

UNITED STATES MARINE CORPS

MARTIAL ARTS CENTER OF EXCELLENCE

THE BASIC SCHOOL

24191 GILBERT ROAD

QUANTICO, VIRGINIA 22134

STUDENT OUTLINE

DELIVER A MCMAP PERIOD OF INSTRUCTION

MAIB1010

MARTIAL ARTS INSTRUCTOR COURSE

M02MMET

APPROVED BY: Maj. Carter, C.T. DATE: 1 January 2020

LEARNING OBJECTIVESa. Terminal Learning Objectives

(1) Given a Master Lesson File, an instructional setting, and references, conduct a lesson in accordance with the Systems Approach to Training (SAT) Manual chapter 4 section 4400. (FSIC-IMPL-2103)

(2) With the aid of references and given personnel in a training environment, reinforce Core Values through values based mental and character tie-ins so that all key points are discussed through proper technique in the time allotted. (0916-INST-2056)

(3) Given a Master Lesson File, an instructional setting, and references, employ instructional communication in accordance with the Systems Approach to Training (SAT) Manual chapter 4 section 4400. (FSIC-IMPL-2102)

b. Enabling Learning Objectives

(1) Given exam materials, identify verbal speech techniques in accordance with the Systems Approach to Training (SAT) Manual chapter 4 section 4400. (FSIC-IMPL-2102a)

(2) Given a scenario, conduct a warrior study to compare and contrast aspects of a warrior's individual actions with the instructor's own experience and in accordance with MCO 1500.59. (FSIC-IMPL-2103a)

(3) Given a student handout, employ MCMAP instructional methodologies to ensure transfer of knowledge. (FSIC-IMPL-2103b)

1. EFFECTIVE COMMUNICATION. How an instructor presents information can influence student understanding, retention, skills, and on-the-job performance. To ensure the maximum transfer of knowledge and skills the instructor must understand the communication process, communication techniques, and facilitation techniques.

a. Communication Process. Communication is an exchange between two or more people sending and receiving messages, and providing feedback on those messages. The messages can be verbal, nonverbal, written, or physical. It is an ongoing process; however, it is incomplete if the message is not clear or if the receiver fails to provide adequate feedback to the sender.

b. Communication Techniques. The communication techniques that instructors must skillfully employ in the classroom are: verbal, nonverbal, listening, and questioning. These techniques affect the transfer of learning and the instructor's ability to maintain student attention.

(1) Verbal. There are eight techniques to use when you are speaking. We are going to look at each one of them in detail.

(a) Volume. Volume is the loudness or softness of a speaker's voice. Be sure to adjust your voice to the acoustics of the room, size of the audience, and the level of background noise. If you speak too loudly, you will seem overbearing. If you speak too softly, students may not understand you.

(b) Rate. Rate involves the speed at which a person speaks. If your speech is too slow, it may put your students to sleep. If it is too fast, they may lose track of your ideas. Your rate of speech should be governed by the complexity of the subject and the emotion to be expressed.

(c) Dialect. Dialects are usually based on regional or ethnic speech patterns and tend to affect the way people talk in different parts of the country. There is no such thing as right or wrong dialect; however, it can be troublesome to the instructor when the audience does not share the same dialect because they may form negative opinions about the speaker's personality, intelligence, and competence.

(d) Pronunciation. Pronunciation is the accepted standard of sound and rhythm for words in a given language. Commonplace words may be mispronounced out of habit. If there are any doubts about the proper pronunciation of certain words, check the dictionary or listen to someone say it properly.

(e) Articulation. Articulation is the delivery of particular speech sounds. Sloppy articulation is the failure to form syllables distinctly and carefully. Most of the time, poor articulation is caused by laziness because we habitually chop, slur, and mumble our words. If you have poor articulation, work on identifying and eliminating these common errors so that you are able to effectively express your ideas and thoughts to students.

(f) Force. Use force by emphasizing the correct word or syllable. Placing emphasis on different words or

syllables can change the meaning of a sentence. Using force is equivalent to using bold or underlining written words.

(g) Inflection. Inflection refers to changes in the pitch or tone of a speaker's voice. It is the inflection in your voice that reveals whether you are asking a question or making a statement; whether you are being sincere or sarcastic. This is one of the keys to expressing something emotional, persuasive, or convincing. Using inflection can make the difference between just saying words and making the ideas meaningful.

(h) Pause. A short pause can signal the end of a thought, give students a chance to absorb the material, give a speaker an opportunity to concentrate on the next point, and lend dramatic impact to a statement. Unfortunately, we tend to use pet words in place of a pause. If you have difficulty minimizing your use of pet words, ensure that you are familiar with the material, well-rehearsed, and make a conscious effort to use a natural pause in its place.

(2) Nonverbal Communication (Platform Behavior). Communication is not complete without the nonverbal signals that complement verbal communication. Posture, movement, nervousness, gestures, facial expressions, and eye contact can contribute to, or hinder the communication process.

(a) Posture. Posture is very important, as it shows our enthusiasm for the subject. When we talk about posture, we are talking about platform stance. It should be comfortable without being slouchy. It's best to stay completely away from the podium during classroom instruction.

(b) Movement. Move with a purpose. Is your movement excessive? Is there a reason for your movement? Movement can attract the attention of the listener, as well as take away from a period of instruction if the movement is excessive. Avoid moving constantly, staying anchored to the podium, standing in one spot, blocking your media, dragging your feet, and swaying back and forth.

(c) Nervousness. Some nervousness or anxiety is natural, but it can cause poor voice techniques and mannerisms. Your primary concern should not be on how well you look, sound, or what you are doing with your hands. Instead, focus on student learning, rehearsing the lesson, having a positive mental attitude, relaxing, and being organized.

(d) Gestures. Gestures refer to the motions of an instructor's hands or arms. They should appear natural and should not draw attention to yourself or distract from your message. Avoid flailing your arms, rubbing your hands, cracking your knuckles, toying with your ring, or any other distracting motions.

(e) Facial Expressions. Facial expressions can reinforce, modify, or even contradict the spoken word (show what you're thinking and feeling). Expressionless instructors are usually unprepared or nervous, focusing too hard on the delivery vice the students, are uninterested in the subject, or are not attempting to make learning fun. If you have a "dead pan" face, your students will usually become uninterested and unenthusiastic about learning.

(f) Eye Contact. The use of the eye contact is one of the most meaningful channels of nonverbal communication available to us. As instructors, eyes can open communication, prolong communication, or cut off communication. Try to establish eye contact with the whole class. Some common errors include darting your eyes around the room, looking at the floor or demonstrators instead of the audience, or looking at one part of the audience while ignoring the rest. The rule of thumb is to hold the eye contact until communication occurs.

(3) Listening. Listening is paying close attention to and making sense of what is being heard. It is the channel used most often for learning. The incorrect tendency is to assume that listening is basically the same as hearing. As a result, little effort is made to learn how to develop listening skills and a vital communication function is neglected.

(a) Instructor Barriers. Barriers interrupt the communication process. As instructors, be aware of signals that give students the perception that you are not listening to them. It is important for instructors to orient their body towards the student and maintain eye contact when answering or receiving a question. Folded arms or hands on hips can indicate an instructor has a lack of interest. Rolling eyes may signal disapproval or disinterest. Instructors should avoid using words or phrases that may have a negative effect on students when directed by instructors or fellow students.

(b) Student Barriers. An instructor must be aware of possibilities that cause student barriers to listening. This will assist tremendously with identifying these barriers and help to minimize the interruption of the communication process.

Students are easily distracted because the brain can take in a speaker's words and still have plenty of spare "brain time". Listening too hard happens when a student tries to memorize every word. The students often miss the speaker's point by concentrating on too many details. Jumping to conclusions is when a person does not listen to what is being said due because they think they already know. Some people become so distracted by a speaker's accent, personal appearance, or vocal mannerisms that they lose sight of the message.

(4) Questioning. By asking questions throughout the lesson, instructors can emphasize a teaching point, monitor student comprehension, stimulate thinking, increase interest and promote student participation.

(a) Characteristics of a Well-Constructed Question

1. Clear. State the question in a language familiar to the students and phrased so that the students understand the meaning of the question.

2. Concise. Contains only one idea and should be short enough for students to remember (not too wordy).

3. Relevant. Relevant to the subject or material taught in the lesson.

4. Thought Provoking. State the question so that the answer is not suggested in the question. Questions should be open-ended. Ensure that when asking a question the answer is NOT displayed in the classroom.

(b) Asking Students Questions

1. Ask the question. You may either direct a question to one student or to the class.

2. Pause. This will allow the student time to think. If the student cannot answer, rephrase the question or redirect the question to another student.

3. Ensure everyone heard the answer. For example, "Did everyone hear his/her answer?"

4. Provide feedback. Inform the class whether the answer was correct. For example: "that's right" or "good job". Avoid saying "wrong answer". Instead, rephrase your response to "that wasn't quite what I was looking for, can

someone help him/her out?" If no one can answer the question, you should provide the answer and clear up any confusion.

(c) Receiving questions from students. The situation will dictate whether or not Steps 2 and 3 are necessary; therefore, they are optional.

1. Receive the question. Ensure students raise their hands and select only one student at a time.

2. Rephrase the question. This is useful if the question is unclear. If you decide to rephrase it, verify before moving to the next step. For example, "You want to know when liberty will be. Is that your question?" (Optional)

3. Ensure the question was heard. "Did everyone hear his question?" If it was not loud enough then repeat it or have the student repeat it. If you know the question was obviously loud enough for everyone to hear; then you may skip this step. (Optional)

4. Answer the question. You can either answer the question or redirect the question to the entire class to allow for student participation. "That's a good question, can anyone answer it?" If it cannot be answered then provide the answer. If you do not know the answer, tell the student you will find out and get back with them at the break or after class.

5. Verify. Ask the student if the answer provided was adequate. For example: "Did that help you out?" "Did that clear up any confusion?" or "Did that answer your question?"

(d) Probing Techniques. The term "probing" simply means asking follow-up questions to students. You should probe throughout the lesson to assess student's comprehension of the material, especially at transitions. Probes can ask for specifics, elaborations, examples, or explanations.

c. Facilitation Techniques. Transfer of learning refers to the extent to which students learned material/skills in the instructional setting that could be readily applied on the job. The instructor influences the transfer of learning through facilitation techniques. The way a lesson is presented will influence the success of the instruction. The instructor should strive to provide real world relevance, student focus, control

the lesson, motivation techniques, and interaction with students. Below is a discussion of each.

(1) Real World Relevance. Whenever possible, maximize the similarity between the instruction and the job situation to show relevance. The instructor can also physically organize the instructional environment to create a realistic job setting for instruction.

(2) Students Focus. The most common techniques used by instructors to gain the focus of their students are direct attention and presenting concepts from simple to complex.

(a) Direct Attention. Essentially, it consists of directing students' attention to what was said or will be said through the use of verbal statements, gestures, or even a pause. For example: "Know this diagram well!" A combination is even more effective, but be careful not to overuse these techniques.

(b) Present Concepts from Simple to Complex. Discuss basic principles and ensure they are understood before introducing complicated details.

(3) Control the Lesson. Ensure the objectives of the class are met and that the discussion/questions do not go beyond the focus of the class. In addition, create a comfortable learning environment and use discretion/tact when correcting a student's inappropriate or disruptive behavior so that it is not detrimental to the learning environment.

(4) Motivation Techniques. For learning to be effective, students must be motivated to learn. There exists a shared responsibility for motivation between the instructor and the student. The learner controls the desire to learn, and the instructor controls the stimulation. Regardless of the topic, the instructor must show enthusiasm while teaching to keep the students motivated.

(5) Interaction with Students. Learning is an active process for adult learners. The instructor should strive to involve students in the instruction process. To do so, the instructor should be aware of students' prior knowledge, the context in which the material is presented, and how learning will be applied to the job. Probe throughout the lesson to increase interaction and have students answer each other's questions whenever possible.

2. COMPONENTS OF A LESSON. A certain routine should be followed in order to present the elements of a period of instruction. It is the instructors' responsibility to ensure the information is delivered correctly even if there is an error in the lesson plan. The instructor should continually strive to add a personal touch with enthusiasm as to always appear natural rather than mechanical. The elements are outlined in the Systems Approach to Training manual as follows:

a. Present the Introduction. There are seven parts of the introduction that should be presented in sequence, familiarizing your students with the upcoming class and reducing the number of questions. The acronym GOLMEST will provides the sequence for the introduction.

(1) Gain Attention. The gain attention is developed to capture the students' interest. It must relate to the lesson content and inform the students why the information is important. It should provide the students with why they need to learn the information. This is often referred to as the WIIFM ("What's in it for me?"). Regardless of the type of gain attention used, its elapsed time should be in proportion to the overall length of the lesson. For example, a gain attention for a one-hour class should be no more than 3-5 minutes.

(2) Overview. In the overview, the instructor introduces themselves and describes conceptual framework of the lesson. The conceptual framework informs students of the learning agenda for the lesson by stating the main ideas that will be covered to achieve the desired outcome.

(3) Learning Objective. Learning objectives are presented to inform students what knowledge or skill is required for successful completion. It is critical for students to understand at the outset of a lesson what is expected of them. The TLO(s) and ELO(s) are transferred to the lesson plan verbatim and in the same sequence as they appear on the concept card. For lesson purpose classes, a statement is placed in this section to state, "There are no formal learning objectives."

(4) Method/Media. The method/media section describes the delivery system that was selected and is where administrative instructions (IRFs) are given.

(5) Evaluation. The evaluation section of the introduction describes the type of evaluation, time, and location (i.e., "in accordance with the training schedule") of where the students' knowledge or skills will be evaluated.

(6) Safety/Cease Training. This serves to make the students safety conscious before the first main idea is introduced. Identified controls and hazards are provided from the ORAW completed on the lesson.

(7) Transition. A transition is placed between the introduction and the first main idea. This transition is where the instructor ensures all students have an understanding of what is going to be taught, how it is going to be taught, how they will be evaluated, and Safety/Cease Training procedures. The transition then introduces the first main idea.

b. Present the Body. After presenting the introduction, present the body of the lesson, which is the "meat and potatoes" of the class. The body will be presented in the same sequence as the learning objectives in order for the lesson to flow smoothly.

c. Transitions. Transitions form the "bridges" that reinforce the conceptual framework and enable the instructor to gather feedback from students before opening the next main idea. The acronym RPI (review, probe, introduce) should be used. Review the previous main ideas by summarizing and providing an opportunity for questions. Next, probe the students with well-constructed, thought provoking questions. Finally, introduce the next main idea.

d. Present the Summary. Once finished with the last main idea, transition into the summary. In the summary, the instructor must mention all main ideas that were covered in the lesson. In addition, provide closure that explains why the student just sat through the lesson. Then provide closing instructions such as to fill out IRFs and take a break.

3. LECTURE. The lecture method is an instructional presentation of information, concepts, or principles. Its main purpose is to present a large amount of information in a short period of time. The lecture method is an efficient way to introduce a new topic of study or present background material students need for future classes.

a. Formal. A formal lecture allows instructors to present a subject to a large audience (100+) because there is no interaction between the students and the instructor. This method depends primarily on student listening and notetaking skills for the transfer of learning. The instructor must have effective speaking skills, an in-depth knowledge of the subject

matter, and find realistic examples and analogies to use with explanations. In preparing to deliver a lecture, the instructor must set clear-cut goals and objectives. The instructor should remember that the only feedback received from the audience will be nonverbal communications. Since the audience may lose interest with no active part in the instruction, the lecture should last no more than 30 minutes. Lectures should be short, well organized, and to the point.

b. Informal. In the informal lecture, the size of the group is usually smaller than the formal lecture and student participation develops when the instructor questions the students or they question the instructor on points presented. Considerable verbal interaction between instructor and student is often possible in the form of both questions and discussion. An informal lecture with media is commonly used in the Marine Corps for presenting information, concepts, and principles. The media used can reduce the amount of explanation time required for students to grasp concepts, structures, and relationships.

4. EDIP. EDIP stands for Explain, Demonstrate, Imitate, and Practice, and employs a combination of informal lecture, demonstration, and practical application. It provides complete student participation in an environment controlled by the instructor. Students imitate and practice skills only on the instructor's command. EDIP is used to train performance-based instructional material with procedural steps that all individuals perform without deviation. EDIP is particularly effective for entry-level students who do not know the subject matter.

a. Introduction. The introduction for an EDIP is shortened and informal. The parts of the introduction are gain attention, overview, positions, and safety. Also, any required training equipment should be issued prior to starting the class.

(1) Gain Attention. The gain attention for an EDIP should be relevant and concise. It should provide the students with the WIIFM ("What's in it for me?").

(2) Overview. In the overview, the instructor introduces themselves and techniques that will be taught in the lesson.

(3) Positions. The class must be arranged in a manner where all students can see and hear. This is done by using the demonstration position and practice position(s). Assign

students to these positions based on the training area available and the number of students.

(a) Demonstration Position. The demonstration position is the physical space the students will occupy when observing the instructor. This is a school circle where students will be placed for the explain and demonstration portions of the period of instruction. Ensure all students are able to see and hear the instructor clearly.

(b) Practice Position(s). The practice position is the physical space the students will occupy when imitating and practicing the techniques. Organize students for practice by pairing them by height and weight. This allows them to learn techniques without having to accommodate for the size of the opponent. Ensure the instructor can see all the students and the students can all see the instructor. Ensure students have enough space to safely practice the skills without interfering with one another. Depending on the techniques to be taught, several practice positions may be required.

(4) Safeties. Safety precautions must be introduced before any training is conducted and enforced throughout. If safeties are not covered before training and something goes wrong the instructor will be held directly responsible. All of the safeties for each technique are listed in the belt books in each respective chapter. The safeties should be briefed in the introduction, but MUST be briefed prior to the demonstration. During an EDIP performance evaluation, if a student does not brief all of the safeties before the demonstration, it will result in an automatic failure.

b. Explain. The first thing you must do after the administrative procedures is explain the purpose, principles, and fundamentals of the techniques you are teaching. It is not necessary to recite them verbatim but certain verbiage is important and should be used correctly.

c. Demonstrate. The next step is to demonstrate the technique once at full speed and then slower from a different angle. The demo should provide the students with a perfect picture of what the technique should look like. Do not explain the steps or open the class for questions at this time, since they will be given the steps during the imitate portion.

d. Imitate. Immediately after the demonstration have the students move into the practice position. Then the instructor will explain each performance step while the students imitate

their actions. The students will follow the instructor's commands, "Like this, Do that". Ensure students observe closely and do not get ahead. The instructor must fault check errors and reinforce safeties during this step.

e. Practice. After the students imitate the technique, allow them time to practice until proficient. Students should be allowed to practice as long as necessary, as time permits, in order to gain proficiency. Only the students who imitated will practice the technique, until they are changed over and the other students imitate. The instructor must fault check errors and reinforce safeties during this step.

f. Transition. The students must change over to allow the partner to imitate and practice each technique. Next bring the class back into the demonstration position to demonstrate the next technique in the chapter. The transition to the tie-in or warrior study should smoothly connect the topic to technique.

5. TIE-INS. A tie-in is a short guided discussion designed to develop the mental and character discipline of the Marines. The subjects for the tie-ins are located in the belt books and must be taught in conjunction with each specific physical technique block. It has been shown that students are more receptive after physical activity; therefore the optimum time to give a tie-in is after teaching martial arts techniques or conducting combat conditioning. The tie-in can also be used as an attention gainer at the beginning of a class or exercise. The key to effectively using this procedure is to bring the topics of subject out and to the Marines during a point when they are most attentive.

a. Introduction. The topic for a tie-in should be transitioned to smoothly from the technique that was taught. This will gain the students attention without losing their interest. The entire GOLMEST is not necessary for this method of instruction.

b. Instructor Knowledge. The instructor must be the subject matter expert on the topic of the tie-in. If the group cannot answer a question or reply to a statement, it is the instructor's job to do so. Depending on their experience, some Marines will be more knowledgeable on certain subjects than others.

c. Responsibility of the Marines. It is important that the instructor ties in the topic with the responsibility of the Marines. The students should walk away with a clear

understanding of what is expected of them. This is done by giving examples, student involvement, and direct attention. For example "All Marines must embody our Core Values at all times".

d. Student Participation. As a guided discussion, there should be as much student interaction as possible, based on the class size. Keeping the students actively involved will inspire motivation and contribute to the transfer of learning.

6. WARRIOR STUDY. A warrior study is a guided discussion using the citation for valor of a Marine whose actions best exemplified the warrior spirit. Like tie-ins, warrior studies are required within each belt level, and the optimum time to present them is after teaching martial arts techniques, free sparring, or conducting combat conditioning.

a. Selecting the Subject. Selection of a specific case study for use during a particular class or exercise is left to the discretion of the instructor, but thirty-eight Medal of Honor citations and eighteen Navy Cross citations have been provided for use as warrior studies. These case studies cover a period of Marine Corps history encompassing the past 100 years to include every major conflict of the 20th century. Collectively these case studies include all ranks and MOS's, validating the credo that every Marine is a rifleman first and thus every Marine is a warrior. Some made the supreme sacrifice while others survived to continue as productive members of the Marine Corps and society. Citations of a Navy Corpsman are included to show the special bond that has developed between the Marines and our field Corpsman who have fought and died beside us while providing aid. The instructor should strive to select a subject that is identifiable with the students, such as similar rank or billet. It is imperative that the instructor conducts more in depth research on the individual than what the citation entails.

b. Presentation. The instructor will NOT simply read the citation for a warrior study. Instead they will describe the events that occurred in their own words. The instructor should paint a descriptive word picture of the Marine, the battle, and any other material unique to the individual. Effective communication skills are imperative during this presentation in order to properly motivate the students.

c. Discussion. The key to an effective warrior study is to show how the actions of the subject in the citation reflected the warrior spirit and exemplified the Marine ethos. Each had to overcome physical danger, human factors, harsh environmental

factors, and in most cases physically overpower the enemy knowing that their selfless actions would most likely lead to death. The instructor must explain how the subject displayed the MCMAP disciplines, Core Values, and leadership characteristics. This is done by probing the students with questions to ensure maximum participation.

REFERENCES:

Marine Corps Martial Arts Program, MCO 1500.59_

Systems Approach to Training Manual

Leading Marines, MCWP 6-11B w/CH 1

WARRIOR STUDIESMedal of Honor Citations

PFC Robert C. BURKE*, Co "I" 3/23, Vietnam
 PVT Hector A. CAFFERATA, Jr. Co "F" 2/7, Korea
 PFC Ronald L. COKER*, Co "M" 3/3, Vietnam
 SGT Darrell S. COLE*, Co "B" 1/23, Iwo Jima
 1STLT Henry A. COMMISKEY, Co "C" 1/1, Korea
 COLONEL Donald G. COOK*, POW, Vietnam
 SGT Louis CUKELA, 66th Co 5 Marines, World War I
 CPL James L. DAY, 2/22, Okinawa
 PFC Ralph E. DIAS*, Co "D" 1/7, Vietnam
 CAPTAIN Henry T. ELROD*, VMA 211, Wake Island
 PFC William A. FOSTER*, Co "K" 3/1, Okinawa
 SGT Alfredo GONZALEZ*, Co "A" 1/1, Vietnam
 SGT Ross F. GRAY*, Co "A" 1/25, Iwo Jima
 PVT Dale M. HANSEN*, Co "E" 2/1, Okinawa
 SGT William G. HARRELL, Assault Group 1/28, Iwo Jima
 GYSGT Jimmie E. HOWARD, Co "C" 1st Recon Bn, Vietnam
 SGT Ross L. IAMS, Marine Det USS Connecticut, Haiti
 PFC Arthur J. JACKSON, 3/7, Peleliu
 PFC Douglas T. JACOBSON, 3/23, Iwo Jima
 PLTSGT Joseph R. JULIAN*, 1/27, Iwo Jima
 LCPL Miguel KEITH*, CAP 1-3-2 III, MEF Vietnam
 CAPTAIN James T. LIVINGSTON, Co "E" 2/4, Vietnam
 SGT Frederick W. MAUSER III*, Co "B" 1/7, Korea
 CPL Larry L. MAXAM*, Co "D" 1/4, Vietnam
 CPL Jason L. DUNHAM, Co "K" 3/7, Iraq

 2DLT George H. O'BRIEN Jr., Co "H" 3/7, Korea
 CPL Robert E. O'MALLEY, Co "I" 3/3, Vietnam
 PLTSGT Mitchell PAIGE, 2/7, Guadalcanal

CPL Lee H. PHILLIPS*, Co "E" 2/7, Korea
 SGT Richard A. PITTMAN, Co "I" 3/5, Vietnam
 CAPTAIN Everett P. POPE, Co "C" 1/1, Peleliu
 SGT James I. POYNTER*, Co "A" 1/7, Korea
 2DLT George E. RAMER*, Co "I" 3/7, Korea
 HN2 David R. RAY*, Battery "D", 2d Bn, Vietnam
 CPL Joseph VITTORI*, Co "F" 2/1, Korea
 CAPTAIN Louis H. WILSON, Co "F" 2/9, Guam
 1STLT Franklin N. MITCHELL*, Co "A" 1/7, Korea
 PFC Oscar P. AUSTIN*, Co "E" 2/7, Vietnam

Navy Cross Citations

Corporal John T. ADAMS*, Co "C", 1st Recon Bn, Vietnam
 Corporal Henry C. DILLARD, Co "M", 3/4, Vietnam
 Private Richard A. EVANS JR.*, Co "D", 1/5, Vietnam
 Corporal George R. GIBSON, Co "B", 2/4, Vietnam
 Sergeant Richard M. GILLELAND, Co "M", 3/7, Vietnam
 Corporal Leonard KOONTZ, Co "M", 3/4, Vietnam
 Lance Corporal William KOWALYK, Battery "G", 3/12, Vietnam
 Private Alvin S. LA POINTE, Co "C", 1/7, Vietnam
 Sergeant Glen T. LUNSFORD*, Co "D", 1/7, Vietnam
 Lance Corporal Frederick G. MONAHAN, Co "E", 2/3, Vietnam
 Second Lieutenant Louis R. PIATT, Co "M", 3/7, Vietnam
 Staff Sergeant Harold A. RIENSCHKE, Co "B", 3rd Tank Bn, Vietnam
 Captain Albert C. SLATER JR., Co "A", 1/9, Vietnam
 Captain Mykle E. STAHL, Co "K", 3/26, Vietnam
 Petty Officer Gerald M. STRODE, Co "B", 1/5, Vietnam
 Lance Corporal Charles D. THATCHER, Co "A", 3rd Tank Bn, Vietnam
 Corporal Jerrald R. THOMPSON*, Co "C", 1st Recon Bn, Vietnam
 Corporal Robert I. WIDGER, Co "K", 3/1, Vietnam