ Parker, Johnathon D.

Sent: Wednesday, December 9, 2020

To: LTC Ward, David M.; Mr. Lilygren, John D.

CC: Dr. Huggins, Bert; Mr. Peterson, David Todd; LTC Geist, Casey T.

LTC Ward, thank you for the introduction, and Mr. Lilygren, thank you for CCing the relevant folks for my request. I really appreciate your time and attention.

As LTC Ward mentioned, I'm writing my MMAS thesis at CGSC on the differences in character education between USMA and ROTC. I request permission to collect data within Cadet Command on this topic through interviews and documents. I hope to interview 1-3 people involved with 1) developing character curriculum, 2) teaching character to cadets, and 3) assessing character education. I also hope to obtain documents related to character education: curriculum documents, syllabi, lesson plans, de-identified assessment data, and related documents.

I've attached a copy of the paperwork that show my institutional (CGSC) approval to begin research along with my HSR/IRB application that indicates any data collected is strictly as subject matter expertise (in the case of interviews), de-identified secondary data (in the case of assessment data), or non-human-related documentation (curricula,

syllabi, etc.). The latter PDF also includes a lot of information related to my thesis and its methodology.

I would appreciate any help you could provide to obtain the permission, coordinate interviews, and obtain the documents I mentioned.

Again, thank you for your time and attention! I know you're busy, and we're rapidly approaching the holiday season. For what it's worth, I don't anticipate conducting interviews until after the new year.

Thank you!

MAJ John Parker

From: Dr. Huggins, Bert

Sent: Wednesday, December 9, 2020

To: MAJ Parker, Johnathon D.; LTC Ward, David M.; Mr. Lilygren, John D.; LTC Riedel, Nathan A.; Mr. O'Donnell, Joseph F.

CC: Mr. Peterson, David Todd; LTC Geist, Casey T.

John,

The attached letter clarifies the status of research. Since the study does not meet the standards of human subjects (meaning that it does not pose any risk to human subjects), there is no problem from my end.

Dr. Bert Huggins

Research and Diversity

RMID, Cadet Command

APPENDIX D

INFORMED CONSENT TEMPLATE

The Differences in Character Education between USMA and ROTC

Consent to Participate in a Research Study

This is a research study conducted in support of a Master of Military Art and Science (MMAS) thesis studying Army character education and its outcomes at the United States Military Academy and at ROTC programs. This form provides information to you on your rights as a research participant in the above named study and of the responsibilities the researcher has during this study. The Command and General Staff College (CGSC) has approved this study and supports the research.

Purpose of the Research Study

The purpose of this study is to illuminate the differences in character education between USMA and ROTC in a time when the Army cannot afford to allow partisanship to infect its ranks. Polarization and partisanship underpin Americans' understanding of character, but the Army must make effort to forge a new, uniformed sense of character for its soldiers. The doctrine exists, and USMA and ROTC leaders are delivering the education, but the content and method of delivery are different. This study investigates those differences and will also identify shortcomings in evaluation to determine if improvements may be made in evaluating character education for the Army.

Procedures

1. Approximately six—but no fewer than two—subjects will be interviewed for this research study.
2. Each interview is expected to last 30-60 minutes but can be modified based on subject availability and willingness to extend. The researcher may ask subjects for follow-up interviews at the subjects' convenience.
3. Procedures are limited to interviews and document requests. The researcher may contact subjects via email or phone calls for interview coordination or similar administrative correspondence.
4. Subjects are asked to provide facts as subject matter experts in the area of character education, curriculum development, teaching, and assessment. Subjects are asked to not provide opinion or judgment on these or other related topics.
5. While real-time interviews are preferred, the subject and researcher may find written questions and responses suited for the circumstances. Such alternate procedures will be coordinated between the research and subject as needed.
6. The researcher may choose to terminate the procedure if doing so protects a subject (e.g., a subject speaks beyond the authorized scope of the research) or to maintain the integrity of the data (e.g., a subject does not follow procedure by providing excessive opinion or false information).
7. The researcher and subjects will not discuss classified information or otherwise violate the UCMJ or criminal law.

Risks

DoD employees should consult with their commander or supervisor prior to participating in this study. The contents of all interviews associated with this study are “on the record” and will be recorded in writing. (The researcher will not use recording devices.) Off-the-cuff or candid remarks that may be considered distasteful, crude, offensive, or otherwise lead to employment disciplinary action, therefore, may be documented in the transcript. Such topics, however, are not germane to this thesis and will not be included in the final document. The researcher will also only release the transcription to the interviewed subject, except in cases related to UCMJ, criminal law, Human Research Protection Program inspection, or DoD inspection.

Benefits

The researcher will share findings and the final thesis with subjects and with leaders at USMA, Cadet Command, and other Army organizations that may be in a position to learn from them and perhaps influence positive change in character education and its assessment. Ultimately, an improved Army with a strong collective character benefits the entire nation.

Compensation

Participants will not be compensated for their participation.

Confidentiality

1. The researcher will maintain interview transcripts and other data on a personal computer hard drive for a minimum of three years. The data will not be shared except with the interviewee in the case of interview transcripts upon the individual's request, or in cases related to UCMJ, criminal law, Human Research Protection Program inspection, or DoD inspection.
2. The researcher is the only individual involved with interview transcription, and transcripts will be stored on a password-protected hard drive. The thesis will include names and titles of interviewed individuals only with their permission. The researcher will request de-identified cadet assessment data, but this thesis will omit names and other Personally Identifiable Information (PII) belonging to persons if any are found in assessment data. The researcher will alert the source of the data about the PII, and any such information will be deleted from the dataset. These data will also be saved on a password-protected hard drive.
3. All data obtained about you, as an individual, will be considered privileged and held in confidence; you will not be identified in any presentation of the results unless you wish so. Complete confidentiality cannot be promised to subjects, particularly to subjects who are military personnel, because information bearing on your health might be required to be reported to appropriate officials.
4. All data related to this study will remain secured for a period of not less than three years from the approval date for the research study.

Contacts for Additional Assistance

For answers to pertinent questions about the research, the research subjects' rights, and whom to contact in the event of a research-related injury to the subject, please contact the following:



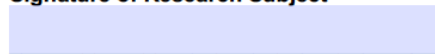
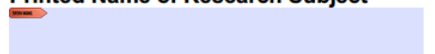

1. Principal Investigator: MAJ Johnathon Parker at 254-681-6474 or johnathon.d.parker.mil@mail.mil.
2. Collaborative Academic IRB Chair (Dr. Dale Spurlin at dale.f.spurlin.civ@mail.mil).

Voluntary Participation

Participation in a research study is voluntary. Anyone who is asked to be in a research study may say no. No one has to become a research subject. If you start a research study, you may stop at any time. You do not need to give a reason. No one can discriminate against you or treat you differently if you choose not to be in a research study or later decide to stop your participation.

Statement of Consent

I have read this form and its contents were explained. I agree to be in this research study for the purposes listed above. All of my questions were answered to my satisfaction. I understand I will receive a signed and dated copy of this form for my records.

	
Signature of Research Subject	Date
	
Printed Name of Research Subject	
	
Principal Investigator Signature	Date

APPENDIX E

INTERVIEW QUESTION LISTS

Interview Questions for ROTC Curriculum Officials

NOTE: For the purposes of this thesis, “character education” assumes the description of “character” found in Chapter 2 of ADP 6-22, especially as it concerns values and ethical reasoning.

1. What is the process for creating the ROTC / Military Science curriculum (from guidance, through development, approval, and implementation)?
2. How is the curriculum approved?
3. What factors are considered specifically with developing the curriculum for character education?
4. Does Cadet Command collaborate with USMA, OCS, or the Direct Commission Course for curriculum development? If so, in what ways?
5. What role does Cadet Command expect host universities to play in preparing cadets to satisfy commissioning requirements?
6. In what ways outside of the classroom does Cadet Command develop cadets' character?
7. With respect to character education, what outcomes does Cadet Command expect of its graduates?
8. How does Cadet Command assess that a cadet achieved those outcomes?
9. How does Cadet Command assess learning of individual lessons? Entire courses? Overall curriculum?
10. How do assessments affect curriculum, if at all?

Interview Questions for ROTC Professors of Military Science (PMSs)

NOTE: For the purposes of this thesis, “character education” assumes the description of “character” found in Chapter 2 of ADP 6-22, especially as it concerns values and ethical reasoning.

1. What is your process for shaping the ROTC / Military Science curriculum into lessons that you deliver to cadets?
2. How does the dispersed nature of ROTC affect how you prepare lessons?
3. Do you collaborate with other PMSs, ROTC programs, or other sources for lesson development? If so, how?
4. What factors do you consider when specifically developing lessons related to character education?
5. What role do you expect your host university to play in contributing to cadets’ character education? (Any non-ROTC/MS activity.)
6. In what ways outside of the classroom do cadets develop character? (Includes any activity besides formal in-class instruction.)
7. With respect to character education, what outcomes do you expect of cadets?
8. How do you assess that a cadet achieved those outcomes? (Tools/instruments and methods, by lesson, course, and over the entire process before commissioning?)
9. How do assessments affect your lesson planning, if at all?

Interview Questions for USMA Curriculum and Assessment Officials

NOTE: For the purposes of this thesis, “character education” assumes the description of “character” found in Chapter 2 of ADP 6-22, especially as it concerns values and ethical reasoning.

1. What is the process for creating the USMA curriculum (from guidance, through development, approval, and implementation)?
2. How is the curriculum approved?
3. What factors are considered specifically with developing the curriculum for character education?
4. Does USMA collaborate with Cadet Command, OCS, or the Direct Commission Course for curriculum development? If so, in what ways?
5. In what ways outside of the classroom does USMA develop cadets’ character?
6. With respect to character education, what outcomes does USMA expect of its graduates?
7. How does USMA assess that a cadet achieved those outcomes?
8. How does USMA assess learning of individual lessons? Entire courses? Overall curriculum?
9. How do assessments affect curriculum, if at all?

Interview Questions for USMA Character Instructors

NOTE: For the purposes of this thesis, “character education” assumes the description of “character” found in Chapter 2 of ADP 6-22, especially as it concerns values and ethical reasoning.

1. What is your process for shaping the character curriculum into lessons that you deliver to cadets?
2. Do you collaborate with other instructors for lesson development? If so, how?
3. What factors do you consider when developing lessons related to character education? (Cadet engagement, personal experiences, pedagogical methods, etc.)
4. In what ways outside of the classroom do cadets develop character? (To include programmed events/activities, extracurricular activities, etc.)
5. What role does the overall Academy experience contribute to cadets’ character education? (Any non-classroom activity.)
6. With respect to character education, what outcomes do you expect of cadets?
7. How do you assess that a cadet achieved those outcomes? (Tools/instruments and methods, by lesson, course, and over the entire process before commissioning?)
8. How do assessments affect your lesson planning, if at all? (Consider assessing individual lessons, course-end assessments, and Academy-level assessments.)

BIBLIOGRAPHY

- Abramowitz, Alan I., and Steven Webster. "The rise of negative partisanship and the nationalization of U.S. elections in the 21st century." *Electoral Studies* 41, no. 1 (2016): 12-22. <http://dx.doi.org/10.1016/j.electstud.2015.11.001>.
- Brimstin, Jay, and Toumnakone Annie Hester. "Evaluating the Impact of Individual Training on Unit's Operational Performance." Paper presented at the 2014 American Evaluation Association Conference, Denver, CO, October 16, 2014. <http://comm.eval.org/communities/community-home/librarydocuments/viewdocument?DocumentKey=a7c0f090-798c-4891-923f-841e6468e181>.
- Brinsfield, John W. "Army Values and Ethics: A Search for Consistency and Relevance." *The US Army War College Quarterly: Parameters* 28, no. 3 (Autumn 1998): 69-84. <https://press.armywarcollege.edu/parameters/vol28/iss3/5>.
- Card, Noel A. "Methodological Issues in Measuring the Development of Character." *Journal of Character Education* 13, no. 2 (2017): 29-45. https://link.gale.com/apps/doc/A530468650/AONE?u=nysl_ca_nyempire&sid=AONE&xid=1ab4bde9.
- Caslen, Jr., Robert L., and Nathan K. Finney. "The Army Ethic, Public Trust, and the Profession of Arms." *Military Review: The Profession of Arms* (Special edition, (September 2011): 13-20.
- Center for the Army Profession and Ethic. "Developing the Character of Trusted Army Professionals: Forging the Way Ahead." United States Army White Paper. April 19, 2016. <https://capl.army.mil/character-development-white-paper/>.
- Clausewitz, Carl von. *On War*. Indexed Ed. Edited and translated by Michael Howard and Peter Paret. Princeton: Princeton University Press, 1989.
- Coimbra, Maria de Nazaré Castro Trigo, and Alcina Manuela de Oliveira Martins. "Case Studying Educational Research: A Way of Looking at Reality." *American Journal of Educational Research* 1, no. 9 (2013): 391-395. <https://doi.org/10.12691/education-1-9-7>.
- Cook, Gareth. "The Moral Life of Babies: Yale Psychology Professor Paul Bloom finds the origins of morality in infants." *Scientific American*, November 12, 2013. <https://www.scientificamerican.com/article/the-moral-life-of-babies/>.
- Creswell, John W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 3rd ed. Thousand Oaks, CA: Sage Publications, 2009.
- . *Qualitative Inquiry & Research Design: Choosing Among Five Approaches*. 2nd ed. Thousand Oaks, CA: Sage Publications, 2007.

- Crossley, Michael, and Graham Vulliamy. "Case-Study Research Methods and Comparative Education." *Comparative Education* 20, no. 2 (1984): 193-207. <https://www.jstor.org/stable/3098564>.
- Dorri, Safoura, Mansoureh Ashghali Farahani, Elnaz Maserat, and Hamid Haghani. "Effect of role-playing on learning outcome of nursing students based on the Kirkpatrick evaluation model." *Journal of Education and Health Promotion* 8, no. 1 (January 2019), 197. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6852299/>.
- Eckstein, Harry. "Case Study and Theory in Political Science." In *Handbook of Political Science*. Vol. 7, *Strategies of Inquiry*, edited by Fred I. Greenstein and Nelson W. Polsby, 79-137. Reading, MA: Addison-Wesley Publishing Company, 1975.
- Evans, John R. Jr. Policy Memorandum 29, Subject: USACC Cadre/Faculty and Staff Development and Certification Program (On-Campus). Commanding General, United States Army Cadet Command, September 21, 2018. https://www.cadetcommand.army.mil/forms_pubs.aspx.
- . Policy Memorandum 31, Subject: Expansion of the ROTC Selected Cadet Athlete Program (RSCAP). Commanding General, United States Army Cadet Command, March 7, 2019. https://www.cadetcommand.army.mil/forms_pubs.aspx.
- . Policy Memorandum 32, Subject: Campus Evaluation Report (CER). Commanding General, United States Army Cadet Command, July 29, 2019. https://www.cadetcommand.army.mil/forms_pubs.aspx.
- Fredriksson, Ulf, Kanako N. Kusanagi, Petros Gougoulakis, Yaka Matsuda, and Yuto Kitamura. "A Comparative Study of Curriculums for Education for Sustainable Development (ESD) in Sweden and Japan." *Sustainability* 12, no. 3 (February 5, 2020): 1123. <https://doi.org/10.3390/su12031123>.
- Goodrick, Delwyn. *Comparative Case Studies*. Methodological Briefs: Impact Evaluation No. 9. Florence: UNICEF Office of Research, 2014. <https://www.unicef-irc.org/publications/754-comparative-case-studies-methodological-briefs-impact-evaluation-no-9.html>.
- Graham, Jesse, Jonathan Haidt, and Brian A. Nosek. "Liberals and Conservatives Rely on Different Sets of Moral Foundation." *Journal of Personality and Social Psychology* 96, no. 5 (2009): 1029-1046. <https://doi.org/10.1037/a0015141>.
- Hawkins, Stephen, Daniel Yudkin, Miriam Juan-Torres, and Tim Dixon. *Hidden Tribes: A Study of America's Polarized Landscape*. New York: More in Common, 2018.
- Headquarters, Department of the Army. Army Doctrine Publication 6-22, *Army Leadership*. Washington, DC: United States Government Publishing Office, 2019.

- . Army Regulation 145-1, *Senior Reserve Officers' Training Corps Program: Organization, Administration, and Training*. Washington, DC: United States Government Printing Office, 1996.
- . Army Regulation 150-1, *United States Military Academy: Organization, Administration, and Operation*. Washington, DC: United States Government Publishing Office, March 5, 2019.
- . Field Manual 16-100, *Character Guidance Manual*. Washington, DC: United States Government Printing Office, March 1961.
- . Field Manual 22-10, *Leadership*. Washington, DC: United States Government Printing Office, March 1951.
- Headquarters, Deputy Chief of Staff, Army G-1. "Authority for Army Officers to Opt-out of Promotion Boards." Stand-To!, October 3, 2019. <https://www.army.mil/standto/archive/2019/10/03/>.
- Headquarters, United States Corps of Cadets (USCC). USCC Pamphlet 6-22, *The Cadet Chain of Command Leadership Evaluation and Development Procedures*, West Point, NY: Headquarters, United States Military Academy, March 1, 2016.
- Hibbard, Lonnie G. "Enclosure 2, CG-USACIMT FY21 Approved Basic Officer Leader Course Common Core Task List, Major General Lonnie G. Hibbard, Commanding General, U.S. Army Center for Initial Military Training." Memorandum for See Distribution. Subject: FY21 Initial Military Training (IMT), Basic Officer Leader Course (BOLC)/Warrant Officer (WO) Common Core Task List (CCTL). March 20, 2020 Accessed October 7, 2020. <https://www.milsuite.mil/book/docs/DOC-767062>.
- Huntington, Samuel P. *The Soldier and the State: The Theory and Politics of Civil-Military Relations*. Cambridge: Belknap Press, 1957.
- Iowa Core. "Literature Review: Assessment for Learning/Formative Assessment." Accessed January 18, 2021. <https://iowacore.gov>.
- Jefferson, Thomas. "Jefferson Papers." Founders Online, National Archives and Records Administration. Accessed January 19, 2021. <https://founders.archives.gov/>.
- The Jubilee Centre for Character and Virtues. "Character Education in Universities: A Framework for Flourishing." University of Birmingham, Birmingham, UK, 2017. Accessed October 12, 2020. <https://www.jubileecentre.ac.uk/userfiles/jubileecentre/pdf/character-education/Framework%20for%20Character%20Education.pdf>.
- Kirkpatrick, James D., and Wendy Kayser Kirkpatrick. *Kirkpatrick's Four Levels of Training Evaluation*. Alexandria, VA: ATD Press, 2016.

- Lovat, Terence, Ron Toomey, Kerry Dally, and Neville Clement. "Project to Test and Measure the Impact of Values Education on Student Effects and School Ambience." Report for the Australian Government Department of Education, Employment and Workplace Relations, January 12, 2009. <https://eric.ed.gov/?id=EJ941592>.
- Loveland, Anne C. "Character Education in the U.S. Army, 1947-1977." *The Journal of Military History* 64, no. 3 (July 2000), 795-818. <https://www-proquest-com.lumen.cgsccarl.com/docview/195619292?accountid=28992>.
- Marshall, George C. "N.B.C. Radio Address on the Progress of National Defense, November 29 1940." In *Papers of George Catlett Marshall, Taking Care of the Troops*. Vol. 2, *We Cannot Delay, July 1 1939-December 6, 1941*, 359. Baltimore: The Johns Hopkins University Press, 1986. <https://www.marshallfoundation.org/library/digital-archive/n-b-c-radio-address-on-the-progress-of-national-defense/>.
- National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research. *The Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research*. Washington, DC: United States Government Printing Office, 1979. <https://www.hhs.gov/ohrp/regulations-and-policy/belmont-report/read-the-belmont-report/index.html>.
- Nieuwsma, Shenandoah Lia. "Broken Spirits: A History of Spiritual Fitness Training in the United States Army since World War II." Ph.D. diss., University of North Carolina, Chapel Hill, NC, 2016. Carolina Digital Repository.
- Office of the Under Secretary of Defense for Personnel and Readiness. *Population Representation in the Military Services, Fiscal Year 2018 Summary Report*. Washington, DC: Department of Defense, 2020. Accessed October 12, 2020. <https://www.cna.org/research/pop-rep>.
- Office of the Under Secretary of Defense for Research and Engineering. Department of Defense Instruction 3216.02, *Protection of Human Subjects and Adherence to Ethical Standards in DoD-Conducted and -Supported Research*. Washington, DC: Department of Defense, April 15, 2020. <https://www.esd.whs.mil/DD/>.
- Paull, Megan, Craig Whitsed, and Antonia Girardi. "Applying the Kirkpatrick model: Evaluating an Interaction for Learning Framework curriculum intervention." *Issues in Educational Research* 26, no. 3 (2016): 490-507. <https://www-proquest-com.lumen.cgsccarl.com/docview/2393111210?accountid=28992>.
- Price, Rita A. "The Quest for Moral Fiber at the Precommissioning Level." Strategy Research Project. United States Army War College, Carlisle Barracks, PA, 1996. <https://apps.dtic.mil/sti/citations/ADA309657>.

- Rajeev, P., M. S. Madan, and K. Jayarajan. "Revisiting Kirkpatrick's model – an evaluation of an academic training course." *Current Science* 96, no. 2 (January 2009): 272-276. <https://www.jstor.org/stable/24105191>.
- Simon Center for the Professional Military Ethic. *Goldbook: Character Program, Academic Year 2020*. West Point, NY: United States Military Academy, September 12, 2019.
- . *MX400: Officership Course Syllabus, AY 21-1*. West Point, NY: United States Military Academy, August 10, 2020.
- Superintendent of the United States Military Academy and West Point. *Annual Report of the Superintendent of the United States Military Academy – 1902*. Washington, DC: United States Government Printing Office, 1902. <http://digital-library.usma.edu/digital/collection/superep>.
- Sweeney, Patrick J., Matthew W. Imboden, and Sean T. Hannah. "Building Moral Strength: Bridging the Moral Judgment-Action Gap." *New Directions for Student Leadership*, no. 146 (Summer 2015): 17-33. <https://doi.org/10.1002/yd.20132>.
- Taft, William Howard, Frederick Harris, Frederic Houston Kent, and William J. Newlin, eds. *Service With Fighting Men: An Account of the Work of the Young Men's Christian Association in the World War*. New York: Association Press, 1922. HathiTrust Digital Library.
- Truman, Harry S. "Executive Order 10013, Establishing the President's Committee on Religious and Moral Welfare and Character Guidance in the Armed Forces." October 27, 1948. Harry S. Truman Library & Museum. <https://www.trumanlibrary.gov/library/executive-orders/10013/executive-order-10013>.
- United States Army. "Army Character Development Project." Center for the Army Profession and Leadership. Last modified March 29, 2019. <https://capl.army.mil/character-development-project/>.
- United States Army Cadet Command (USACC). *Cadet Character Leader Development Strategy*, Final Coordinating Draft. Fort Knox, KY: Headquarters, USACC, April 2016.
- . "CFDIC SOAR Class (blue card)." PowerPoint Presentation, ROTC Blackboard, March 25, 2020. <https://rotc.blackboard.com>.
- . "Course Maps AY 20-21 MASTER." PowerPoint Presentation, ROTC Blackboard, 2020. <https://rotc.blackboard.com>.
- . "FY2021 Master Common Core Task List." ROTC Blackboard, July 1, 2020. <https://rotc.blackboard.com>.

- . “Our Mission.” Accessed October 6, 2020. <https://www.cadetcommand.army.mil/>.
- . Regulation 10-5, *Organizations and Functions*. Fort Knox, KY: Headquarters, USACC, February 2016.
- . Regulation 145-9, *Cadet Command Reserve Officers’ Training Corps Branching, Commissioning, and Accessioning Regulation*. Fort Knox, KY: Headquarters, USACC, 2016.
- . Regulation 145-3, *Army Senior Reserve Officers’ Training Corps On-Campus Training and Leadership Development*. Fort Knox, KY: USACC, June 18, 2019.
- United States Army Cadet Command Curriculum Development Division. Lesson Plan, MS101, Lesson L08, “Profession of Arms.” ROTC Blackboard, March 31, 2020. <https://rotc.blackboard.com>.
- . Lesson Plan, MS402, Lesson L01, “Course Overview and Oral Practicum Assignment.” ROTC Blackboard, September 30, 2020. <https://rotc.blackboard.com>.
- United States Army Human Resources Command. MILPER Message Number 20-160, “FY21 U.S. Army Human Resource Command Professor of Military Science (PMS) Centralized Selection Panel – (COL/LTC/MAJ).” June 9, 2020. https://www.cadetcommand.army.mil/cadre_info.aspx.
- United States Army Training and Doctrine Command (TRADOC). TRADOC Regulation 350-36, *Basic Officer Leader Training Policies and Administration*. Fort Eustis, VA: Headquarters, TRADOC, February 20, 2020.
- United States Census Bureau. “Population Estimates, July 1, 2019.” United States Department of Commerce. Accessed May 1, 2020. <https://www.census.gov/quickfacts/fact/table/US/PST045219>.
- United States Congress. House. National Defense Authorization Act for Fiscal Year 1998, Public Law 105-85, 105th Congress (November 8, 1997).
- United States Department of Education, Institute of Education Sciences, National Center for Educational Statistics. “United States Military Academy.” October 15, 2019. <https://nces.ed.gov/collegenavigator/?q=united+states+military+academy&s=all&id=197036#enrolmt>.
- . “Undergraduate Enrollment.” May 2020. https://nces.ed.gov/programs/coe/indicator_cha.asp.

- United States Government Accountability Office (GAO). GAO-07-224, *Military Personnel: Strategic Plan Needed to Address Army's Emerging Officer Accession and Retention Challenges*. Washington, DC: GAO, January 2007.
- United States Military Academy (USMA). "About West Point." Accessed October 6, 2020. <https://www.westpoint.edu/about>.
- . *Academic Program, Curriculum and Course Descriptions*. West Point, NY: USMA, July 24, 2020. <https://courses.westpoint.edu/>.
- . *Developing Leaders of Character: The West Point Leader Development System*. West Point, NY: USMA, 2018.
- . *CBT Cadre Character Handbook, CBT 2020*. West Point, NY: USMA, 2020.
- . *Character Program, Academic Year 2020*. West Point, NY: USMA, 2019.
- . *Educating Army Leaders: Developing Intellect and Character to Navigate a Diverse and Dynamic World*. West Point, NY: USMA, 2020.
- . *Military Program, Academic Year 2020*. West Point, NY: USMA, 2020.
- . *Military Program Strategic Plan: 2017-2022*. West Point, NY: USMA, 2015.
- . "Part III: Tactical Officers (the Eisenhower Program)." Accessed February 22, 2021. <https://www.westpoint.edu/academics/academic-departments/behavioral-sciences-and-leadership/prospective-faculty/tactical-officers>.
- . *Physical Program, Academic Year 2019*. West Point, NY: USMA, 2019.
- . "'Standing Down' to Reflect on Character." *The Chronicle of Higher Education*. Accessed February 22, 2021. <https://sponsored.chronicle.com/Honorable-Living-Stand-Down-Day/index.html>.
- . *The USMA Strategy*. West Point, NY: USMA, 2019.
- United States Military Academy Center for Teaching Excellence. "New Instructor Information." USMA. <https://www.westpoint.edu/centers-and-research/center-for-teaching-excellence/new-instructor/west-point-resources>.
- United States War Department. *Revised United States Army Regulations of 1861*. Philadelphia: George W. Childs, 1863. <http://www.civilwarlibrary.org/civil-war-manuals.html>.
- Washington, George. "Washington Papers." Founders Online, National Archives and Records Administration. Accessed October 25, 2020. <https://founders.archives.gov/>.

- Westmoreland, William C. "Remarks before the Army Advisory Panel on ROTC Affairs, October 29, 1970." Quoted in Don R. Conway, "ROTC Officer Procurement." Research Paper, United States Army War College, Carlisle Barracks, PA, March 8, 1971. <https://apps.dtic.mil/sti/citations/AD0772302>.
- Wiles, Jon. *Leading Curriculum Development*. Thousand Oaks, CA: Corwin Press, 2009.
- Wilson, Woodrow. "Special Statement." In *Keeping Our Fighters Fit for War and After*, by Edward Frank Allen. New York: The Century Co., 1918. HathiTrust Digital Library.
- Yang, Weipeng, and Hui Li. "Cultural ideology matters in early childhood curriculum innovations: a comparative case study of Chinese kindergartens between Hong Kong and Shenzhen." *Journal of Curriculum Studies* 50, no. 3 (January 2018): 1-26. <https://doi.org/10.1080/00220272.2018.1428367>.
- Yin, Robert K. *Case Study Research and Applications: Design and Methods*. 6th ed. Thousand Oaks, CA: Sage Publications, 2016.