

Army Regulation 621-5

Education

Army Continuing Education System

Rapid Action Revision (RAR) Issue Date: 6 September 2009

**Headquarters
Department of the Army
Washington, DC
11 July 2006**

UNCLASSIFIED

SUMMARY of CHANGE

AR 621-5

Army Continuing Education System

This administrative revision, dated 19 October 2009-

- o Replaces paragraph citation "5-7e" with "5-7d" (para 5-6c).
- o Makes administrative changes (throughout).

This rapid action revision, dated 6 September 2009-

- o Revises Army Continuing Education System geographic area of support (table 1-1).
- o Revises eArmyU policies and procedures (para 4-6).
- o Authorizes tuition assistance for classes leading to a certificate regardless of the Soldier's education level (para 5-6c).
- o Prescribes tuition assistance use for language course in support of the Defense Language Transformation Roadmap (para 5-6j).
- o Updates tuition assistance prohibitions (para 5-7).
- o Prescribes administrative procedures for GoArmyEd and tuition assistance (para 5-12).
- o Eliminates the requirement for a tuition assistance waiver; however, military withdrawals may be subject to verification upon request (para 5-13c(2)).
- o Updates Management Control Checklist to reflect the introduction of the GoArmyEd automated systems (app H).
- o Changes U.S. Army Installation Management Agency to U.S. Army Installation Management Command (throughout).
- o Changes regional education advisors to Army Continuing Education System Region Chiefs (throughout).
- o Makes additional rapid action revision changes (throughout).


Education

Army Continuing Education System

By Order of the Secretary of the Army:

GEORGE W. CASEY, JR.
General, United States Army
Chief of Staff

Official:


JOYCE E. MORROW
Administrative Assistant to the
Secretary of the Army

History. This publication is an administrative revision to the rapid action revision (RAR), dated 6 October 2009. The portions affected by this RAR are listed in the summary of change.

Summary. This regulation implements DODD 1322.08E, Voluntary Education Programs for Military Personnel; DODI 1322.25, Voluntary Education Programs; and DODI 1322.19, Voluntary Education Programs in Overseas Areas.

Applicability. This regulation applies to the Active Army, the Army National Guard/Army National Guard of the United States, and the U.S. Army Reserve, unless otherwise stated. Also, it applies to Department of the Army civilians, other United States Federal employees, military retirees, United States contractors whose

contracts include such services and programs, some local nationals whose employment considerations include such services and programs, and adult Family Members.

Proponent and exception authority. The proponent of this regulation is the Deputy Chief of Staff, G–1. The proponent has the authority to approve exceptions or waivers to this regulation that are consistent with controlling law and regulations. The Commanding General, U.S. Army Human Resources Command, Army Continuing Education System, Chief, Education Division, hereafter referred to as HQ ACES, may also approve exceptions and waivers to this regulation. The proponent may delegate this approval authority, in writing, to a division chief within the proponent agency or a direct reporting unit or field operating agency of the proponent agency in the grade of colonel or civilian equivalent. Activities may request a waiver to this regulation by providing justification that includes a full analysis of the expected benefits and must include formal review by the activity's senior legal officer. All waiver requests will be endorsed by the commander or senior leader of the requesting activity and forwarded through their higher headquarters to the policy proponent. Refer to AR 25–30 for specific guidance.

Army management control process.

This regulation contains management control provisions and identifies key management controls that must be evaluated. (See appendix H.)

Supplementation. Supplementation of this regulation and establishment of command and local forms are prohibited without prior approval from the Deputy Chief of Staff, G–1 (DAPE–ZX), Washington, DC 22331–0300, through the Commanding General, U.S. Army Human Resources Command (AHRC–PDE), Alexandria, VA 22331–0472.

Suggested improvements. Users are invited to send comments and suggested improvements on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to the Commanding General, U.S. Army Human Resources Command (AHRC–PDE), Alexandria, VA 22331–0472.

Distribution. This publication is available in electronic media only and is intended for command levels C, D, and E for the Active Army, and D and E for the Army National Guard/Army National Guard of the United States, and the U.S. Army Reserve.

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*This regulation supersedes AR 621–5, dated 27 February 2004. This edition publishes a rapid action revision of AR 621–5.

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Chapter 1 Introduction

Section I General

1–1. Purpose

This regulation—

- a. Implements Department of Defense Directive (DODD) 1322.8E, Department of Defense Instructions (DODIs) 1322.25 and 1322.19.
- b. Establishes vision, mission, strategic goals, policies, and responsibilities for Army Continuing Education System (ACES).
- c. Delegates authority for managing Army Continuing Education System (ACES) programs and services.

1–2. References

Required and related publications and prescribed and referenced forms are listed in appendix A.

1–3. Explanation of abbreviations and terms

Abbreviations and special terms in this regulation are explained in the glossary.

1–4. Statutory authority

Statutory authority for this regulation is derived from the following sections of title 10, United States Code (USC)—

- a. Title 10 USC 4302, Enlisted Members of Army: Schools.
- b. Title 10 USC 2007, Payment of Tuition for Off-Duty Training or Education.
- c. Title 10 USC 2005, Advanced Education Assistance: Active Duty Agreement, Reimbursement Requirements.
- d. Title 10 USC 1142, Preseparation Counseling Requirement.

1–5. Geographic boundaries for education services

a. Each installation is responsible for providing educational services to active duty Soldiers either assigned to or supported by that installation under provisions of intraservice or interservice support agreements. Each installation is also responsible for providing educational services to members of other Services assigned for duty at the installation. Department of Army (DA) will provide tuition assistance (TA) support for its own members but not for those of other Services. In addition, installations are responsible for educational support to all Soldiers, DA civilians (DACs), other U. S. Federal employees, U.S. contractors, local nationals, and adult Family Members in the geographic areas of responsibility listed in tables 1–1 and 1–2. Outside the continental United States (OCONUS), installations are responsible for providing educational support in those geographic areas assigned by their respective region. The education point of contact (POC) for Troop Program Unit (TPU) Soldiers in the Army National Guard/Army National Guard of the United States (ARNG/ARNGUS) and the U.S. Army Reserve (USAR) forces are responsible for providing education services to members of those components within their geographic boundaries.

b. When economy and efficiency dictate and upon mutual agreement of the education services officers/education services specialists (ESOs/ESSs) involved, the provision for off-post educational support will not be restricted to the geographic areas of support indicated in table 1–1 and table 1–2. Where regional boundaries are involved, the respective education advisor must also agree. Current geographic areas of support may also be viewed at www.armyeducation.army.mil.

Table 1–1
Geographical areas of support for active duty Soldiers

State/Country/Territory	County/Parish/Area	Army Education Center Location	Region/Other
Afghanistan	All areas	Bagram Air Field, Camp Phoenix-Kabul, Kandahar Air Base	Europe
Africa	All of Africa except Egypt	Europe Region Office, Heidelberg, Germany	Europe
Alabama	Bullock, Chambers, Coosa, Elmore, Lee, Macon, Montgomery, Russell, Tallapoosa	Fort Benning, GA	Southeast

**Table 1-1
Geographical areas of support for active duty Soldiers—Continued**

Alabama	Autauga, Baldwin, Barbour, Bibb, Butler, Chilton, Choctaw, Clarke, Coffee, Conecuh, Covington, Crenshaw, Dale, Dallas, Escambia, Geneva, Greene, Hale, Henry, Houston, Lowndes, Marengo, Mobile, Monroe, Perry, Pickens, Pike, Sumpter, Tuscaloosa, Washington, Wilcox	Fort Rucker, AL	Southeast
Alabama	Blount, Calhoun, Cherokee, Clay, Cleburne, Colbert, Cullman, DeKalb, Etowah, Fayette, Franklin, Jackson, Jefferson, Lamar, Lauderdale, Lawrence, Limestone, Madison, Marion, Marshall, Morgan, Randolph, St. Clair, Shelby, Talladega, Walker, Winston	Redstone Arsenal, AL	Southeast
Alaska	All of Alaska	Fort Richardson, AK Fort Wainwright, AK	Pacific
American Samoa	All of American Samoa	Schofield Barracks, HI	Pacific
Argentina	All of Argentina	USARSO	USARSO
Arizona	All counties except Yuma and Maricopa	Fort Huachuca, AZ	West
Arizona	Yuma, Maricopa	Yuma Proving Ground, AZ	West
Arkansas	All counties	Fort Sill, OK	West
Australia	All of Australia	Camp Zama, Japan	Pacific
Austria	All of Austria	Europe Region Office, Heidelberg, Germany	Europe
Bahrain	All areas	Europe Region Office, Heidelberg, Germany	Europe
Belgium	USAG Benelux	Benelux/SHAPE, Treebek	Europe
Belize	All of Beliza	USARSO	USARSO
Bolivia	All of Bolivia	USARSO	USARSO
Bosnia	All areas	Tuzla Main, Sarajevo	Europe
Brazil	All of Brazil	USARSO	USARSO
California	Calaveras, Fresno, Imperial, Inyo, Kern, Kings, Los Angeles, Madera, Mariposa, Merced, Mono, Orange, Riverside, San Benito, San Bernardino, San Diego, San Luis Obispo, San Mateo, Santa Barbara, Santa Clara, Santa Cruz, Stanislaus, Tulare, Tuolomne, Ventura	Fort Irwin, CA	West
California	Alpine, Amador, Butte, Colusa, Del Norte, El Dorado, Glenn, Humboldt, Lake, Lassen, Marin, Mendocino, Modoc, Napa, Nevada, Placer, Plumas, Sacramento, San Francisco, San Joaquin, Shasta, Sierra, Siskiyou, Solano, Sonoma, Sutter, Tehama, Trinity, Yolo, Yuma	Fort Lewis, WA	West
California	Alameda, Contra Costa, Monterey	Presidio of Monterey, CA	West
Cambodia	All of Cambodia	Camp Zama, Japan	Pacific

**Table 1-1
Geographical areas of support for active duty Soldiers—Continued**

Canada	All of Canada	Fort Drum, NY	Northeast
Central America	All of Central America	USARSO	USARSO
Chile	All of Chile	USARSO	USARSO
China	All of China	Camp Zama, Japan	Pacific
Colombia	USMILGRP	USARSO	USARSO
Colorado	All counties	Fort Carson, CO	West
Connecticut	All counties	U. S. Military Academy, West Point, NY	Northeast
Costa Rica	All of Costa Rica	USARSO	USARSO
Cuba	All of Cuba	USARSO	USARSO
Cyprus	All of Cyprus	Europe Region Office, Heidelberg, Germany	Europe
Delaware	All counties	Aberdeen Proving Ground, MD	Northeast
Diego Garcia	All of Diego Garcia	Camp Zama, Japan	Pacific
District of Columbia	Fort McNair and units supported by Military District of Washington (MDW)	Consolidated geographic area of support for MDW. Fort Myer, VA, Fort Belvoir, VA, Fort Meade, MD and Pentagon, VA	Northeast
District of Columbia	Walter Reed Army Medical Ctr.	Walter Reed Army Medical Ctr., DC	
Dominican Republic	USMAAG	USARSO	USARSO
East Timor	East Timor	Camp Zama, Japan	Pacific
Eastern Caribbean	USMLO	USARSO	USARSO
Ecuador	All of Ecuador	USARSO	USARSO
Egypt	El Arish (includes sites in Cairo)	North Camp	Europe
Egypt	Sharm el Sheikh and El Gorah	South Camp	Europe
El Salvador	All of El Salvador	USARSO	USARSO
Florida	Calhoun, Escambia, Franklin, Gadsden, Gulf, Holmes, Jackson, Leon, Liberty, Wakalla, Washington, Alachua, Baker, Bradford, Clay, Columbia, Dixie, Duval, Flagler, Gilchrist, Hamilton, Jefferson, Lafayette, Madison, Nassau, Putnam, St. Johns, Suwannee, Taylor, Union, Bay, Okaloosa, Santa Rosa, Walton, Brevard, Broward, Charlotte, Citrus, Collier, Dade, De Soto, Glades, Hardee, Hendry, Hernando, Highlands, Hillsborough, Indian River, Lake, Lee, Levy, Manatee, Marion, Martin, Monroe, Okeechobee, Orange, Osceola, Palm Beach, Pasco, Pinellas, Polk, Putnam, Sarasota, Seminole, Sumter, Volusia	Fort Stewart, GA	Southeast

**Table 1-1
Geographical areas of support for active duty Soldiers—Continued**

Georgia	Baker, Ben Hill, Berrien, Bibb, Bleckley, Brooks, Calhoun, Chattahoochee, Clay, Clinch, Colquitt, Cook, Crawford, Crisp, Decatur, Dodge, Dooly, Dougherty, Early, Echols, Grady, Harris, Houston, Irwin, Jones, Lamar, Lanier, Lee, Lowndes, Macon, Marion, Meriwether, Miller, Mitchell, Monroe, Muscogee, Peach, Pike, Pulaski, Quitman, Randolph, Schley, Seminole, Stewart, Sumter, Talbot, Taylor, Terrell, Thomas, Tift, Troup, Turner, Twiggs, Upson, Webster, Wilcox, Worth	Fort Benning, GA	Southeast
Georgia	Baldwin, Burke, Clarke, Columbia, Elbert, Emanuel, Franklin, Glascock, Greene, Hancock, Hart, Jefferson, Jenkins, Johnson, Laurens, Lincoln, Madison, McDuffie, Oglethorpe, Putnam, Richmond, Screven, Stephens, Taliaferro, Warren, Washington, Wilkes, Wilkinson	Fort Gordon, GA	Southeast
Georgia	Banks, Barrow, Bartow, Butts, Carroll, Catoosa, Chattooga, Cherokee, Clayton, Cobb, Coweta, Dade, Dawson, DeKalb, Douglas, Fannin, Fayette, Floyd, Forsyth, Fulton, Gilmer, Gordon, Gwinnet, Habersham, Hall, Haralson, Heard, Henry, Jackson, Jasper, Lumpkin, Morgan, Murray, Newton, Oconee, Paulding, Pickens, Polk, Rabun, Rockdale, Spaulding, Towns, Unio	Fort McPherson, GA	Southeast
Georgia	Appling, Atkinson, Bacon, Brantley, Bryan, Bulloch, Camden, Candler, Charlton, Chatham, Coffee, Effingham, Evans, Glynn, Jeff Davis, Liberty, Long, McIntosh, Montgomery, Pierce, Tattnall, Telfair, Toombs, Treutlen, Ware, Wayne, Wheeler	Fort Stewart/Hunter Army Airfield, GA	Southeast
Germany	USAG Grafenwoehr	Vilseck-Rose, Hohenfels	Europe
Germany	USAG Wiesbaden	Wiesbaden, Hanau, Buedingen, Baumholder, Friedberg, Giessen	Europe
Germany	USAG Kaiserslautern	Rhein Ordnance Bks, Darmstadt, Heidelberg, Mannheim, Landstuhl, Kleber, Miesau	Europe
Germany	USAG Stuttgart	Panzer, Garmisch	Europe
Germany	USAG Ansbach	Ansbach/Katterbach, Illesheim, Bamberg, Schweinfurt, Leighton	Europe
Greece	All of Greece	NATO Site Larissa, Greece ACES POC: Europe Region Office Heidelberg, Germany	Europe
Guam	All of Guam	Schofield Barracks, HI	Pacific
Guatemala	All of Guatemala	USARSO	USARSO
Guyana	All of Guyana	USARSO	USARSO

**Table 1-1
Geographical areas of support for active duty Soldiers—Continued**

Haiti	All areas	USARSO	USARSO
Hawaii	All of Hawaii including Kwajalein, Midway and Wake Islands	Schofield Barracks, HI	Pacific
Honduras	All areas	Fort Buchanan, PR ACES POC: Joint Task Force-Bravo J1, Education Center, Soto Cano Air Base, Honduras	Southeast
Hungary	All of Hungary	Sarajevo, Bosnia	Europe
Idaho	All counties	Fort Carson, CO	West
Illinois	All counties	Rock Island Arsenal, IL	West
Indiana	All counties	Detroit Arsenal	West
Indonesia	All of Indonesia	Camp Zama, Japan	Pacific
Iowa	All counties	Rock Island Arsenal, IL	West
Iraq	All of Iraq	Europe Region Office, Heidelberg, Germany	Europe
Israel	All of Israel	Europe Region Office, Heidelberg, Germany	Europe
Italy	Naples	Naples	Europe
Italy	USAG Vicenza	Vicenza, Livorno	Europe
Jamaica	USMLO	USARSO	USARSO
Japan	All of Japan except Okinawa	Camp Zama, Japan	Pacific
Jordan	All of Jordan	Europe Region Office, Heidelberg, Germany	Europe
Kansas	Atchison, Brown, Doniphan, Douglas, Franklin, Jackson, Jefferson, Johnson, Leavenworth, Marshall, Miami, Nemaha, Osage, Wyandotte	Fort Leavenworth, KS	West
Kansas	Allen, Anderson, Barber, Barton, Bourbon, Butler, Chase, Chautauqua, Cherokee, Cheyenne, Clark, Clay, Cloud, Coffey, Comanche, Cowley, Crawford, Decatur, Dickinson, Edwards, Elk, Ellis, Ellsworth, Finney, Ford, Geary, Gove, Graham, Grant, Gray, Greeley, Greenwood, Hamilton, Harper, Harvey, Haskell, Hodgeman, Jewell, Kearny, Kingman, Kiowa, Labette, Lane, Lincoln, Linn, Logan, Lyon, Marion, McPherson, Meade, Mitchell, Montgomery, Morris, Morton, Neosho, Ness, Norton, Osborne, Ottawa, Pawnee, Phillips, Pottawatomie, Pratt, Rawlins, Reno, Republic, Rice, Riley, Rooks, Rush, Russell, Saline, Scott, Sedgwick, Seward, Shawnee, Sheridan, Sherman, Smith, Stafford, Stanton, Stevens, Sumner, Thomas, Trego, Wabaunsee, Wallace, Washington, Wichita, Wilson, Woodson	Fort Riley, KS	West
Kentucky	Counties west of Allen, Breckenridge, Edmonson, Grayson, and Warren	Fort Campbell, KY	Southeast

Table 1-1
Geographical areas of support for active duty Soldiers—Continued

Kentucky	All counties east of Butler, Hancock, Logan, Ohio, and Simpson	Fort Knox, KY	Southeast
Korea	Area I North of Seoul-2ID, Musan, Panmunjom, Tongduchon, and Uijongbu	Camp Stanley, Camp Red Cloud, Camp Page, Camp Casey, Camp Hovey, Camp Howze, Camp Gary Owen, Camp Greaves	Korea
Korea	Area II Yongsan-Seoul	Yongsan, K-16, and Camp Colburn	Korea
Korea	Area III Pyongtaek, Wonju, and Suwon	Camp Humphreys, Camp Long	Korea
Korea	Area IV Pusan, Taegu, and Waegwan,	Camp Henry, Camp Carroll, Camp Hialeah	Korea
Kosovo	All areas	Camp Bondsteel, Camp Monteith	Europe
Kuwait	All sites	Camp Doha, Camp Arifjan	Europe
Louisiana	All parishes	Fort Polk, LA	West
Luxembourg	All of Luxembourg	Europe Region Office, Heidelberg, Germany	Europe
Macedonia	All areas	Camp Bondsteel	Europe
Maine	All counties	Fort Drum, NY	Northeast
Maryland	Baltimore, Cecil, Harford, Kent	Aberdeen Proving Ground, MD	Northeast
Maryland	Anne Arundel, Calvert, Caroline, Charles, Clarke, Dorchester, Howard, Montgomery, Prince Georges, Queen Anne, St. Mary's, Somerset, Sussex, Wicomico and Worcester.	Consolidated geographic area of support for MDW. Fort Myer, VA, Fort Belvoir, VA, Fort Meade, MD and Pentagon, VA	Northeast
Maryland	Allegheny, Carroll, Frederick, Garrett, Washington	Fort Detrick, MD	MEDCOM
Maryland	Bethesda Naval Hospital	Walter Reed Army Medical Ctr., D.C.	MEDCOM
Massachusetts	All counties	U. S. Military Academy, West Point, NY	Northeast
Mexico	All of Mexico	Honduras AEC	Southeast
Michigan	All counties	Selfridge ANG Base, MI	West
Minnesota	All counties	Rock Island Arsenal, IL	West
Mississippi	Adams, Amite, Claiborne, Clarke, Copiah, Covington, Forrest, Franklin, George, Greene, Hancock, Harrison, Hinds, Jackson, Jasper, Jefferson, Jefferson Davis, Jones, Kemptor, Lamar, Lauderdale, Lawrence, Leake, Lincoln, Madison, Marion, Natchez, Neshoba, Newton, Pearl River, Perry, Pike, Rankin, Scott, Sharkey, Simpson, Smith, Stone, Walthall, Warren, Wayne, Wilkinson, Yazoo	Fort Rucker, AL	Southeast

**Table 1-1
Geographical areas of support for active duty Soldiers—Continued**

Mississippi	Alcorn, Attala, Benton, Bolivar, Calhoun, Carroll, Chicksaw, Choctaw, Clay, Coahoma, DeSoto, Grenada, Holmes, Humphreys, Itawamba, Lafayette, Lee, Leflore, Lowndes, Marshall, Monroe, Montgomery, Noxubee, Oktibeha, Panola, Pontotoc, Prentiss, Quitman, Sunflower, Tallahatchie, Tate, Tippah, Tishomingo, Tunica, Union, Webster, Winston, Yalobusha	Redstone Arsenal, AL	Southeast
Missouri	Andrew, Atchison, Buchanan, Caldwell, Carroll, Cass, Chariton, Clay, Clinton, Cooper, Davies, DeKalb, Gentry, Grundy, Harrison, Holt, Howard, Jackson, Johnson, Lafayette, Linn, Livingston, Mercer, Nodaway, Pettis, Platte, Putnam, Ray, Saline, Sullivan, Worth	Fort Leavenworth, KS	West
Missouri	Adair, Audrain, Barry, Barton, Bates, Benton, Bollinger, Boone, Butler, Callaway, Camden, Cape Girardeau, Carter, Cass, Cedar, Christian, Clark, Cole, Crawford, Dade, Dallas, Dent, Douglas, Dunklin, Gasconade, Greene, Henry, Hickory, Howard, Howell, Iron, Jasper, Knox, Lawrence, Leclède, Lewis, Lincoln, Macon, Madison, Maries, Marion, McDonald, Miller, Mississippi, Moniteau, Monroe, Montgomery, Morgan, Newton, New Madrid, Oregon, Osage, Ozark, Pemiscot, Perry, Phelps, Pike, Polk, Pulaski, Ralls, Randolph, Reynolds, Ripley, Schuyler, Scotland, Scott, Shannon, Shelby, St. Clair, St. Francois, Ste. Genevieve, Stoddard, Stone, Taney, Texas, Vernon, Washington, Wayne, Webster, Wright	Fort Leonard Wood, MO	West
Missouri	Franklin, Jefferson, St. Charles, St. Louis, St. Louis metropolitan area, Warren	Rock Island Arsenal, IL	West
Montana	All counties	Fort Carson, CO	West
Nebraska	All counties	Fort Riley, KS	West
Netherlands	254th BSB	Treebeek, NL	Europe
Nevada	Clark, Elko, Eureka, Lander, Lincoln, Nye, White Pine	Fort Carson, CO	West
Nevada	Churchill, Douglas, Esmeralda, Humboldt, Lyon, Mineral, Pershing, Storey, Washoe	Fort Irwin, CA	West
New Hampshire	All counties	Fort Drum, NY	Northeast
New Jersey	Atlantic, Burlington, Camden, Cape May, Cumberland, Gloucester, Jersey, Long Beach Island, Ocean, Salem	Fort Dix, NJ	Northeast

**Table 1-1
Geographical areas of support for active duty Soldiers—Continued**

New Jersey	Bergen, Essex, Hudson, Hunterdon, Mercer, Middlesex, Monmouth, Morris, Passaic, Somerset, Sussex, Union, Warren	Fort Monmouth, NJ	Northeast
New Mexico	All counties	White Sands Missile Range, NM	West
New York	All counties except those served by Fort Hamilton and West Point	Fort Drum, NY	Northeast
New York	All of New York City plus counties or boroughs of Bronx, Kings, Queens, Nassau, Richmond, Suffolk	Fort Hamilton, NY	Northeast
New York	Delaware, Dutchess, Columbia, Green, Orange, Putnam, Rockland, Sullivan, Ulster, Westchester	U. S. Military Academy, West Point, NY	Northeast
New Zealand	All of New Zealand	Camp Zama	Pacific
Nicaragua	All of Nicaragua	Honduras AEC	Southeast
North Carolina	All counties	Fort Bragg, NC	Southeast
North Dakota	All counties	Fort Riley, KS	West
Norway	All of Norway	Europe Region Office, Heidelberg, Germany	Europe
Ohio	All counties except Belmont, Harrison, Jefferson, Monroe	Fort Knox, KY	Northeast
Ohio	Belmont, Harrison, Jefferson, Monroe	Carlisle Barracks, PA	Southeast
Okinawa	All of Okinawa	Okinawa-Torii Station	Pacific
Oklahoma	All counties	Fort Sill, OK	West
Oregon	Baker, Grant, Harney, Malheur, Morrow, Umatilla, Union, Wallowa	Dugway Proving Ground, UT	West
Oregon	Benton, Clackamas, Clatsop, Columbia, Coos, Crook, Curry, Deschutes, Douglas, Gilliam, Hood River, Jackson, Jefferson, Josephine, Klamath, Lake, Lane, Lincoln, Linn, Marion, Multnomah, Polk, Sherman, Tillamook, Wasco, Washington, Wheeler, Yamhill	Fort Lewis, WA	West
Pakistan	All of Pakistan	Europe Region Office, Heidelberg, Germany	Europe
Panama	All of Panama	Honduras AEC	Southeast
Paraguay	All of Paraguay	Honduras AEC	Southeast
Pennsylvania	Tobyhanna Army Depot and all counties except Adams and Franklin	Carlisle Barracks, PA	Northeast
Pennsylvania	Adams, Franklin	Fort Detrick, MD	Northeast
Peru	All of Peru	Honduras AEC	Southeast
Philippines	All of the Philippines	Camp Zama, Japan	Pacific
Poland	All of Poland	Europe Region Office, Heidelberg, Germany	Europe
Portugal	All of Portugal	SHAPE, BE	Europe
Puerto Rico	All areas	Fort Buchanan, PR	Southeast

**Table 1-1
Geographical areas of support for active duty Soldiers—Continued**

Qatar	All of Qatar	Camp As-Sayliyah (CAS)	Europe
Rhode Island	All counties	U. S. Military Academy, West Point, NY	Northeast
Romania	All of Romania	Europe Region Office, Heidelberg, Germany	Europe
Russia	All areas	NATO sites TBD ACES POC: Europe Region Office Heidelberg, Germany	Europe
Saipan	All of Saipan, Rota, Tinian, and Commonwealth of the Northern Mariana Islands	Schofield Barracks, HI	Pacific
Saudi Arabia	All areas	Riyadh	Europe
Serbia	All of Serbia	Camp Bondsteel, Kosovo	Europe
Singapore	All of Singapore	Camp Zama, Japan	Pacific
South America	All of South America	Fort Buchanan, PR	Southeast
South Carolina	All counties except Beaufort and Jasper	Fort Jackson, SC	Southeast
South Carolina	Beaufort and Jasper	Fort Stewart, GA	Southeast
South Dakota	All counties	Fort Riley, KS	West
Spain	All areas	Madrid NATO Site ACES POC: Europe Region Office Heidelberg, Germany	Europe
Sri Lanka	All of Sri Lanka	Schofield Barracks, HI	Pacific
Suriname	All of Suriname	Europe Region Office, Heidelberg, Germany	Europe
Taipan	All of Taipan	Schofield Barracks, HI	Pacific
Taiwan	All of Taiwan	Schofield Barracks, HI	Pacific
Tennessee	All counties	Fort Campbell, KY	Southeast
Texas	Counties of Brewster, Culbertson, El Paso, Hudspeth, Jeff Davis, Loving, Pecos, Presideo, Reeves, Terrell, Ward, and Winkler	Fort Bliss, TX	West
Texas	All counties east of Pecos, Ward, and Winkler. All counties north of Austin, Bastrop, Blanco, Caldwell, Edwards, Fayette, Gillespie, Harris, Hays, Kerr, Val Verde, Waller	Fort Hood, TX	West
Texas	Chambers, Jasper, Hardin, Liberty, Jefferson, Orange, Newton, Tyler, Polk	Fort Polk, LA	West
Texas	Brook Army Medical Center and counties not served by Fort Hood and Fort Bliss	Fort Sam Houston, TX	West
Thailand	All of Thailand	Camp Zama, Japan	Pacific
Trinidad and Tobago	USMLO	Fort Buchanan, PR	Southeast
Turkey	All areas	Izmir, Turkey POC: 22nd ASG, Vicenza IT	Europe
United Kingdom	All areas	Menwith Hill	Europe
Uruguay	USODC	Fort Buchanan, PR	Southeast
Utah	All counties	Fort Carson, CO	West
Uzbekistan	All areas	Kashi-Khanabad (K2)	Europe

**Table 1-1
Geographical areas of support for active duty Soldiers—Continued**

Venezuela	USMILGRP	Fort Buchanan, PR	Southeast
Vermont	All counties	Fort Drum, NY	Northeast
Vietnam	All of Vietnam	Camp Zama, Japan	Pacific
Virgin Islands	USMLO	Fort Buchanan, PR	Southeast
Virginia	Counties of Accomack, Arlington, Clarke, Clifton Forge, Covington, Culpepper, Essex, Fairfax, Fauquier, Frederick, Fredericksburg, Greene, King George, Harrisonburg, Lancaster, Loudon (east to Dulles Airport), Madison, Manassas, Matthews, Middlesex, Northampton, Northumberland, Orange, Page, Prince William, Rappahannock, Rockingham, Shenandoah, Spotsylvania, Stafford, Warren, Westmoreland, and the independent city of Alexandria..	Consolidated geographic area of support for MDW. Fort Myer, VA, Fort Belvoir, VA, Fort Meade, MD, and Pentagon, VA	Northeast
Virginia	Counties of Gloucester, Isle of Wight, James City, Matthews, Southampton, and York.	Fort Eustis, VA	Northeast
Virginia	Albermarle, Alleghany, Amelia, Amherst, Appomattox, Augusta, Bath, Bedford, Bland, Botetourt, Bristol, Buchanan, Buckingham, Brunswick, Buena Vista, Campbell, Caroline, Carroll, Charles City, Charlotte, Charlottesville, Chesterfield, Colonial Heights, Craig, Cumberland, Danville, Dickenson, Dinwiddie, Emporia, Floyd, Fluvanna, Franklin, Galax, Giles, Goochland, Grayson, Greensville, Halifax, Hanover, Henrico, Henry, Highland, Hopewell, King, and Queen, King William, Lee, Lexington, Louisa, Lunenburg, Lynchburg, Martinsville, Mecklenburg, Montgomery, Nelson, New Kent, Norton, Nottoway, Northumberland, Patrick, Petersburg, Pittsylvania, Powhatan, Prince Edward, Prince George, Pulaski, Radford, Richmond, Rockbridge, Roanoke, Russell, Scott, Smyth, South Boston, Staunton, Surry, Sussex, Tazewell, Washington, Waynesboro, Wise, Wythe	Fort Lee, VA	Northeast
Washington	All counties	Fort Lewis, WA	West
Washington, DC	Fort McNair and units supported by Military District of Washington (MDW), Walter Reed Army Medical Ctr.	Consolidated geographic area of support for MDW. Fort Myer, VA, Fort Belvoir, VA, Fort Meade, MD, and Pentagon, VA, Walter Reed Army Medical Ctr., DC	Northeast
West Virginia	All counties except Hancock	Fort Detrick, MD	Northeast
West Virginia	Hancock	Carlisle Barracks, PA	Northeast
Wisconsin	All counties	Selfridge ANG Bases, MI	West
Wyoming	All counties	Fort Carson, CO	West

Table 1-1
Geographical areas of support for active duty Soldiers—Continued

Yemen	All of Yemen	Europe Region Office, Heidelberg, Germany	Europe
Yugoslavia	All of Yugoslavia	Camp Bondsteel, Kosovo Camp Monteith, Kosovo	Europe

Table 1-2
United States Army Reserve Geographic Areas of Support

State/Country/Territory	County/Parish/Area	Army Education Center Location	U.S Army Reserve Command
All of the Pacific-Alaska, American Samoa, Guam, Hawaii, Japan, Korea, Okinawa, Rota, Saipan, Tinian (Commonwealth of the Northern Mariana Islands)	9th RRC	Ft. Shafter Flats, Honolulu, HI	USAR
VA	9th Theater Support Command	Fort Belvoir, VA	USAR
AZ, CA, NV	63d RRC	Los Alamitos, CA	USAR
Puerto Rico	65th RRC	Fort Buchanan, PR	USAR
ID, OR, WA	70th RRC	Seattle, WA	USAR
NJ	77th RRC	Fort Dix, NJ	USAR
NY	77th RRC	Fort Totten, NY	USAR
AL, FL, GA, KY, MS, NC, SC, TN	81st RRC	Birmingham, AL	USAR
IL, IN, OH, MI, MN, WI	88th RRC except Fort McCoy, WI	Fort Snelling, MN	USAR
WI, IMCOM, Chaplain Candidates	Fort McCoy, WI Only IMCOM and Chaplain Candidates	Fort McCoy, WI	USAR
IA, KS, NE, MO	89th RRC	Wichita, KS	USAR
AR, LA, NM, OK, TX	90th RRC	North Little Rock, AR	USAR
CT, ME, MA, NH, RI, VT	94th RRC	Devens-Ayer, MA	USAR
CO, MT, ND, SD, UT, WY,	96th RRC	Salt Lake City, UT	USAR
Wash. D. C., DE, MD, PA, VA, WV	99th RRC	Coraopolis, PA	USAR
HQ, U. S. Special Operation Command	All Special Operation Command World-Wide	Fort Bragg, NC	USAR
Germany and all of Europe	CDR, 7th ARCOM	Giessen, Germany	USAR

Section II

Responsibilities

1-6. Assistant Secretary of the Army for Manpower and Reserve Affairs

The Assistant Secretary of the Army for Manpower and Reserve Affairs (ASA(M&RA)) will—

- a. Provide guidance to and oversight of the Deputy Chief of Staff, G-1 (DCS, G-1) in developing, implementing, executing, and evaluating voluntary education policies, programs, plans, budget, and activities.
- b. Ensure the Army complies with Federal statutes and directives.

1-7. Deputy Chief of Staff, G-1

The DCS, G-1 will—

- a. Establish policies consistent with Federal statutes, DODD 1322.8E, DODIs 1322.19 and 1322.25.
- b. Provide fiscal and personnel resources for ACES programs and services.
- c. Select/manage enterprise automation contracts as the source of ACES automation procurement centrally.

1–8. Director, Army Continuing Education System

The Director, Army Continuing Education System will—

- a.* Manage and determine the need to add, continue, modify, or cancel ACES programs and services Army-wide.
- b.* Coordinate, recommend, and implement education policies for the DCS, G–1. Coordinate policy changes recommended by Installation Management Command (IMCOM) regions.
- c.* Defend and distribute fiscal resources through the planning, programming, budgeting, and execution system.
- d.* Coordinate education staff actions impacting on training, such as multi-use learning facility/Army Learning Center (MLF/ALC) policy and regular access to digital training facility (DTF) classrooms for Soldier education and training with the Deputy Chief of Staff, G–3/5/7 (DCS, G-3/5/7).
- e.* Serve as a member of the Distance Learning (DL) Council of Colonels and provide staff action development for the DL General Officer Steering Committee (GOSC).
- f.* Establish policy and manage MLF/ALC.
- g.* Provide GoArmyEd information and training as needed, to specific U.S. Army Human Resources Command (USA HRC) and National Guard Bureau (NGB) personnel for the sole purpose of supporting the administration of active duty service obligations (ADSOs) and reserve duty service obligations (RDSOs) incurred as a result of TA use.
- h.* Manage Army Personnel Test (APT) operations.
- i.* Manage Army/American Council on Education Registry Transcript System (AARTS).
- j.* Manage Active Army Education Incentives and Entitlements programs: Montgomery GI Bill (MGIB), Veterans Educational Assistance Program (VEAP), Army College Fund (ACF), and U.S. Army Loan Repayment Program (LRP).
- k.* Manage GoArmyEd and Army University Access Online Program hereafter referred to as electronic Army University (eArmyU).
- l.* Provide technical assistance to IMCOM, regions, and reserve components (RC).
- m.* Conduct HQ ACES site visits to regions and installations to assist with program implementation/quality assurance, ensure adequacy of support, and review trends in participation with associated costs.
- n.* Serve as DA data owner of education data elements including all test scores resulting from administration of APT maintained by DA automated personnel information systems to define the values, procedures, and business rules governing management and use of these data elements within specified functional areas.
- o.* Serve as the functional proponent of the EDMIS and GoArmyEd education portal.
- p.* Serve as the functional chief representative for the Education Services Civilian Career Program (CP) and Career Field 31 and justify and manage Army Civilian Training and Education Development System (ACTEDS) funded training and development for CP 31, Education Services.
- q.* Manage and schedule the DOD-funded ACE evaluation of Army military training and experience.
- r.* Market the total ACES program to senior leadership to ensure visibility and viability of program Army-wide.

1–9. Assistant Chief of Staff for Installation Management

The Assistant Chief of Staff for Installation Management (ACSIM) will manage installations and installation support services through the IMCOM.

1–10. Commander, U.S. Army Installation Management Command

The Commander, U.S. Army Installation Management Command will—

- a.* Direct, monitor, and review the delivery of all ACES programs and services within the IMCOM regions.
- b.* Execute ACES policy and budget within the guidelines provided by the Director, HQ ACES and in funding guidance provided by Army Budget Office, G–1, and subsequent commands.
- c.* Allocate and cross level ACES resources to installations.
- d.* Provide ACES program analysis by region to the Director, HQ ACES.
- e.* Resolve ACES policy and operational problems and issues based on guidance provided by HQ ACES.
- f.* Interface with the regional and installation/garrison commanders on adult continuing education issues.
- g.* Conduct staff assistance visits to regions/installations.
- h.* Serve as POC for ACES Installation Status Report (ISR) reporting requirements.
- i.* Provide technical assistance through training with non-ACTEDS funds to regional directors of education and installation/communities to assist with program implementation, quality assurance, ensure adequacy of support, and participation for Army continuing education programs.
- j.* Direct installations to conduct continual needs assessments and program evaluations and submit them to HQ ACES by the end of fiscal year (FY) 05 and every three years thereafter.
- k.* Provide interface between the Community and Family Support Center (CFSC) and Chief, Library Services, with regional and installation librarians and ESOs who coordinate with the installation library on policies and procedures to

complement continuing education programs and services and OCONUS ESOs who participate in the Pacific Command Academic Library Steering (PALS) Committee.

1-11. Regional Directors, U.S. Army Installation Management Command

The Regional Directors, U.S. Army Installation Management Command will—

- a.* Direct, monitor, and review the delivery of all ACES programs and services at installations within the IMCOM region.
- b.* Provide procedural guidance consistent with this regulation, HQ ACES policy guidance, and IMCOM guidance to their subordinate elements.
- c.* Plan for and provide fiscal resources (except TA funding) to installations.
- d.* Direct installations to conduct continual needs assessments and program evaluations and submit them to HQ ACES by the end of FY05 and every three years thereafter.
- e.* Provide technical assistance to installations.
- f.* Conduct staff assistance visits to installations to assist in program implementation and to review trends in participation and associated costs.
- g.* Submit recurring reports through IMCOM to HQ ACES as indicated in paragraph 1-19d and chapter 9, section II.
- h.* Ensure responsibilities outlined for regional career program managers (CPMs) are carried out.
- i.* Support Soldier training course (STC) instruction and mission-required language training as provided in AR 350-1.
- j.* Ensure all Soldiers have equitable access to educational opportunities.

1-12. ACES Region Chiefs, U.S. Army Installation Management Command

The ACES Region Chiefs, U.S. Army Installation Management Command will—

- a.* Direct, monitor, and review the delivery of all ACES programs and services at installations within the IMCOM region.
- b.* Serve as the regional CPM when the ACES Region Chief is a qualified 1740. (In cases where the ACES Region Chief is not a qualified 1740, the senior ranking 1740 careerist within the region or installation will be appointed, in writing, to serve as CPM.)
- c.* Advise regional headquarters and field activities, as CPM, on career management from a functional standpoint. Perform other duties as specified by the Education Services ACTEDS plan, AR 690-950, and Centralized Resumix.
- d.* Serve on the HQ, IMCOM ACES Executive Steering Committee (ESC).
- e.* Plan for and provide fiscal resources (except TA funding) to installations.
- f.* Provide technical assistance to installations.
- g.* Conduct staff assistance visits to installations to assist in program implementation and to review trends in participation and associated costs.
- h.* Submit recurring reports to HQ ACES as indicated in chapter 9, section II.
- i.* Submit required GoArmyEd information to HQ ACES.
- j.* Support STC instruction and mission-related language training as provided in AR 350-1.
- k.* Ensure all Soldiers have equitable access to educational opportunities.
- l.* Designate ACES personnel to serve on the ACES Automation and Technology Working Group (AATWG).
- m.* Designate a regional ACES APT coordinator.
- n.* Submit all requests for access to GoArmyEd to HQ ACES.
- o.* Ensure that all ACES personnel provided access to GoArmyEd complete the ACES training online through GoArmyEd.

1-13. Chief Information Officer, G-6

Chief Information Officer, G-6 (CIO, G-6) will fund and manage the automation system, EDMIS, authorized for use by ACES.

1-14. Chief of Public Affairs

The Chief of Public Affairs will—

- a.* Publicize ACES programs and services.
- b.* Assist in determining appropriate focus and emphasis concerning publicity and promotion of ACES programs and services.

1-15. Deputy Chief of Staff, G-3/5/7

The DCS, G-3/5/7 will—

- a.* Serve as the Army staff proponent for STC instruction (formerly, military occupational specialty (MOS) improvement training (MOSIT)) outlined in AR 350-1 for individual military education and training.

- b.* Coordinate training staff actions for noncommissioned officer (NCO) leader skill/self-development policy and American Council on Education (ACE) MOS/training course evaluations that impact on education with DCS, G-1.
- c.* Fund MLFs/ALCs and APT operations. The MLF/ALC and APT operations are funded in the management decision package (MDEP) visibility operational readiness (VOPR).
- d.* Fund Distributed Learning System (DLS) DTF classrooms and ensure priority access of DTF classrooms by ACES to meet Soldier education needs.
- e.* Serve as the Army staff proponent for DL (military training and education) for the Army. Coordinate and co-chair the DL GOSC to provide advice and recommendations on all Army DL programs and initiatives to the senior Army leadership.

1-16. Deputy Chief of Staff, G-2

The Deputy Chief of Staff, G-2 (DCS, G-2) is the Army staff proponent for mission-required language training guidance for individual military training and education as outlined in AR 350-1. The DCS, G-2 will fund mission-required training.

1-17. Chief, National Guard Bureau

The Chief, National Guard Bureau (CNGB), will—

- a.* Develop NGB unique policies, procedures, and priorities consistent with this regulation to facilitate delivery of ACES to part-time National Guard Soldiers and coordinate all draft education policies with DA before implementation.
- b.* Provide fiscal and personnel resources for ACES programs and services.
- c.* Develop and maintain the Information Management and Reporting Center (iMARC), and report data consistent with ACES EDMIS to HQ ACES as indicated in paragraphs 9-16 to 9-17.
- d.* Support data requirements for the AARTS transcript.
- e.* Ensure NGB Army Resource Management (Education Section) administers ADSO incurred when officers accept TA.

1-18. Director of Education, Army National Guard/Army National Guard of the United States

In coordination with HQ ACES, Army National Guard (ARNG)/ARNGUS and Director of Education (DoE) will—

- a.* Develop ARNG/ARNGUS unique priorities, policies, and procedures conforming to this regulation and facilitating delivery of ACES to the ARNG/ARNGUS.
- b.* Manage and deliver ACES to the ARNG/ARNGUS.
- c.* Provide policy and guidance implementing ACES programs and services to the State ARNG/ARNGUS ESO.
- d.* Issue procedures and processing guidance for TA.
- e.* Maintain and report data for the ARNG/ARNGUS to HQ ACES as indicated in chapter 9, section II.

1-19. Chief, Army Reserve and Commander, U.S. Army Reserve Command

The Chief, Army Reserve and Commander, U.S. Army Reserve Command (USAR) will—

- a.* Develop USAR unique policies, procedures, and priorities consistent with this regulation to facilitate delivery of ACES to USAR Soldiers and coordinate all draft education policies with DA before implementation.
- b.* Provide fiscal and personnel resources for ACES programs and services.
- c.* Develop and maintain the Web-Enabled Education Benefits System (WEBS), and report data consistent with ACES EDMIS to HQ ACES as indicated in paras 9-16 and 9-17.
- d.* Support data requirements for the AARTS transcript.

1-20. Director of Education, U.S. Army Reserve

In coordination with HQ ACES, U.S. Army Reserve (USAR) DoE will—

- a.* Develop USAR unique priorities, policies, and procedures conforming to this regulation and facilitating delivery of ACES to the USAR.
- b.* Manage and deliver ACES to the USAR.
- c.* Provide policy and guidance implementing ACES programs and services to the Reserve Education Services Specialist (RESS).
- d.* Issue procedures and processing guidance for TA.
- e.* Maintain and report data for the USAR to HQ ACES as indicated in chapter 9, section II.

1-21. Commanding General, U.S. Army Training and Doctrine Command

The Commanding General, U.S. Army Training and Doctrine Command (TRADOC) will—

- a.* Assist non-high school graduates by administering general education development (GED) tests in the training base.
- b.* Maintain NCO professional development models.

- c. Provide MGIB briefing to basic combat training/one station unit training Soldiers.
- d. Assist HQ ACES in coordinating and scheduling ACE evaluation of service school training curriculums for recommended college credit.
- e. Assist HQ ACES in establishment of Army career/occupational degree networks at the Basic Noncommissioned Officer Course (BNCOC) level and where possible at graduation of advanced individual training (AIT).
- f. Provide DLS classrooms and equipment (hardware and software) for DL education programs managed by ACES.
- g. Support data requirements for the AARTS transcript.

1–22. Commanding General, U.S. Army Human Resources Command

The Commanding General, U.S. Army Human Resources Command (USA HRC) will—

- a. Oversee ACES through The Adjutant General (TAG).
- b. Ensure information management requirements for identification and tracking of all ACES participants are supported in the electronic military personnel office (eMILPO) interface with EDMIS.
- c. Ensure access to eMILPO is provided to ACES in support of APT data entry of test scores.
- d. Ensure information management requirements for identification and tracking of eArmyU participants in the Total Army personnel database (TAPDB) are supported.
- e. Ensure retention management requirements for enrollment of eArmyU participants are supported.
- f. Ensure Retirement and Separations Branch monitors eArmyU service remaining requirement (SRR) on all separation actions.
- g. Ensure Retirement and Separations Branch administers ADSO incurred when officers accept TA using GoArmyEd.
- h. Support data requirements for the AARTS transcript.

1–23. Commanding General, U.S. Army Recruiting Command

The Commanding General, U.S. Army Recruiting Command will—

- a. Coordinate with HQ ACES all education-related advertising, promotion, and information materials for policy review before publication and release.
- b. Provide the results of research and analysis, accession data, and trends reports regarding the impact of education on recruiting and retention to HQ ACES.
- c. Train USAREC ESSs on ACES programs, services, policies, and education incentives and entitlements.
- d. Train recruiters and Army (military) recruiting guidance counselors on such education incentives and entitlements as MGIB, ACF, and LRP.

1–24. Commanding General, U.S. Army Medical Command

The Commanding General, U.S. Army Medical Command will assist HQ ACES in establishment of Army career/occupational degree networks at the BNCOC level and where possible at graduation from AIT.

1–25. Garrison Commanders

The garrison commanders will—

- a. Manage the delivery of ACES programs and services through the ESO and the ACES staff.
- b. Ensure ACES funds and other resources are used to deliver the maximum levels of ACES programs and services to authorized individuals consistent with this regulation.
- c. Conduct needs assessments and program evaluations on a continual basis and submit data to ACES Region Chief at least triennially.
- d. Integrate ACES programs into installation and/or local unit training schedules.
- e. Ensure statutory preseparation counseling services and mandatory veterans education benefits counseling is provided.
- f. Ensure recurring reports are submitted to regional directors as indicated in chapter 9, section II.
- g. Ensure DLS classrooms are available to ACES for Soldier education on a regular schedule when Soldiers can attend and when not in use for training as prescribed by TRADOC Policy Memorandum-Distance Learning (DL) DTF Use by Colleges and Universities (19 June 2001).
- h. Ensure AECs are located in permanent buildings meeting requirements for DL classrooms and connected to the local area and campus area networks to provide DL for education and access to resources for both training and education.
- i. Assist the ACE evaluation teams in the conduct of MOS and training curriculum evaluations.
- j. Ensure that Education Center facilities conform to technical specifications as outlined in the U.S. Army Corps of Engineers Technical Instruction 800–01, chapter 5, table 5–8.

1–26. Personnel Services Battalion/Detachment Commanders

Personnel Services Battalion/Detachment (PSB/PSD) commanders will establish procedures to ensure—

- a.* Incoming and departing Soldiers process at the AEC under AR 600–8–101 requirements for personnel processing within 30 days of arrival and 30 days before permanent change of station (PCS) in the resident community.
- b.* Information is made available to commanders to verify SRR compliance and SRR ending date for separation actions.
- c.* Information is made available to AECs on Soldier’s PCS and expiration term of service (ETS) dates.
- d.* Reports, surveys, and rosters are furnished to the installation ESO per DA Pam 600–8 requirements for management and administrative procedures.
- e.* Transcripts used for acceptance of credit/promotion points are from schools/institutions that are members of the U.S. Department of Education (ED) recognized and approved accrediting agencies. Accredited Institutions of Postsecondary Education published by ACE will be used to verify accreditation of academic institutions. This guide is available at AECs. Soldiers with college credits from foreign colleges or universities (except those countries listed in AR 601–210, para 2–7i) must have those credits evaluated by an accredited college/university or one of the agencies listed in the Accredited Institutions of Postsecondary Education or any other organization who is a member of the National Association of Credential Evaluation Service. Promotion points will be awarded for credit only if the school is accredited. Also, Soldiers competing for promotion to sergeant and staff sergeant will receive 10 promotion points for each proponent approved technical certification, for a maximum of 50 points. Promotion points will be awarded under civilian education. The certification must be current as required by the certifying authority. Original certification documents will be presented to the promotion work center prior to the awarding of promotion points.
- f.* ESO is provided access to eMILPO and training as necessary in order to enter APT test scores for APT administered and scored at the AEC.
- g.* Civilian education level is updated in eMILPO not later than seven days after receipt of data from ESO in PSB/PSD.
- h.* Certified copies of Soldiers’ DA Form 2–1 (Personnel Qualification Record), enlisted record brief (ERB), and officer record brief (ORB) are sent when requested by the AARTS Operation Center.
- i.* The PSB/PSD Unit Records Custodian sends a certified copy of Soldier’s DA Form 2–1, ERB, and ORB to the AARTS Operation Center when requested by the Soldier to complete a Soldier’s record.

Chapter 2

ACES Vision, Mission, Strategic Goals, and Policies

Section I

General

2–1. ACES Vision and Mission

- a.* The ACES vision is to revolutionize and lead Department of Defense education ... Spearhead a lifelong learning culture to strengthen a mission ready force.
- b.* The ACES mission is to vigorously promote lifelong learning opportunities to sharpen the competitive edge of the Army by providing and managing quality self-development programs and services.

2–2. ACES strategic goals

In support of its mission and that of America’s Army, the ACES corporate strategy includes the following:

- a.* Strategic Goal 1: Provide vision, policy, and direction to plan and operate programs and services.
- b.* Strategic Goal 2: Provide lifelong learning opportunities to enhance job performance, skill qualifications, and career growth for the Army and its future leaders.
- c.* Strategic Goal 3: Promote the development of critical thinking and decision-making skills through a variety of programs, including basic skills and postsecondary, enabling Soldiers to adapt to new challenges.
- d.* Strategic Goal 4: Build an integrated workforce for Army 2020.
- e.* Strategic Goal 5: Leverage emerging technologies to streamline education, training, and business practices.
- f.* Strategic Goal 6: Design, build, and implement an education enterprise architecture.

2–3. Strategic planning and performance measurement

Strategic planning is the coordinated and systematic process for developing a plan for the overall course and direction of ACES. ACES’ strategic planning addresses, in detail, the superior quality programs and services and effectiveness of all ACES operations. The strategic planning process involves the following:

- a.* Formulate guiding documents for ACES vision, mission, values, and strategic goals on the HQ ACES, IMCOM, region, and installation levels.

- b. Perform analyses of the internal and external environments.
- c. Identify long-term strategic organizational objectives.
- d. Identify short-term functional performance objectives.
- e. Identify an implementation strategy and strategic control system.
- f. Monitor performance, provide feedback, and make necessary changes.

2-4. HQ ACES administration

a. HQ ACES supports the Army management philosophy precepts found in AR 5-1: top management leadership; satisfying or exceeding customer requirements; strategic planning; training; recognition, and reward; empowerment, teamwork, Army involvement; measurement and analysis; and continuous process improvement.

b. HQ ACES administration supports the Total Army Quality (TAQ) philosophy of striving to provide customer satisfaction through the delivery of quality education programs and services. The TAQ philosophy is to manage processes instead of people by listening to customer needs and continually improving the processes involved in the delivery of programs and services.

c. TAQ recognizes the enduring nature of change and the imperative of mission accomplishment while emphasizing an integrative, comprehensive, and holistic approach embodying total quality management, value engineering, business process engineering, and change management. TAQ relies on committed leadership, empowering and enabling employees, and continuous process improvement to bring about efficient and effective change.

d. The fighting force of this century must be an educated, dedicated, motivated force; programs keeping it that way are an integral part of the Army's force management policy. Advances in technology permitting Soldiers to participate in education and self-development while in organizational assignments will facilitate the requirement for continuous education. The Army will become a lifelong learning organization adopting a continuous process of education and inculcating this value throughout the corps.

e. Five systems support the goals stated in paragraph 2-2. They include—

- (1) Military professional development.
- (2) Military self-development.
- (3) ACES personnel self-development.
- (4) DAC self-development.
- (5) Adult Family Member self-development.

f. Regional directors and garrison commanders should establish ESC within their commands to provide oversight of ACES through Quality Management/Assurance Boards.

2-5. Support of the training mission

Education and training mutually support and enhance the combat readiness of the Army. Additionally, they are key elements in the Army's leader development program. ACES education programs and services are designed to expand Soldier skills, knowledge, and behaviors. A close working relationship between the education and training proponents is essential at all levels to ensure proper planning and delivery of ACES education programs and services to support the training mission.

2-6. ACES support for leader development

a. Developing competent leaders to adapt to change is critical for today's complex, changing missions and future information-age technologies and challenges. America's Army leaders require a solid educational foundation and continued lifelong learning opportunities to enable them to manage and lead in an era of change. For Army organizations to keep pace and grow with this accelerated pace of change, leaders must be encouraged, motivated, and provided the tools and opportunities to continuously update knowledge and skills. ACES must help develop leaders comfortable with using information-age technology, comfortable with risk and uncertainty, and have/develop the flexibility to adjust quickly to changing conditions. ACES will—

- (1) Provide opportunities for leaders to develop/sharpen skills in visionary and critical thinking, innovation, adaptability, creativity, and decision-making.
- (2) Provide opportunities to gain the skills required to leverage information systems.
- (3) Provide DL capabilities in an education-on-demand mode.

b. The effectiveness of this process results directly from the total integration of the three pillars of leader development: institutional training and education (training in military schools), training in units, and self-development. Additional guidance on Soldier leader and self-development may be found in the following publications: ARs 350-1, 600-100; DA Pams 350-58, 600-3, 600-25; Field Manuals (FM) 7-0, 22-100, and 7-22-7.

c. The Army's formal leader development process promotes the growth of individual leaders through training and education, experience, assessment, counseling and feedback, remedial and reinforcement actions, evaluation, and selection. Army leaders gain needed skills, knowledge, and experience through a combination of institutional training and education, operational assignments and self-development as described in FM 22-100.

d. Self-development actions include attending military and civilian training and education programs supporting

developmental goals; seeking challenging, demanding, and complex assignments providing opportunities for self-growth; expanding knowledge by studying history, doctrine, and professional manuals and publications; conducting self-evaluation of performance to identify strengths and weaknesses and to determine impact on performance; seeking assistance and guidance from commanders, supervisors, and more experienced leaders and peers; seeking leadership roles; and developing and executing self-development action plans that provide a clear path for achieving developmental goals.

e. ACES programs and services support the self-development process. Self-development is a planned, progressive, sequential program that leaders use to enhance and sustain the nine military leadership competencies. These competencies identified in FM 22–100 are communication, supervision, teaching and counseling, Soldier team development, technical and tactical proficiency, decision-making, planning, uses of available systems, and professional ethics.

2–7. Education objectives for Soldier career development

a. Enlisted Soldiers should—

(1) Master the academic skills needed to perform the duties of their primary MOS (PMOS) and to meet prerequisites for the Noncommissioned Officer Education System (NCOES) as outlined in DA Pam 600–25.

(2) Earn a high school diploma (HSD) and begin postsecondary studies during the first five years of enlistment. (Those eligible for MGIB education benefits must complete a HSD (or equivalent) or 12 semester hour (SHs) of college prior to applying for benefits).

(3) Earn an associate degree or complete education goal between the fifth and fifteenth year of service.

(4) Establish a lifelong learning professional and personal plan by seventh year of service and/or complete a bachelor's degree by twentieth year of service.

b. Warrant officers should complete an associate degree before eligibility for promotion to CW3 and a bachelor's degree before eligibility for promotion to CW4 according to DA Pam 600–11. Degrees must be awarded from an accredited educational institutions.

c. Commissioned officers should—

(1) Be awarded a bachelor's degree from an accredited educational institution before becoming eligible for promotion to the grade of Captain as stated in 10 USC 12205.

(2) Pursue graduate and/or post-graduate study in an academic discipline supporting their professional and/or personal educational goals.

2–8. ACES support of the Reserve Components

a. The Army is a partnership between two distinct but equally important components: the Active Army and RC—the ARNG/ARNGUS and USAR. The Active Army and RC train together to form a seamless fully integrated team. Army leaders require access to ACES programs and services. A close working relationship between military educators in Active Army and RC is vital to ensure proper planning and delivery of education programs and services to support the citizen Soldiers in the RC.

b. In times of conflict and national emergencies, ARNG/ARNGUS, and USAR are essential elements to expand the fighting force as well as to augment the sustaining base. However, each operates under separate and distinct laws and regulations.

(1) During peacetime each state National Guard answers to the leadership in the 50 states, three territories and the District of Columbia. During national emergencies, however, the President reserves the right to mobilize the National Guard, putting them in federal duty status.

(2) The U.S. Army Reserve consists of the Selected Reserve (troop program units and individual mobilization augmentees), the Individual Ready Reserve (IRR), and the Retired Reserve. Army Reserve units are divided into 11 Regional Readiness Commands providing geographic command and control of units.

c. HQ ACES supports the Army with the alignment of Active Army, ARNG/ARNGUS, and USAR education programs and services within this regulation. The programs and services outlined in this regulation are available to ARNG/ARNGUS and USAR Soldiers in accordance with local AEC policies and procedures.

d. HQ ACES policy will be broad enough to allow the RC to establish policy to meet the need of their Soldiers. Regional and Army Commands, Army Service Component Commands (ASCCs), and Direct Reporting Units (DRUs) education policy and procedures for the Active Army and RC will operate within and not exceed the parameters of the Army voluntary education policy established by HQ ACES.

Section II Policies

2–9. ACES programs and services

a. ESOs will plan and develop installation ACES programs. ESOs administer all educational services, advising installation and garrison commanders on the status and needs of the education programs by promoting the acceptance

and participation in the programs by personnel at the installation. ESOs manage ACES programs and services available at Army Education Centers (AECs).

b. The MLF/ALC is founded on technology integration in a student-centered learning concept.

(1) Contained within the MLF are multimedia computers coupled with Internet access, ready to support desktop video conferencing and collaborative learning. MLFs provide Soldiers access to online registration and completion of the Army Correspondence Course Program (ACCP), the Reimer Digital Library, self-development courses, and preparation for NCOES training and online college programs. Upgrading existing ALCs where Soldiers can access paper publications, video courses, compact disk-read only memory (CD-ROM), and digital video disk (DVD) programs through personal computers and audiovisual equipment moves the Soldier and installation toward the digital concept for the Army of 2010. In addition, ALCs need to provide interactive multimedia instruction on selected components of the Army Battle Command System.

(2) Commanders will determine the need for an installation MLF/ALC based on identified education and training requirements.

(3) The MLF/ALC will support unit training and individual distributed training, leader development and self-development through independent study, access to digital resources, language and computer labs, tutorial assistance, and training materials.

(4) The ESO will coordinate with Army Morale, Welfare and Recreation (MWR) to ensure efficient use of library and media resources.

c. ACES programs and services are—

(1) Consistent with professional and personal needs of lifelong learning goals and available resources.

(2) Accessible during regular installation duty hours, lunch hours, and off-duty hours, as directed by the garrison commander and consistent with staffing and resources.

(3) Available to active duty military and their adult Family Members; members of the RC and their adult Family Members; military retirees, or survivors of retirees and their adult Family Members; DACs, other Federal employees, retirees, U. S. contractors whose contracts include such services and programs, local nationals whose employment considerations include such services and programs and their adult Family Members. Adult Family Members may participate on an equal basis for ACES services.

d. Institutions offering ACES postsecondary programs will be accredited by national or regional accrediting agencies recognized by U.S. Department of Education (ED). This requirement also applies to DL institutions when Soldiers participate in their programs using Army TA. For all other programs (non-degree bearing such as Functional Academic Skills Testing (FAST) and English as a Second Language (ESL), secondary school accreditation or specialized accreditation (professional/occupational schools) is required.

e. Institutions offering Servicemembers Opportunity Colleges (SOC) Army Degrees (SOCAD) (SOCAD-2, associate level, and SOCAD-4, bachelor level) programs on-post or through the Army Career Degree Networks, and/or eArmyU, will be members of the SOCAD system. These institutions will comply with policies contained in SOCAD handbooks and criteria outlined in appendixes B and C.

f. Instructors in programs below the postsecondary level must possess at least a bachelor's degree and a current state teacher's certificate in the appropriate subject area. Local commands may establish requirements for instructors in other programs.

g. All Soldiers will be counseled to establish education/vocational lifelong learning goals and a plan to attain the goals before participating in any ACES programs and services.

2-10. Contracting and acquisition of ACES programs and services

a. All OCONUS secondary and postsecondary programs will be procured by contract as prescribed by the Federal Acquisition Regulation (FAR) and Army FAR (AFAR) and DODI 1322.19. All programs and instruction exclusively delivered by DL are exempted. OCONUS educational contracts will no longer offer or include in future requests for proposals an exclusive DL contract line item number (CLIN) for a bid to potential vendors.

b. The acquisition of on-post postsecondary programs for CONUS plus Alaska, Hawaii, and U.S. territories will be through MOU between installations and accredited institutions. Secondary programs in CONUS will be contracted per the FAR, AFAR, and DODI 1322.25.

c. Institutions providing associate and bachelor's degree programs on-post must be members of SOCAD. Institutions providing graduate programs and graduate-level certificates must be members of SOC.

d. DL courses must be offered by institutions with national or regional accreditation (see para 2-9c.) including those in the Defense Activity for Non-Traditional Educational Support (DANTES) DL program catalogs or participating under the eArmyU program, Army Career Degree programs, or GoArmyEd.

e. The acquisition of educational programs and services (CONUS or OCONUS) other than those discussed in paragraph 2-10 will be contracted per the FAR, AFAR, DODI 1322.25, or DODI 1322.19.

f. Contracts will not require levels of accreditation beyond minimum needed or beyond Army's minimum credentialing requirements described in AR 601-210, para 2-7. As a general rule, there should be separate contracts awarded for postsecondary requirements and for requirements below the postsecondary level. The proper level of accreditation and

contractual packaging of educational services will be coordinated with each ESO's servicing director of contracting. MOUs will be coordinated with each ESO's servicing Staff Judge Advocate or legal counsel.

g. The HQ ACES Support Services contract provides installation support services to ACES professionals to deliver adult education services at sites worldwide. HQ ACES centrally manages the contract and coordinates with the ESO to ensure adequate levels of support services are maintained at the installation. This contract is for use by Army, USAR, and ARNG/ARNGUS organizations. There are separate CLINs including Reception and Administration, Counseling Support, Facilities Administration, Automation and Technology Support, Test Examiner, Test Proctor, Test Control Officer (TCO) for Army Personnel Testing Services (Korea only), MLF Instructor, MLF Support Services, Education Programming Services, and Government Directed Travel. Other CLINs may be added based on needs identified by ACES region chiefs and approved by HQ ACES.

2-11. ACES funding prohibitions

- a. The ESOs will not enter into a MOU or contract with institutions that—
- (1) Discriminate on the basis of race, color, age, religion, handicap, sex, or national origin (FAR 52.222-26).
 - (2) Bar Armed Forces recruiting personnel from their premises.
 - (3) Are included in the General Services Administration (GSA) *Parties Excluded List System*.
 - (4) Do not agree to provide Soldier completion/grade records to the servicing installation ESO when Army TA funds are used to pay for the course/program.
- b. ESOs will pursue the use of local, state, or national funds to provide courses normally made available to citizens.
- c. The ACES funds, MDEP, VACE will not be used for the following:
- (1) STC or mandatory mission required proponency training.
 - (2) Troop school training.
 - (3) Mission-required language training.
 - (4) Mission-related language training (Headstart and Gateway).
 - (5) MLF/ALC.
 - (6) APT.
 - (7) Courses, programs, and services not contained in this regulation.
- d. Active Army ESOs will pursue the use of mission and other funds in support of STCs, MLF/ALC, and related Soldier professional development programs and services, such as FAST and leader enhancement skill courses.
- e. ACES region chiefs and installation ESOs are responsible for developing an obligation plan for VACE. ESOs are responsible for coordinating their MDEP VOPR (support for ALCs and APT) requirements with the ACES Region Chief. The Director of Resource Management provides information on local review cycles and submission of suspense for unfinanced requirements. Information for the ISR Program (combined with service-based costing (SBC)) is in AR 210-14. IMCOM, ACES region chiefs, and installation ESOs are responsible for complying with the portion of this reporting requirement which is identified as activity a-14. The regional and installation ISR/SBC POC can provide detailed information on data collection cycles.

2-12. Deployment of ACES programs and services

When a continuing military presence is established in a foreign country, ACES will be planned and developed to provide necessary educational support.

a. *Coordination.* The Commander of the Unified Combatant Command, or military representative responsible for an area of responsibility, contacts the ACES Region Chief for support. The ACES region chiefs should make every effort to ensure the command's deployment plan includes the deployment of ACES programs and services. Once contacted by the Commander, Unified Combatant Command the ACES region chiefs must notify IMCOM who will notify HQ ACES of details for deploying ACES programs and services.

b. *Responsibility.* The Commander, Unified Combatant Command responsible for the theater where troops deploy is responsible for the deployment of education programs and services. The ACES region chiefs assigned to the Commander, Unified Combatant Command responsible for the area where Soldiers deploy will provide necessary education support. The ACES region chiefs will determine education programs and services to be offered in the deployed environment and process all personnel selected for deployment (including contract employees). In the event there are no ACES personnel available to deploy as ESOs, the responsible military official will designate a military education officer responsible for monitoring daily contract requirements.

c. *Interim.* Soldiers request educational support from their servicing education center as outlined in table 1-1 and table 1-2. Active duty Soldiers deployed to areas without established AECs will request educational support from the installation where they are stationed prior to deployment. Mobilized RC Soldiers will request educational support from the active duty AEC having responsibility for the installation where they were processed for deployment as outlined in table 1-1. In individual cases not covered under this regulation, HQ IMCOM will designate the servicing AEC. Once support is established in the theater, installation ESO will be advised through region directors that support is now in place. The installation ESO will then ensure the transition from CONUS installation support to the deployed Soldier to their in-theater AEC.

d. Education programs and services. The theater commander determines when ACES will be able to enter the theater to provide programs and services. The availability of education programs/services is contingent upon the infrastructure in the area of responsibility and the current military policy on civilians and nonessential personnel's presence in a hostile environment.

(1) In the event there is armed conflict, presence of ACES staff in-theater will be restricted. Education programs/services will be limited to postsecondary, independent study, self-paced instruction, and ALC training materials directly supporting the mission. If available, a computer loaded with basic skills software designed to support deployed Soldiers will become part of a unit's deployment supplies and equipment. If test security, policies, and regulations can be maintained by the military, limited DANTEs and APT services may be provided once approved by the respective headquarters. All ACES personnel selected to deploy must be qualified to be a TCO or Alternate TCO (ATCO).

(2) When there is no armed conflict, the ACES Region Chief will provide the full range of education programs and services to include full MLF/ALC operations, counseling, and testing opportunities. Programs provided will be based on a needs assessment.

Chapter 3

Soldier Development Programs

Section I

General

3-1. Overview

a. Soldier development programs provide on-duty and off-duty academic instruction in job-related skills to assist Soldiers to increase military competencies and leadership attributes. Soldier development programs are funded with VACE, with the exception of the High School Completion Program and mission-related language courses. The High School Completion Program is funded with VATA. Mission-related language programs (for example, MOSIT, linguist training, and so forth) may not be funded with either VACE or VATA.

b. The programs listed below support readiness and training and are available to Soldiers at no cost. The Soldier development programs include the following:

- (1) Functional Academic Skills Training (FAST).
- (2) High School Completion Program (HSCP).
- (3) English-as-a-Second Language (ESL).
- (4) Mission-related Language (Headstart and Gateway).
- (5) Mission-required Language.
- (6) Soldier Training Courses (STC) instruction.

3-2. Programs

a. FAST is a group of five programs listed below supporting career and personal goals. FAST supports NCOES and the Army's goal to retain quality personnel. Once a particular need or goal is identified and documented, a Soldier enrolls in and completes a course of academic instruction to improve reading, mathematics, writing, speaking, and/or computer skills. Army-prescribed and distributed commercial-off-the-shelf (COTS) basic skills software shall be used to deliver FAST programs at AECs and MLF/ALCs. The Soldier's objective for taking FAST determines which of the following programs the Soldier enrolls in and also the number of hours spent in the course.

- (1) Basic Skills Education Program (BSEP).
- (2) General Technical (GT) Improvement.
- (3) General Education Development (GED) Test Preparation.
- (4) Reading Skill Development.
- (5) Preparation for College.

b. HSCP is an off-duty program providing Soldiers and adult Family Members (on a space-available basis) the opportunity to earn a HSD or equivalency certificate. Study in advanced topics available in FAST prepares Soldiers to function at the 12th grade level. Soldiers who do not possess a high school diploma are eligible for the HSCP.

c. ESL programs provide English language skills needed to perform military duties for Soldiers whose native language is other than English.

d. Mission-related language courses (Headstart and Gateway) are on-duty language courses designed to introduce host-nation language and culture.

e. Mission-required language training provides language or refresher language instruction to those Soldiers who need language proficiency to perform their primary military duties.

f. STC support unit readiness by providing individual training oriented toward specific mission, organization, or equipment requirements as described in AR 350-1.

Section II

Functional Academic Skills Training (FAST)

3-3. Eligibility

a. *BSEP*. Soldiers who score less than 10.2 (grade-level equivalent) on any of the Test of Adult Basic Education (TABE) subtests are eligible for enrollment in the BSEP component of the FAST program.

- (1) A list of BSEP eligibles will be generated in EDMIS.
- (2) Eligible Soldiers take a diagnostic test and based on results, Soldiers pursue all prescribed academic subjects. Post-instruction TABE testing measures Soldier skill improvement and determines program completion.
- (3) BSEP is available to Soldiers during duty hours.

b. *GT Improvement*. Soldiers with GT greater than 100 but less than 110 (or less than what is required to meet a specific military goal) and TABE reading and mathematics scores above 10.2 are eligible for enrollment in the GT improvement component of FAST.

- (1) A list of eligibles will be generated in EDMIS.
- (2) Soldiers participating in GT improvement may study lessons addressing the Armed Forces Classification Test (AFCT) subtests comprising the GT: Word Knowledge, Paragraph Comprehension, and Arithmetic Reasoning. Supplemental materials on test-taking and study skills, such as commercial practice Armed Services Vocational Aptitude Battery (ASVAB) tests, are available in AECs and may also be used to prepare Soldiers to take the AFCT. Hours of instruction and post-testing procedures will be locally determined.
- (3) GT improvement is available to Soldiers during duty hours.

c. *GED Test Preparation*. Soldiers eligible for GED preparation include any Soldier without a high school diploma.

- (1) A list of eligibles will be generated in EDMIS. Soldiers with this objective should take the TABE.
- (2) Soldiers study subjects in the curriculum as prescribed by the program diagnostic test. Hours of instruction and course completion will be locally determined. Post-TABE testing and scores from the GED practice tests will determine readiness for GED testing.
- (3) GED test preparation is available to Soldiers during off-duty hours.

d. *Reading Skill Development*. Soldiers eligible for reading improvement are those NCOs attending advanced military schooling and/or needing to improve reading skills. The recommended levels as measured by the reading portion of the TABE level A are 10.0 prior to completion of the Advanced NCO Course (ANCOC) and 12.0 prior to completion of the Sergeants Major Course.

(1) Soldiers study reading lessons prescribed by the program's diagnostic test. Post-instruction TABE reading scores measure Soldier reading improvement and determine course completion. Hours of instruction will be determined locally.

- (2) Reading skill development is available to Soldiers during duty hours.

e. *Preparation for College*. Soldiers who need college preparation will work with an instructor/facilitator to develop a study plan. The Soldier may identify specific topics of instruction. The COTS diagnostic test may define skills needing improvement. The AECs and MLFs/ALCs contain additional, supplemental resources. Hours of instruction and course completion will be determined locally. Assistance with preparation for college is available to Soldiers during off-duty hours.

3-4. Referral

Commanders and counselors may refer Soldiers to participate in the FAST program. Also, Soldiers may refer themselves to participate in FAST. Counselors evaluate referred Soldiers to see if they require BSEP instruction prior to enrollment in other FAST components.

3-5. Testing

a. Testing of Soldiers with a GT of 100 or below is mandatory within 30 days of reporting to first duty station. Soldiers referred for evaluation not previously tested will be tested. The TABE, level D (most current forms) will be used to assess Soldier basic skill levels.

b. Soldiers identified by their units to attend NCOES courses are tested on the reading portion of TABE level A (most current forms) prior to attendance

- c. ESOs may use VOPR funds to purchase TABE tests.

d. Soldiers who take the TABE will not retest until one or more of the following conditions have been met:

- (1) Six months elapse between initial testing and retesting.
- (2) The Soldier is enrolled in or completes a program of study in any of the following formats:
 - (a) Classroom instruction.

- (b) Tutorial.
- (c) AEC, MLF/ALC use of self-development material documented by AEC, MLF/ALC management personnel.
- (3) ESOs/ESSs or counselors review program of study and recommend retesting.

3-6. Enrollment

Commanders should enroll FAST program eligibles who:

- a. Speak a language other than English as their primary language and need instruction in comprehension, speaking and writing skills.
- b. Need to improve ASVAB/AFCT composite scores for a military goal.
- c. Need study in basic subjects such as reading, mathematics, and language available in BSEP to ensure those Soldiers function at the 12th grade level.
- d. Need study in advanced topics such as reading, mathematics, writing, speaking, science, and computer skills available in FAST to ensure those Soldiers are prepared for GED testing, high school completion, college, and advanced professional development courses.

3-7. Completion

There are two kinds of completion; both are documented on DA Form 1821 (Quarterly Participation/Cost/Evaluation Report).

a. *Course completion.* A course completion is when a Soldier completes a FAST component course of instruction such as BSEP Math or Reading Skill Development. Hours of instruction and course completion will be locally determined and may vary from installation to installation.

(1) *Reading Skill Development.* A Soldier who meets the TABE score of 10.0 prior to ANCOC or 12.0 prior to Sergeants Major Course is a course completion; Soldier may continue to be FAST program eligible; for instance, a Soldier may enroll in GT Improvement or Preparation for College.

(2) *Preparation for College.* A Soldier who successfully completes prescribed instructional material and achieves TABE scores of 12.0 in subjects identified by the Soldier or the program's diagnostic test is a course completion; Soldier may continue to be FAST program eligible; for instance, a Soldier may complete Preparation for College-Math but remains eligible for Preparation for College-Speech.

b. *FAST Program completion.*

(1) *BSEP.* A Soldier who achieves TABE grade-level equivalent scores of 10.2 or higher in reading, arithmetic, and language is a program completion.

(2) *GT Improvement.* A Soldier who achieves scores greater than 110 on two successive practice GT tests or achieves a GT of 110 or higher on the official test is a program completion.

(3) *GED Preparation.* A Soldier who achieves TABE grade-level equivalent scores of 10.2 or higher in reading, arithmetic, and language and completes the official GED successfully is a program completion.

Section III

Other Programs

3-8. High School Completion Program

a. Tuition assistance is authorized for Soldiers for 100 percent tuition of courses leading to a HSD or the equivalent subject to the following:

(1) ACES will pay TA only to institutions accredited by an institutional accrediting body recognized by the ED or by a secondary commission of an institutional accrediting body recognized by ED.

(2) ACES will not pay fees as outlined in paragraph 5-7.

b. ACES will provide GED testing at no cost to the Soldier.

c. MGIB Chapter 30 and Chapter 1606 eligibles must obtain a HSD, equivalency certificate, or complete 12 SHs (or equivalent) leading to a college degree before applying for MGIB benefits.

3-9. English-as-a-second language

a. *General.* The Army has two ESL programs providing English language skills needed to perform military duties for Soldiers whose native language is other than English. The first is the residential ESL training program conducted at the Defense Language Institute English Language Center (DLIELC) prior to initial entry training (IET) (see chap 10). The second is the nonresidential ESL program offered either on- or off-duty at a permanent duty station.

(1) The ESL program will be conducted as prescribed by AR 621-201, a joint service regulation.

(2) Army Commands, ASCCs, and DRUs are the service program managers specified in the joint service regulation.

(3) Only DLIELC-approved course materials identified by HQ ACES will be used in the nonresident ESL program.

(4) Installations conducting nonresident English language programs will submit a DD Form 2156-1 (Nonresident English Language Training (ELT) Report) directly to: DLIELC, ATTN: LEX, Lackland AFB, TX 78236-5259.

b. Eligibility. Permanent duty station Soldiers whose native language is other than English and who are identified by their commanders as having difficulty speaking, understanding, or composing a written response in English will be referred or may be self-referred to the AEC for evaluation.

c. Testing. Soldiers referred to the AEC for evaluation will be tested on the American Language Course Placement Test (ALCPT) or English Comprehension Level (ECL) test. The test may be ordered by e-mail: dlitesting@lackland.af.mil.

d. Program enrollment. Enlisted Soldiers scoring below 75 will be enrolled in ESL. Those scoring above 75 will be administered the TABE test and enrolled in the BSEP component of the FAST program if their scores fall below 10.2 for reading and 10.2 for language.

e. Successful program completion. A successful program completion for ESL is defined as a post-instruction score of 75 or above.

3–10. Mission-related language training (Headstart and Gateway)

a. Language training. Headstart and Gateway are on-duty language programs providing host-nation orientation and acculturation. Gateway language training also provides foreign language skill enhancement, using DLIFLC instructional materials, for nonlinguist Soldiers whose primary duties require frequent contacts with their host-nation counterparts. VACE funds will not be used to fund mission-related language training (see para 2–11c).

b. Eligibility. Soldiers assigned to an OCONUS location are eligible for this training.

c. Enrollment. Soldiers enroll in Headstart or Gateway usually within 30 days of assignment to OCONUS. Soldiers anticipating an overseas assignment may enroll in Headstart or Gateway using the Defense Language Institute self-paced kits. ESOs coordinate with commanders to determine any special language training requirements for nonlinguist Soldiers and to schedule courses.

3–11. Mission-required language training

a. Mission-required foreign language training is an on-duty program providing Army personnel with foreign language skills or refresher training necessary to perform their duties in language-required positions. Using DLIFLC-approved materials, nonresident language training may be conducted at AECs, MLFs/ALCs, in units, or in established language training facilities as prescribed by AR 350–20 and AR 611–6.

b. ESOs coordinate with commanders to determine the language training requirements of personnel in mission-required foreign language positions and schedule courses. Commanders identify Soldiers to be trained.

c. VACE funds will not be used for mission-required language training (see para 2–11c).

3–12. Soldier training courses

a. STC augment normal on-the-job training programs and assist unit commanders in fulfilling specific training requirements.

b. ESOs assist commanders in delivering STC instruction for validated training requirements. Commanders identify Soldiers to be enrolled.

c. STC may be provided on-duty time.

d. Mission funds must be used for STC instruction (see para 2–11c).

Chapter 4 Self-Development Programs

4–1. General

ACES programs and services support the self-development pillar of the Army Leader Development Model by providing formal/informal, self-directed/interactive, traditional, distance, and technology-based educational opportunities for Soldiers. Self-development is supported by assessment and progressive programs leading to remediation, certification, a license, diploma, certificate, or degree. All programs address the Be-Know-Do performance indicators in FM 22–100 and the Army development system recommendation for a structured self-development program. ESOs and counselors should be aware of the most current training doctrine and regulations governing Soldier leader and self-development programs: ARs 350–1, 600–100, DA Pams 350–58, 600–3, 600–25, and FMs 7–0, 22–100, and 7–22–7.

4–2. Leader skill enhancement courses

a. Leader skill enhancement courses are designed to assist NCOs in meeting their leadership responsibilities as trainers, supervisors, and communicators. Courses may be conducted to assist in unit readiness, cross-training, or in preparation for NCOES. Leader skill enhancement courses do not replace any facet of NCOES but expand learning opportunities in interpersonal and communication skills in the NCO leader development process.

b. Based on the installation needs assessment, MOS density, and commander input, leader skill enhancement courses

complement the recommended NCOES-related or career management field-related self-development courses listed on the NCO professional development models or referenced in regulatory guidance. Leader skill enhancement courses build on the nine leadership competencies and may include courses focusing on communication skills, computer literacy, stress management, and counseling.

c. The ESO coordinates with commanders and trainers to determine courses and attendees.

d. The length of a course may vary according to desired outcomes. Any college credit available for successful completion of a leader skill enhancement course will be incidental to the education and learning outcomes and will be decided by the school and the student following completion of the course. ESOs will encourage Soldier participation and facilitate application of college credit for successful course completion.

e. On-duty leader skill enhancement courses will be acquired as prescribed by FAR and AFARs. Accreditation by secondary/postsecondary bodies will not be required.

4-3. GI to Jobs

a. GI to Jobs improves credentialing opportunities for Soldiers. Aimed at non-degree seeking Soldiers, this initiative offers expanded areas for Soldiers to earn civilian credentials related to their MOS. All MOS-applicable credentialing examinations are identified, clearly articulated by MOS, and contained in a MOS analysis page displayed on the GI to Jobs Web site. Soldiers participating in GI to Jobs will be provided the information on appropriate preparation materials/courses to facilitate success. Certification examinations are fully funded up to \$2,000 per exam through the MGIB. Current information is available on GI to Jobs at the credentialing opportunities on-line (COOL) Web site, <https://www.cool.army.mil/>.

b. A component of GI to Jobs is the computer-based testing (CBT)/Army e-Learning courses. In addition to leadership and business courses, CBT/Army e-Learning courses offer free certification preparation courses in information technology for systems from Novell, Cisco Systems, and Microsoft. The content ranges from fundamental desktop applications to detailed networking instruction. The courses are available at www.usarmy.skillport.com.

c. DANTES in support of GI to Jobs will—

(1) Provide certification examinations in support of GI to Jobs and work with the Army to expand the number of certification exams offered.

(2) Establish an MOU with certifying agencies to provide examinations and/or examination information including requirements for study guides and preparation materials.

(3) Establish agreements to allow certification exams to be given at military testing facilities, where possible.

4-4. Postsecondary programs

a. Postsecondary programs are academic, vocational, technical, and occupational courses of study leading to a credential. Colleges and universities have developed certificate programs allowing students to "build" courses toward an overall certification program—often understood as capstone. Postsecondary program courses may be offered through modules or under the capstone concept but should not to be confused with certificate courses/programs offered through proprietary institutions at the postsecondary level. Postsecondary programs include the eArmyU and SOCAD-2/-4 and SOCGuard (career/occupational, certificate, associate, bachelor's, and master's degree) programs. Courses will be conducted and arranged to allow timely completion of the entire program.

b. Institutions providing courses, programs, and/or student services will meet the criteria specified in DODD 1322.8E, DODI 1322.25, and appendixes B, C, and D. Institutions conducting undergraduate programs on-post must be a member of the SOCAD system. On-post institutions offering graduate and/or certificate programs must be a member of SOC and meet the criteria specified in appendix D.

c. Procedures for obtaining on-post postsecondary programs—

(1) *CONUS*.

(a) The ESO must conduct a search for postsecondary programs on a regional or national basis. At the discretion of the ESO, the search may first concentrate on institutions with a home campus within a 100-mile radius of the installation before considering institutions beyond that range. During the search, special efforts should be taken to notify minority colleges and universities of the educational program to be established.

(b) The geographic location of an institution will not be a factor in the search although the impact of geographic proximity on an institution's ability to provide cost savings to the Army may affect selection.

(c) Prior to selecting institutions, the ESO will query institutions about their ability and interest in providing an educational program and verify compliance with the institutional requirements specified in paragraph b, above. Guidance on conducting an education search is outlined in appendix E.

(d) An MOU between an institution and the installation will be executed for each institution selected to provide programs.

(e) The ESO will review each MOU at least annually and update as needed.

(f) The request for programs as outlined in the education search will be based on information gained from a current needs assessment. Guidance on conducting a needs assessment is outlined in appendix F.

(2) *OCONUS*.

- (a) DODI 1322.19 governs the acquisition of postsecondary education programs and services in overseas areas.
- (b) Arrangements for OCONUS programs involve payment (funds, goods, or services) to the institutions in addition to TA and are subject to the FAR and the AFARs.
- (c) Local commands in Europe will coordinate with EURO ACES Region Chief as the office for the contracting officer's representative (COR). The Theater Commander for the European Command (EUCOM) serves as the executive agent to contract for academic programs and education services in Europe.
- (d) Local commands in the Pacific and Korea will coordinate with the Pacific Region Office and the Korea Region Office ACES Region Chief respectively as the office for the contracting officer's technical representative (COTR). The Pacific Air Force (PACAF) serves as the executive agent to contract for academic programs.

4-5. Servicemembers Opportunity Colleges/Servicemembers Opportunity Colleges Army Degrees/Servicemembers Opportunity Colleges Guard (SOCGuard)

The SOC/SOCAD/SOCGuard is a system of voluntary, off-duty career/occupational, associate/bachelor's degrees, and certificate programs in various technical or general areas of study offered for Soldiers in Active Army and RC through an Army-wide network of SOC institutions.

a. *SOCAD consists of SOCAD-2 and SOCAD-4.* SOCAD-2 is the associate degree program and SOCAD-4 is the bachelor's degree program. Program features:

- (1) Required academic residency limited to 25 percent or less of the total degree program, to be completed at anytime and anywhere the college offers programs. If an institution's undergraduate degree program is 100 percent available on-line, then the institution may require active-duty Soldiers to take 30 percent of that undergraduate degree program to obtain academic residency.
- (2) SOCAD student agreement (an official evaluation and degree plan) issued by the home college when a student requests an official evaluation. The college may not require more than 6 SH to be completed before the student is eligible for an official evaluation. eArmyU/SOCAD student agreements are completed by the end of the second course enrollment.
- (3) Credit awarded for nontraditional learning, MOS experience, military training courses, and results of national examinations based on recommendations of the ACE.
- (4) Guaranteed transferability of credit among colleges in the SOCAD networks with no individual prior approval necessary. This guarantee is available only for students who have been issued a SOCAD student agreement or eArmyU student agreement.
- (5) Guaranteed transfer of an SOCAD-2 degree to a related SOCAD-4 curriculum to meet at least 45 percent of the requirements for a bachelor's degree.
- (6) Three program delivery methods: traditional classroom instruction, DL, and learning assessment.
- (7) Acceptance of Family Members as SOCAD students by all SOCAD institutions.
- (8) Degrees can be completed after leaving the service.

b. *Army Career Degrees.* The Army Career Degree program provides Soldiers with civilian degrees matched to MOS. The clearly delineated degree plans are called SOCAD Army Career Degrees. The Army Career Degrees translate Army training into college credit for those colleges and universities guaranteeing award of upfront credit towards degree requirements. Additionally, the Army Career Degrees show Soldiers precise options for meeting remaining college requirements through classroom instruction from more than 100 SOCAD colleges, or by DL, testing, certification, and/or licensure. Army Career Degrees currently exist for a number of MOS with additional ones being developed. The SOC website can be checked for updates and to download electronic versions of the Army Career Degrees. Printed copies of the SOCAD Army Career Degrees are distributed to the BNCOC schools of the MOS and are available for Soldiers. The publication "SOCAD Army Career Degrees" is an information booklet intended primarily for counselors but with sections useful to Soldiers. Since the Army Career Degree program is constantly evolving, refer to the SOC Web site at www.soc.aascu.org for the most current information.

c. *SOCGuard:*

- (1) SOCGuard was established to integrate postsecondary education with the ARNG/ARNGUS education/strength maintenance programs.
- (2) The primary goals of the SOC/ARNG/ARNGUS partnership are to:
 - (a) Increase enlistment, commitment, and reenlistment of high-quality Soldiers by linking their civilian and military education and training needs with degree programs offered by local colleges and universities.
 - (b) Maximize the use of specific federal and state education benefits available to ARNG/ARNGUS personnel.
 - (c) Increase the number of participating SOC colleges and universities in each state serving the postsecondary education needs of the ARNG/ARNGUS.
 - (d) Assist ARNG/ARNGUS ESOs and Recruiting and Retention NCOs in marketing and using educational benefits as a primary incentive in recruiting and retention.
 - (e) Develop partnerships between local colleges and universities and the National Guard.
 - (f) Serve as subject matter experts on mobilization and accreditation matters.

(3) More detailed information about SOCGuard can be found at www.soc.aascu.org/socguard.

4-6. eArmyU

a. eArmyU is an online learning program offering “anytime, anywhere” access to high-quality learning opportunities from accredited postsecondary institutions. Eligible Soldiers may enroll in the eCourses and have the opportunity to fulfill their personal and professional educational goals entirely online. Soldiers are able to complete certificate and degree requirements using web-based programs and services. Throughout the Soldier’s participation in the program, academic tutoring, mentoring, and technology support are provided. With eArmyU as a provider of lifelong learning, the Army will move ahead, remaining an adaptive organization committed to leveraging technology to give Soldiers a decisive edge in the battlespace. Specific program information and instructions are available at the AEC or at www.GoArmyEd.com. The program will follow participants wherever they are assigned.

b. Command support at all levels is critical to the success of eArmyU. Only the most motivated, dedicated Soldiers will be successful, and then, only if they are assured of leadership support. Commanders and DAC counselors must approve Soldier entry into the program. Once a Soldier is approved to participate in the eArmyU laptop program, subsequent commanders will honor previously approved agreements and support eligible Soldiers. Commanders may need to consider duty schedule modifications to ensure academic success.

c. Counselors are responsible for—

(1) Discussing the eArmyU program, along with the conditions of participation, with eligible Soldiers.

(2) Determining the Soldier’s likelihood of success in the DL program. Screening for online education success is the key contribution of ACES staff in the overall effectiveness of eArmyU. Screening measures include prior academic success, testing completed (including TABE, ASVAB/AFCT, placement tests, and national tests), maturity, self-discipline, study skills, PMOS held, and a DL readiness assessment.

(3) Completing the appropriate sections of DA Form 7596, eArmyU Participation Agreement, for laptop program enrollees reflecting estimated first year financial commitments. Only DAC counselors may conduct this counseling and sign DA Form 7596. Counselors will not withhold issuance of DA Form 7596.

(4) Assisting Soldier in completing online eArmyU course registration, as necessary.

d. eCourse enrollments in eArmyU include fully funded tuition and fees for all Soldiers. In addition to tuition and fees, Internet access, course materials, and books are paid only for Soldiers with a current DA Form 7596.

e. Laptop program enrollments in eArmyU include fully funded tuition (tuition, books, fees, and Internet access) and a technology package (laptop). The cost of the selected technology package is deducted from the first year tuition ceiling. Specific eligibility requirements for the laptop option are outlined on the DA Form 7596. This form—

(1) Records the terms and conditions of the eArmyU program for laptop program enrollees. In exchange for tuition and laptop, the Soldier agrees to complete the specified conditions and reimburse the Army the tuition and a prorated portion of the technology package costs if the Soldier fails to meet all specified conditions.

(2) Documents pertinent ACES counseling occurred prior to Soldier enrollment and counselor approved enrollment.

(3) Verifies the commander’s approval for Soldier participation in eArmyU laptop enrollment to include ensuring Soldier meets all requirements as determined by senior Army leadership, along with documenting an understanding of conditions of laptop program enrollment.

f. Laptop program enrollees must—

(1) Be counseled/screened to determine readiness and suitability for eArmyU participation by an ESS or counselor. The ESS/counselor will indicate approval for eArmyU participation on DA Form 7596.

(2) Sign and date DA Form 7596, process and return it to the AEC within 30 days from the date of counselor’s signature. Unit commander’s approval to participate must also be annotated on DA Form 7596. If the commander is not available due to temporary duty (TDY), leave, or deployment, a representative on orders may sign on the commander’s behalf. Delegation of authority documentation will be attached to DA Form 7596. When the Soldier has a change in unit commander, a copy of approved DA Form 7596 will be provided to the new commander. The commander will support the original agreement for eligible Soldiers.

(3) Soldier must agree to the terms and use of TA by annually signing Army TA statement of understanding (SOU) and, on a term-basis, authenticating agreement by password authorization on the GoArmyEd Web site (referred to as an electronic, or eVersion of the SOU).

(4) Meet the school admission criteria. Soldier will complete the online common application and request college transcripts within one week of program enrollment. The portal will automatically request an AARTS transcript.

(5) Agree to incur a financial obligation if the program milestones are not met in the stipulated time frame.

g. The following are additional conditions of eArmyU participation for laptop program enrollees:

(1) Commander approval for Soldier participation in eArmyU must be officially annotated on the eArmyU portal by ACES before Soldier will be able to complete course registration.

(2) Soldiers are considered enrolled in the eArmyU program after they have received a technology package. The following conditions apply once a Soldier is enrolled in eArmyU:

(a) Soldier may not withdraw from the eArmyU program once enrolled.

- (b) The technology package may not be returned at any time.
- (c) The SRR ending date will become part of the TAPDB once eArmyU enrollment is complete.
- (d) If the Soldier no longer meets conditions of eArmyU at the time the DA Form 7596 is returned to the Education Center or prior to enrollment in eArmyU, the agreement will be null and void.
- (e) Conditions of DA Form 7596 must be met after enrollment in eArmyU. If conditions are unmet, Soldier is subject to reimbursement as stated on DA Form 7596.
- (3) Soldiers must successfully meet program milestones.
- (a) If a Soldier's request for voluntary separation or retirement is processed prior to completing the SRR incurred with eArmyU enrollment, the Soldier will be required to reimburse the Army the amount of the eArmyU tuition representing the unserved portion of the SRR. To calculate reimbursement owed by Soldier, divide amount of eArmyU tuition by the total service requirement (in months) and multiply times the number of months remaining before the service requirement is met. (For example: Soldier has served 12 months of a 36-month (3-year) service requirement. Soldier has 24 months of requirement remaining. Soldier's eArmyU tuition is \$1000. Divide \$1000 by 36 and multiply the resulting amount by 24. Soldier reimburses the Army \$667).
- (b) Failure to successfully complete the minimum SHs within the specified timeframe from the date the technology package was issued will require Soldier reimbursement to the Government of a prorated portion of the technology package cost unless Soldier has been granted an exception/extension as stipulated in paragraph 4–6g(4) below. The prorated reimbursement will be based on the percentage of required SHs NOT successfully completed at the end of the specified time. This percentage will be multiplied by the actual dollar value of the eArmyU technology package. (For example: eArmyU technology package is \$1560.31, Soldier has obligation to successfully complete 12 SH in 36 months but only completes nine SHs during that 36 months. This means Soldier did not complete 3 SHs of required 12 SHs. Divide 3 SHs by 12 SHs (3/12 is 25 percent). Multiply 25 percent times \$1560.31. Soldier must reimburse the Government \$390.08).
- (4) The ESO has discretionary approval of extensions and waivers of recoupment and may approve exceptions to the SH requirement if Soldier only needs 9–11 SHs for degree or certificate completion. In all other cases, if the Soldier completes a degree or certificate prior to meeting the SH requirement, the Soldier will enroll in additional course(s) leading to a higher-level or other approved degree/certificate program. eArmyU policy permits Soldiers to request the two types of extensions—6+6 and Operation Enduring Freedom and Operation Iraqi Freedom (OEF/OIF)—to their eArmyU program milestone deadline, depending on the year of enrollment in the program. Both extensions have to be requested before the debt is sent to the certifying official to be forwarded to DFAS.
- (a) Soldiers who enrolled with the laptop option with FY01–FY04 DA Forms 7596 were automatically extended by 6 months. An additional extension (up to 6 months) is available as requested by Soldiers not to exceed the SRR date.
- (b) OEF/OIF policy permits postponement or waiver due to deployment in support of OEF/OIF for all laptop enrollees. OEF/OIF extensions are granted for FY01–FY04 laptop enrollees after application of the 6+6 policy for a maximum of 2 years or ETS date, whichever comes first. OEF/OIF policy extensions also are permitted for FY05–FY06 laptop enrollees for a maximum of 2 additional years or ETS, whichever comes first. OEF/OIF policy institutes steps to postpone or waive reimbursement of eArmyU tuition assistance due to inability to reach semester hour program milestones due to deployment in support of OEF/OIF. The Soldier is eligible for waiver of up to 6 SH of the program milestone if separating from the Army, having fulfilled SRR. All Soldiers fulfilling eArmyU SRRs are eligible for an extension to the original SH program milestone if time in service remains. Extensions are granted by the ESO for a mutually agreed upon time, not to exceed 2 additional years, or the Soldier's ETS date, whichever comes first. ESO will seek verification and agreement by the Soldier's commander. Soldiers who cannot reenlist or extend to meet program milestones and who have compelling and compassionate reasons for not completing eArmyU program milestones and who do not meet the eligibility to waive recoupment, may submit a request for an exception to waiver conditions to their battalion commander. If approved, the battalion commander will forward the exception to waiver conditions to ESO for processing and input on GoArmyEd.com.
- (5) Soldiers are responsible for the cost of commercial telephone service for Internet access.
- h. TA policy as described in chapter 5 applies to Soldiers participating in eArmyU. The following FY TA SH cap/ceiling exceptions apply for laptop program enrollees:
- (1) eArmyU PA commander's signature date (CSD) on DA Form 7596 date 16 January 2001 to 30 September 2001 FY TA SH cap/ceiling do not apply against eArmyU courses until the stated eArmyU education goal is achieved; at which time the Soldier is subject to the TA SH cap/ceiling. TA SH cap/ceiling apply to non-eArmyU courses.
- (2) eArmyU PA CSD on DA Form 7596 date 1 October 2001 to 30 September 2002 FY TA SH cap does not apply to eArmyU courses until the stated eArmyU education goal is achieved; at which time the Soldier is subject to the TA SH cap. TA ceiling does apply to all eArmyU courses. TA SH cap/ceiling apply to non-eArmyU courses.
- i. A copy of the completed DA Form 7596 will be provided to the Soldier and to the Soldier's unit commander. After DA Form 7596 is uploaded to the GoArmyEd portal eFile section, the original form will be maintained by the AEC in a separate file for a period of 5 years. The signed DA Form 7597, Statement of Understanding for Use with Army Tuition Assistance (TA), will remain on file for 1 year and will be re-signed annually by the Soldier.
- j. Laptop program enrollees will be subject to reimbursing the Army for the entire amount of the tuition assistance

(includes tuition, books, fees and Internet access) if the Soldier fails, withdraws from, or fails to complete an eArmyU course for academic or personal reasons. This includes if they receive a grade of:

- (1) "F" for failure to participate or maintain contact with the instructor;
- (2) "F" for failure to remove an "I" for incomplete grade within time stipulated by the institution or 120 days whichever is less; or
- (3) "W" for withdrawal due to official separation, confinement, or similar administrative action by Soldier's commander for disciplinary or fraudulent causes.

k. Reimbursement for failure/incomplete/withdrawal may be waived if extenuating circumstances prevent successful completion (such as operational reasons, emergency leave, death of a Family Member, illness/hospitalization). Soldiers will not have to reimburse the Army if withdrawal was for reasons beyond their control or unanticipated mission related duty as certified by their commander. Soldiers must provide contact information for the battalion commander or the first lieutenant colonel in the Soldier's chain of command when submitting withdrawal request on GoArmyEd.com.

l. Soldiers who drop courses with 11 or fewer days before the course start date and have received course materials will be assessed a prorated tuition cost.

m. Soldiers must advise the AEC as soon as possible of any intent to withdraw from an eArmyU course(s). Soldiers will follow the Education Center and eArmyU portal procedures in place to complete the course withdrawal process.

n. Soldiers may only enroll in eArmyU courses required for completion of an approved education plan or student agreement.

Chapter 5

Tuition Assistance/Financial Assistance

5-1. General

Financial assistance will be provided for voluntary off-duty education programs in support of a Soldier's professional and personal self-development goals. TA is directly related to retaining quality Soldiers, enhancing their career progression, increasing the combat readiness of the Army, and returning Soldiers to civilian careers. The Department of the Army provides TA support for its own members but not for those of other Services. The source of funding for TA is MDEP VATA.

5-2. Authority

TA is authorized for voluntary off-duty education under 10 USC 2007, 10 USC 2005, DODD 1322.8E, and DODI 1322.25.

5-3. Soldier eligibility for tuition assistance

- a.* Personnel eligible for TA—
 - (1) All active duty Soldiers.
 - (2) All Soldiers in AGR status, pursuant to titles 10 and 32.
- b.* USAR and ARNG/ARNGUS personnel eligible for RC TA are Soldiers serving in an active status who are coded as a satisfactory participant.

5-4. Soldier educational goal

- a.* All eligible Soldiers must declare an educational goal in terms of a credential (diploma, degree, or certificate), certification (national or regional), or licensure. TA will be authorized for courses required for the Soldier's educational goal regardless of delivery mode.
- b.* After completing nine SHs, Soldiers must matriculate and have a SOCAD agreement or a documented degree plan outlining requirements to meet their educational goal.
- c.* After completing 15 SHs (or 22 ½ quarter hours or 225 clock hours) of college credit funded by TA Soldiers must have a grade point average (GPA) of 2.0.
- d.* Soldiers have the option of pursuing disciplines related to their professional development or personal goals for lifelong learning.
- e.* Educational goals will be recorded in the DA Form 669 (Army Continuing Education System (ACES) Record), iMARC, or WEBS. For active duty Soldiers, this requirement will be accomplished through the GoArmyEd portal.
- f.* Goal changes are authorized only by the ESO, ESS, or guidance counselor.
- g.* Soldiers are personally responsible for ensuring that all courses for which TA is used apply towards the declared educational goal.

5-5. Tuition assistance rates and restrictions

a. TA will pay all or a portion of the tuition and expenses up to the established DOD standardized TA fiscal policy for the Soldier enrolled in an educational institution during the Soldier's off-duty periods (10 USC 2007).

b. TA is authorized for courses leading to a postsecondary credential, certification, or licensure that are part of a Soldier's educational goal as outlined in SOCAD student agreement, eArmyU/SOCAD student agreement or degree plan.

c. TA will not be reduced below the 100 percent SH cap. A combination of any postsecondary courses will not exceed the authorized annual ceiling established in the DOD Uniform TA Policy guidance. (Refer to para 4-6g for eArmyU TA credit cap and FY dollar limits).

d. TA may be used to pay:

(1) One hundred percent of the total cost of tuition and authorized fees charged by the institution not to exceed the established DOD standardized TA policy of \$250 per SH (or equivalent) cap and FY ceiling dollar limits of \$4,500. TA may be used to pay for—

(a) Course fees when charged by the institution as a condition for enrollment in a given course in a given registration period. Refer to paragraph 5-7 for fees prohibited by TA. For classes offered by institutions operating as LOI schools within GoArmyEd, a fee may only be paid if the school is able to break out the fee by class. When an otherwise allowable fee is normally paid one time for an enrollment period, TA will not be authorized for the fee if it cannot be broken out by class. For classes from non-LOI schools (or TA authorized for RC Soldiers on a DA Form 2171), mandatory fees charged by enrollment period will be paid together with the tuition. The tuition cost and fee will be subject to the \$250 per SH cap for the course to which the fee is applied.

(b) Cost of books when charges for books are included in the tuition and cannot be separated from tuition charged by the institution. ESOs will not encourage this practice when it does not already exist.

(2) 100 percent of tuition charges for Soldiers working toward a HSD or its equivalent.

e. eArmyU Tech Package cost (laptop computer, Internet service provider account, and so forth) will count towards the FY dollar limit.

f. HQ ACES is policy proponent for AR 621-5; as such, all requests for exception to Army TA policy must be addressed to HQ ACES. For active duty Soldiers, these requests will be routed thorough IMCOM (in the case of non-IMCOM sites, requests will be sent directly from the installation to HQ ACES). For RC Soldiers not on active duty, these requests will be routed through the USAR or the NGB chain of command.

5-6. Use of tuition assistance

TA is authorized for—

a. Courses offered by institutions that are accredited by regional or national accrediting agencies recognized by the ED or courses offered by postsecondary institutions that have been formally recognized as a candidate for accreditation by a regional accrediting association. For all other (nondegree bearing) programs, secondary school accreditation or specialized accreditation (professional/occupational schools) is required.

b. No more than one credential from each of the following levels:

(1) HSD.

(2) Associate.

(3) Baccalaureate.

(4) Master's or first professional degree (for example, Juris Doctor (J.D.) law degree, Master of Architecture, Master of Business Administration, Masters in Social Work, and so forth).

c. One certificate (includes academic certificate, program of preparation for certification, licensure, or capstone certification in an area of specialization). The limitations of para 5-7d do not apply to the certificate (that is, a Soldier may pursue a certificate program regardless of the level of education already achieved). However, all other prohibitions outlined in this chapter apply (note particularly the prohibitions related to continuing education units (CEUs) and the Army e-learning program in para 5-7y and 5-7aa).

d. Off-duty courses leading to or maintaining a state education credential (teaching, administration or supervision, and support services) to teach in the Nation's public school system regardless of the degree level the Soldier has attained. Commissioned officers and warrant officers using TA for off-duty courses leading to a state education credential are subject to the service commitment stated in paragraph 5-10.

e. Undergraduate or graduate program prerequisite courses for enrolling in a bachelor's or master's degree or for completing requirements for career advancement programs, such as United States Military Academy (USMA), the Army Medical Department (AMEDD) Enlisted Commissioning Program, and the Physician's Assistant (PA) program. School officials for the civilian education degrees or the commanders for career advancement programs must provide written documentation specifying additional course work is necessary (not required for job performance) for the Soldier's program of study. Courses outlined on an approved degree plan will meet this requirement.

f. College preparatory/remedial courses when the Soldier is working toward an undergraduate degree.

g. Courses part of a module or a set of required courses leading to a terminal certificate/credential (commonly

known as "capstone"). Courses required in a module may range from two to five or higher depending on the technical area/discipline. Soldiers may receive TA up to the required number of courses to complete the module or up to the required number of modules to be certified fully in the technical discipline. Course certificates leading to "full" certification may be valued as one certification/certificate. All capstone programs must be provided through ED recognized accredited institutions.

h. Facilitated independent study courses with on-post institutions when courses are part of the Soldier's student agreement or documented degree plan. These courses include access to an instructor or facilitator and attendance at required class meetings (classroom or DL). DA Form 2171 will be used for RC Soldiers' enrollments.

i. Host-nation language courses for Soldiers assigned OCONUS. Soldiers may enroll in up to 15 SH of host-nation language courses when assigned OCONUS.

j. Languages currently deemed by the Army to be in support of the Defense Language Transformation Roadmap regardless of the Soldier's education level. Soldiers should consult with the ESO regarding languages currently covered by the provision.

k. Resident courses when Soldier is in TDY status providing sufficient time remains at TDY duty station to complete course.

l. Accredited institutions contracted with a learning network or courseware vendor to provide courses or training when:

(1) Courses are part of a program appearing in the academic institution's catalog.

(2) Courses and grades reflected on the transcript are those of the academic institution's curriculum.

5-7. Tuition assistance prohibitions

TA funds will not be authorized for—

a. Soldiers who have accumulated nine SHEs of college credit and do not have a SOCAD student agreement or a documented degree plan.

b. Soldiers who do not have a cumulative GPA of 2.0 or higher after completing 15 SHs (or 22 ½ quarter hours or 225 clock hours) of TA-funded college credit. To become eligible again for TA, Soldiers may use other funding (such as personal or financial aid) to enroll in college courses in order to raise the cumulative GPA to 2.0 or above.

c. Courses or programs leading to a credential that is validated in the Soldier's official military personnel record. TA may not be used simultaneously to work toward more than one credential, certificate, degree, or license.

d. Courses leading to a lower or lateral postsecondary credential (except as noted for certification, certificate, or licensure in para 5-7d and for state education credential as described in para 5-6e) as described in the current *Directory of Postsecondary Institutions*, volumes I and II, published by the Department of Education, National Center for Education Statistics. First professional degrees or certificates and graduate degrees or certificates will be considered equivalent.

e. Soldiers flagged under provisions of AR 600-8-2, paragraphs 1-12 through 1-15. Soldiers interned in domestic or foreign prisons are not eligible for TA.

f. Soldiers on terminal leave except when course completion date is prior to final out-processing date.

g. Officers and commissioned warrant officers (CW2-CW5) attending school as part of programs (such as Fully Funded Schooling, Degree Completion, or Cooperative Degree Programs) under provisions of AR 621-1. Officers and commissioned warrant officers participating in the Training with Industry program are eligible for TA.

h. Courses (at any level) when the Soldier has not satisfied the prerequisite course requirements. For example, TA will not be authorized for an upper-level economics course if the Soldier has not satisfied the lower-level prerequisites. TA can be authorized if the Soldier receives an official school waiver of the prerequisite course.

i. Credit by examination (CBE) to remove a grade of "incomplete."

j. All courses or labs involving flight training and air time unless required as part of a degree program.

k. Institutions in the GSA "Excluded Parties List System."

l. Classroom and DL courses not requested by the enrollment deadline set by the school in the GoArmyEd portal. For reimbursable TA, Soldiers must request TA prior to the start date of the course. RC Soldiers not enrolling through GoArmyEd must follow the deadlines established by the school.

m. Audited or repeated courses. Classes may be repeated using tuition assistance if a failing grade or a withdrawal has been resolved IAW para 5-13.

n. Additional courses when the Soldier has an unresolved "incomplete" grade except when approved by the ESO.

o. Additional courses when the Soldier has unresolved "W" or "F" grades.

p. Additional courses when the Soldier's educational record reflects course work for which grades are not posted within 45 days of the course end date.

q. Courses for which the Soldier is being reimbursed (in whole or in part) under another provision of law if payments duplicate TA benefits. Exceptions:

(1) In cases where the Soldier is eligible for the Education Pell Grant and/or state-funded TA, Federal TA may be

used concurrently and applied first. The Pell Grant and state-funded TA may be applied to the remaining balance of financial need as determined by the academic institution. (OCONUS will follow contractual guidance).

(2) When combining TA with Department of Veteran's Affairs (VA) education benefits under MGIB 38 USC Chapter 30 or 10 USC Chapter 1606, in no case will the combined (TA and MGIB) amount exceed the total costs of the course. This limitation applies only to active duty Soldiers (both active and reserve components).

r. Fees levied by institutions not required for enrollment in a given course including:

(1) Parking privileges (can be paid only if charged as a condition of registration).

(2) Nonrefundable charges. Covered fees must be refundable to the same extent as tuition, in accordance with the institution's tuition refund policy. As a minimum, all tuition and fees must be 100 percent refundable at least up to the start of the course.

(3) Matriculation fees.

(4) Graduation fees.

(5) Credit evaluation fees.

(6) Transcript fees.

(7) Medical services (Student Health Center fees can be paid only if charged as a condition of registration).

(8) Any other fees not an absolute requirement for enrollment in a given course/term.

s. Evaluation of portfolio/transcription for credit.

t. MOS and/or mission-required military training courses (for example, Emergency Medical Technician training for 91-series Soldiers, linguist refresher, and enhancement language training).

u. Courses at the doctorate level. This prohibition applies to all course work beyond the master's degree.

v. Courses for which the Soldier did not request TA through the GoArmyEd portal by the deadlines outlined in 5-7l.

w. Certification courses provided directly by proprietary institutions.

x. Payment of certification examinations.

y. Courses sponsored by continuing education departments yielding CEUs (or equivalent) that cannot be used towards degree/certificate completion.

z. Preparatory courses for college/graduate admissions testing such as the Scholastic Assessment Test (SAT), Graduate Record Examination (GRE), Law School Aptitude Test (LSAT).

aa. Courses of all types for which instruction is available through the Army e-learning portal, unless the course is a requirement for a college degree.

bb. Programs where TA cannot be authorized on a course-by-course basis; for example, where pricing is for the entire program.

cc. Dual degrees.

5-8. Use of Chapter 30, MGIB, and TA Top-Up

a. The provisions of Chapter 30, MGIB, have been revised to permit VA to issue payment to an individual for all or any portion of the difference between the TA amount paid by the Army and the total cost of tuition and related charges. This provision is TA Top-Up. If tuition and expenses are more than the amount the TA pays, a Soldier (officer or enlisted) eligible for Chapter 30 benefits can elect to receive MGIB benefits for all or part of the remaining expenses, up to the VA authorized cap. (A Soldier must serve at least two years on active duty before being able to use Chapter 30 MGIB benefits, including TA Top-Up.)

b. A member of the Active Army, USAR, or ARNG/ARNGUS (AGR or Selected Reserve) who is eligible to receive Chapter 30 benefits and is receiving TA (authorized/derived under 10 USC 2007) is eligible for TA Top-Up. In cases involving reservists with Chapter 30 MGIB benefits, TA paid by a Reserve or National Guard component qualifies for TA Top-Up. However, when a state provides state-funded TA to members of the ARNG/ARNGUS those funds do not qualify for TA Top-Up.

c. The amount of TA Top-Up paid is deducted from the individual's remaining MGIB entitlement.

5-9. Credit by examination

a. Payment of TA for CBE, also called institutional challenge examinations, may be made if the examination directly relates to a course that is part of the Soldier's educational goal, does not duplicate an exam offered free by DANTEs, and is accessible to the Soldier.

b. TA recoupment is not required when a Soldier fails initial CBE testing. However, TA is not authorized for a CBE retest or a comparable course to a CBE test previously failed.

5-10. Service commitment

a. All officers and commissioned warrant officers receiving TA for continuing education programs incur a two-year ADSO commencing upon the ending date of the last class for which TA was received. Selected Reserve officers and commissioned warrant officers incur a reserve duty service obligation (RDSO) and must have at least four years of

Selected Reserve service remaining from the date of completion of the course for which TA was provided. Officers and commissioned warrant officers who are in AGR status and receive TA incur a two-year ADSO.

b. All officers who accept TA will sign the DA Form 7597 (Statement of Understanding for Use with Army Tuition Assistance (TA)) affirming the ADSO or RDSO.

c. Officers will be required to serve the ADSO or RDSO. For ADSOs, only the CG AHRC has the authority to approve voluntary separations. Requests to voluntarily separate will be forwarded through the chain of command to AHRC-ZA. An officer who has been approved for voluntary separation will have a waiver from Personnel Support Services Division, Retirements and Separations Branch. For RDSOs, see chapter 7.

d. Enlisted Soldiers, warrant officers, and TPU warrant officers (without commissions) must have sufficient time remaining at their current duty station as well as in their term of service to complete resident courses before PCS/ETS unless involuntarily separated. Enlisted Soldiers and warrant officers (without commissions) must have sufficient time in their term of service to complete a DL course.

e. Soldiers participating in eArmyU will adhere to the service commitment as outlined in the signed DA Form 7596.

5-11. Counselor responsibilities

Counselors will—

a. Review Soldier's previous academic history, ASVAB/AFCT/GT, skilled technical (ST) score, TABE, SAT/ACT, placement tests, and other useful predictors to determine the likely successful completion of the course or test for which TA is requested. Assist Soldiers in determining appropriate educational goals (for example, occupational certificates/diplomas, terminal, or transferable college degrees) in keeping with provisions in section 5-4. For the Active Component, counselors will approve and annotate the goal in the GoArmyEd portal. For the Reserve Components, TA approval/disapproval is annotated electronically through iMARC or WEBS.

b. Counsel (face-to-face or electronic medium) all Soldiers before TA is initially approved to ensure that Soldiers understand their degree plan and their responsibilities regarding TA use.

c. Counsel all Soldiers about the requirement to have a documented degree plan or SOCAD student agreement after completion of nine SHs of college credit with one academic institution. eArmyU participants are required to obtain an eArmyU/SOCAD student agreement prior to completion of the second course.

d. Approve active duty Soldiers' request to use TA for more than 8 SH at one time when the Soldier's prior academic history indicates likelihood of success.

e. Provide information on alternative funding, such as the use of in-service GI Bill benefits and Federal financial aid. Approve active duty Soldiers' request to use TA for more than 8 SH at one time when the Soldier's prior academic history indicates likelihood for success.

f. Discuss comparative cost effectiveness of similar programs when assisting the Soldier in choosing a degree program.

g. Explain the TA reimbursement requirement.

h. Advise active duty Soldiers of their responsibility to accomplish all TA-related actions through the GoArmyEd portal.

i. Advise Soldiers with regard to enrollment with institutions not accredited by a regional accrediting body recognized by ED. Credits earned may not be accepted in transfer by regionally accredited colleges.

j. Advise Soldiers to upload DA Form 7597 into the Soldier's e-File, after the DA Form 7597 has been signed by the Soldier and the Soldier's commander. The counselor will annotate in the GoArmyEd portal that the DA Form 7597 has been received. The DA Form 7597 is an agreement by Soldiers to reimburse the Army in the event funding above the authorized DOD amount is paid per FY or Soldier does not meet TA policy requirements as outlined in paragraph 5-7.

k. Advise officers and commissioned warrant officers of the ADSO/RDSO incurred when using TA.

5-12. Administrative procedures for active duty Soldiers

For active duty Soldiers including mobilized RC Soldiers, all TA will be processed through the GoArmyEd portal. Reserve Component Soldiers should refer to chap 6 for specific directions on processing TA requests.

a. Active duty Soldiers, including activated RC Soldiers, must process their own TA requests through GoArmyEd (www.goarmyed.com). TA must be requested and approved prior to the start date of the course or during the school registration period in GoArmyEd. Note: The DANTES enrollment form is no longer used by active duty Soldiers. The portal will be used for all classes, regardless of length.

b. Prior to requesting TA for any class, it is the Soldier's responsibility to initiate all actions necessary to establish a portal account for requesting TA. The following are the actions required for the Soldier and counselor to setup the account for TA requests:

(1) Complete and submit the common application on the GoArmyEd portal.

(2) Choose an educational goal (in accordance with policy outlined in para 5-4). If the educational goal is one that does not have an automated degree plan within the GoArmyEd portal, the Soldier should obtain from the college a copy of the requirements for the degree or other goal. The list of requirements should be uploaded to e-File in

GoArmyEd. The Soldier must contact an education counselor for approval of the goal. The education counselor will evaluate whether the Soldier qualifies for pursuit of this goal using TA. The counselor will use this initial contact time with the Soldier to examine the appropriateness of the chosen education goal to the Soldier's overall professional and personal goals, as well as to ensure that the Soldier is aware of available GoArmyEd training materials and the technical assistance available from the GoArmyEd help desk.

(3) Submit DA Form 7597, signed by the Soldier and the commander. Soldiers in the pay grades E-7 and above may sign in the block instead of the commander. The DA Form 7597 must be uploaded into the e-File in the Soldier's GoArmyEd account. The Soldier must contact an education counselor after the DA Form 7597 has been uploaded so that the account can be activated. The requirement for the DA Form 7597 is annual. When the Soldier contacts the education center in conjunction with the annual submission of the DA Form 7597, the counselor will check the Soldier's account for academic progress and adherence to policy and will initiate action to counsel the Soldier or put a hold on the account, if necessary. In addition, Soldiers will be required to electronically reconfirm an abbreviated online version of the DA Form 7597 quarterly in GoArmyEd.

(4) Soldiers need to contact the education center to activate their GoArmyEd account, approve degree plans/ educational goals, and approve the DA Form 7597. Soldiers will contact their servicing education center as outlined in table 1-1 and table 1-2 or as listed in GoArmyEd under education centers. Active duty Soldiers deployed to areas without established AECs will contact the installation where they were stationed prior to deployment. Mobilized RC Soldiers will contact the active duty AEC having responsibility for the installation where they were processed for deployment as outlined in table 1-1.

c. Once the GoArmyEd account has been set up, it is the Soldiers responsibility to ensure that TA is requested for each class far enough in advance to ensure approval prior to starting the class. TA will be requested within the registration dates posted in GoArmyEd by the school with a letter of instruction (LOI) (referred to as LOI school) and may not be requested more than two months prior to the start of the class.

d. The TA is approved on a course-by-course basis. The TA is approved only for the specific course and class dates that were requested and approved through GoArmyEd. If there is a need to change classes or dates, the Soldier must drop the original class and request a new TA for the new class.

e. If the Soldier wishes to obtain TA for schools that do not operate under a LOI, TA will be by reimbursement to the Soldier. In this case, the TA must still be requested through GoArmyEd prior to the start of class, but the Soldier is responsible for ensuring payment to the school. Reimbursement of TA will be to the Soldier upon receipt of a successful grade. It is the Soldier's responsibility to ensure that the school submits a copy of the grade report via e-mail directly to the Army at pay.ta@conus.army.mil. If no grade is received 45 days from the end date of the course, the Soldier will receive a warning with a suspense date by which the school must submit the grade. If no grade is received by the suspense date, the reimbursement request and tuition authorization will be rescinded and the associated tuition assistance funds will be deobligated. Reimbursement will not be honored once the deobligation has occurred. Soldiers receiving TA reimbursement should inquire about deferred tuition payment or payment plans with the school.

f. After completing 9 SH, the Soldier must have a personalized degree plan showing any prior credit or credit for military training and work experience that the school intends to award. It is the Soldier's responsibility to ensure that previous transcripts and other necessary documents are provided to the school in a timely manner. If the Soldier is attending a non-LOI school, it is the Soldier's responsibility to ensure that the school provides a personalized degree plan. The degree plan needs to be uploaded to the e-File in goArmyEd upon completion of 9 SH.

g. If a Soldier is unable to complete a course, it is the Soldier's responsibility to drop the class through GoArmyEd according to the school drop/refund period in GoArmyEd or prior to the last day of the class. For LOI schools, Soldiers need to drop in GoArmyEd and also with the school. Soldiers may need to follow additional drop/withdrawal requirements imposed by the school, but for TA purposes, the date of the drop in GoArmyEd is the date of record. The date of the drop in GoArmyEd, as well as the refund schedule chosen by the school in GoArmyEd, will determine the amount of any charges due to the Army for the course. This will in turn determine the amount of recoupment due to the Army from the Soldier. In cases where the Soldier did not drop through GoArmyEd prior to the end of the class, but the school assigns a grade of W, the Soldier may still process a military drop in GoArmyEd up to the recoupment suspense date shown in the portal. In cases where the Soldier did not drop through GoArmyEd prior to the end of the class and school assigns a failing grade, the recoupment action will go forward.

h. For courses which have no clearly established beginning and end dates, the ending date of the course may not be more than 12 months after the beginning date.

i. When dropping a course from LOI schools, the Soldier will select a reason of either "personal" or "military."

(1) If the drop is "personal," the Soldier will be required to repay the TA. The Soldier will select the payment plan as prompted in GoArmyEd to process repaying the TA. If no payment plan is selected by the suspense date listed in GoArmyEd, the default payment plan will automatically process after the 30 day due diligence notification/suspense date.

(2) If the drop is due to military reasons which could not have been foreseen by the Soldier, the Soldier must choose "military drop" when processing the drop in GoArmyEd. Military drops also are authorized for circumstances involving illness, unanticipated hospitalization, and emergency leave. All information requested by GoArmy Ed for a military

drop must be completed in full (this includes dates and reasons for the military drop, as well as contact information for the unit and battalion commander). Military drops processed through the portal will be honored, meaning there will be no recoupment action against the Soldier regardless of the grade assigned by the school (for example, if the school does not permit drops/withdrawals in the last weeks of a course, the school may assign an "F" grade on the Soldier's transcript in accordance with its policies, but ACES will not recoup for this if the Soldier has processed a military drop). Note: The Army cannot change grades with the school. Grade changes must be requested from the Soldier to the school.

j. For non-LOI schools, the Soldier must request the drop on GoArmyEd prior to the grade being posted. A request for a drop will automatically cancel reimbursement to the Soldier for the cost of the TA paid by the Soldier to the non-LOI school.

k. All military drops are subject to audit at any time. Where a military drop is not substantiated by the Soldier's commander, recoupment of the TA dollars will be initiated by HQ ACES and the Soldier will be subject to UCMJ action as determined by the Soldier's commander.

l. Requests for consideration of nonrecoupment for Soldiers who did not process a military drop through the GoArmyEd portal prior to the end of class will only be considered in cases where the Soldier was physically incapacitated to the extent that withdrawal through GoArmyEd was impossible or was suddenly placed in a situation precluding any access to the internet.

m. Soldiers eligible for chapter 30, title 38 USC, Montgomery GI Bill (MGIB) can receive TA Top-Up for all or part of the expenses that are not paid by TA, up to the authorized veteran's rate for education, when receiving TA as an active duty Soldier.

n. The education center will upload a copy of the DD Form 139 (Pay Adjustment Authorization) to the Soldier's GoArmyEd record for eArmyU debt collections submitted for courses with start dates prior to 1 October 2005.

5-13. Tuition assistance recoupment

a. Soldiers agree (10 USC 2005) to reimburse the Army upon signing the DA Form 7597 when—

(1) The Soldier withdraws because of official separation, confinement, or similar administrative action by commanders for disciplinary or fraudulent causes.

(2) The Soldier withdraws from or does not complete a course for personal reasons.

(3) The Soldier receives a failing grade for academics.

(4) The Soldier receives a failing grade for nonattendance.

(5) The Soldier fails to make up an "incomplete" grade within the time limits stipulated by the institution or 120 calendar days after the completion of the class, whichever comes first. ESO may extend the 120 days at their discretion based on extenuating circumstances.

(6) A commissioned officer or commissioned warrant officer fails to fulfill the service obligation as noted in paragraph 5-10a.

(7) eArmyU program requirements are not met as stated in the DA Form 7596.

b. TA recoupment for unserved service commitment is required when—

(1) A commissioned officer or commissioned warrant officer fails to complete the two-year service commitment (10 USC 2007).

(2) A RC commissioned officer fails to complete at least four years of Selected Reserve service from the date of completion of the course for which TA was provided (10 USC 2007). RC officers who voluntarily separate or are discharged for misconduct before they complete their service obligation are required to reimburse the Army the amount of TA representing the unserved portion of the 4-year obligation (10 USC 2005).

(3) A Soldier participating in eArmyU fails to complete the SRR as specified in the DA Form 7596.

c. TA recoupment is not required when—

(1) A Soldier has resolved reimbursement of TA for course withdrawal or incomplete.

(2) A Soldier withdraws or does not complete a course for reasons clearly beyond the individual's control, such as emergency leave/reassignment, illness/hospitalization, or unanticipated military mission. Active duty Soldiers will process military withdrawals through GoArmyEd. However, these will be subject to verification upon request. If requested to provide documentation substantiating the military withdrawal, Soldiers will obtain signed TA waiver documentation as outlined in para 5-13c(2)(a). Soldiers are required to withdraw when facing an academic failure. However, Soldiers who fail for reasons previously outlined may address pending recoupment as an exception through the ESO/ESS. Exception decisions on TA recoupment do not change the failing grade.

(a) The Soldier is required to provide the name and contact information of the unit commander and the battalion commander or first lieutenant colonel in the Soldier's chain of command for the military withdrawal in GoArmyEd. For the ARNG and USAR Soldier, the commander or representative (E-7 or above) is authorized to verify the reasons for withdrawal or noncompletion.

(b) TA waiver verification will include written justification verifying why the Soldier was unable to complete the course with specific dates the Soldier was unable to attend class and that the reason was unanticipated.

(c) ESO will review the TA waiver verification and ensure required information and valid reasons are provided.
(d) ESO will contact the unit commander or unit administrator in the event the TA waiver verification does not provide adequate or required information.

(3) Death of a Soldier occurs or Soldier is on the Wounded Warrior list as verified by the Army Human Resources Command.

d. TA recoupment—

(1) ESO will establish an outprocessing system ensuring all Soldiers will clear the AEC upon PCS or ETS/retirement. All TA obligations must be resolved and recoupment actions initiated prior to clearing. If an active duty Soldier does not outprocess according to standing operating procedures, AEC should audit the Soldier's account and proceed with any recoupment action after the Soldier has ETS.

(2) RC ESOs will coordinate with their respective G-1 to receive the list of Soldiers to be discharged in the near future and will audit the Soldier's account and proceed with any recoupment action necessary.

(3) ESO will ensure separation documentation reflecting approval for separation from Officers/Warrant Officers Branch is received prior to processing recoupment for noncompletion of an ADSO. The officer must have a CDR, AHRC, AHRC-PDT-P message authorizing voluntary separation. Once voluntary separation is approved and proper documentation received, TA recoupment will take place. The amount of TA to be recouped is determined by dividing the amount of TA received by 24 months and multiplying that figure by the number of months representing the unserved portion of the ADSO. For example, an officer received \$300 in TA for a course but is to depart the service 10 months before completion of the 2-year service obligation. To calculate the reimbursement owed, divide \$300 by 24 months and multiply times 10 months. The amount to be reimbursed is \$125.

(4) For the active component, most recoupments will be accomplished through an electronic interface between GoArmyEd and the Defense Finance and Accounting Service (DFAS). In those cases where manual TA recoupment is necessary, it will be processed as follows:

(a) Complete DD Form 1131 (Cash Collection Voucher) and submit money order or certified checks to the local finance and accounting office (F&AO) to effect cash recoupment.

(b) Complete and submit DD Form 139 to the local F&AO.

(c) ESOs will follow up with their F&AO to ensure recouped TA dollars are credited to the proper VATA MDEP.

5-14. Financial assistance for Army spouses

- a. Appropriated funds are not authorized to cover tuition costs for Army spouses enrolling in education programs.
- b. Counseling may be provided on federal, state, and institution/school specific financial assistance options.
- c. Scholarships may be available from installation sources and military-affiliated organizations.
- d. The ACES Web page (www.armyeducation.army.mil) provides links to scholarship resources applicable to Soldiers, spouses, and Family Members.
- e. The Spouse Education Assistance Program (SEAP) is a need-based education grant available from the Army Emergency Relief. Information and an application are available at www.aerhq.org.

Chapter 6 Education Services to the Reserve Component

6-1. Policies

a. The Regional, USAR ESSs and ARNG/ARNGUS State ESOs are the primary education POCs for USAR and ARNG/ARNGUS Soldiers, respectively. Soldiers will submit all inquiries pertaining to education procedures, guidance and participation, and policy to the responsible USAR ESS or ARNG/ARNGUS ESO.

b. While assigned OCONUS, RC Soldiers may use the services of an installation AEC for counseling and preparing DA Form 2171 to be processed through the USAR or ARNG/ARNGUS.

(1) EURO will centralize TA issuance for USAR Soldiers in Europe.

(2) USAR will reimburse EURO the cost of the counselor/counselor aide providing TA support to the USAR.

c. Off-duty classroom and DL courses support a Soldier's educational goal.

(1) The DL courses with specific beginning and ending dates, 24 weeks in length or less must be paid up front.

(2) The DL courses longer than 24 weeks must be approved using DANTES Form 1562/31 (DANTES Enrollment Form). Soldiers will receive reimbursement from DANTES after successful course completion. The TA is available for courses listed in but not limited to *DANTES Independent Study Catalog*, *DANTES External Degree Catalog*, or *DANTES Catalog of Nationally Accredited Distance Learning Programs*.

d. RC commissioned officers and commissioned warrant officers having a mandatory retirement date must be counseled on any use of TA within four years of that date would incur a reimbursement responsibility for TA.

(1) For USAR officers (Reserve and AGR) using TA, a copy of DA Form 2171 will be sent to: Commander, U.S. Army Human Resources Command, ATTN: ARPC-P, 1 Reserve Way, St. Louis, MO 63132-5200.

(2) For ARNG/ARNGUS officers who are on title 10 active duty (including AGR) using TA, NGB-ARM will administer ADSO through use of iMARC and WEBS.

(3) For ARNG/ARNGUS officers who are on title 32 AGR, send a copy of the processed DA Form 2171 to the respective ARNG/ARNGUS State Education Office for inclusion in personnel records. State offices' POC information can be found on www.virtualarmory.com under the "education" tab and then "State Benefits."

e. RC officers and commissioned warrant officers may incur an ADSO if they sign for TA while on active duty status of any kind.

6-2. ARNG/ARNGUS tuition assistance

a. All conditions for TA eligibility stated in chapter 5 apply to Soldiers of the ARNG/ARNGUS.

b. Soldiers applying for TA will—

(1) Initiate DA Form 2171 or electronic equivalent as prescribed by ARNG/ARNGUS policy.

(2) Obtain state ESO approval in a timely manner, permitting enough time for approval, and processing before the end of the institution's late registration period or the beginning of the course, whichever is most advantageous to the Soldier.

(3) Ensure a grade report is submitted to the state ESO upon course completion.

c. State ESO will—

(1) Forward DA Form 2171 to the Soldier in a timely manner to permit enough time for approval and processing before the end of the institution's late registration period or the beginning of the course, whichever is most advantageous to the Soldier.

(2) Ensure each institution understands and is willing to abide by ARNG/ARNGUS procedures and policies for processing TA payments.

(3) Monitor and recoup from Soldiers who fail to complete the course or obtain a failing grade.

(4) Keep a detailed record of all TA requests, payments, and recoupments.

d. When a state provides TA to members of the ARNG/ARNGUS those funds may be used concurrently with TA. However, state funds are applied first and TA is applied to the remaining costs not to exceed 100% of tuition costs.

6-3. USAR tuition assistance

a. All conditions for TA eligibility stated in chapter 5 apply to Selected Reserve Soldiers in TPU and IMCOM.

b. After initial counseling and establishment of a degree plan with the RESS, Soldiers may use a local AEC for counseling and DA Form 2171 preparation. However, only the RESS has signature authority for USAR DA Form 2171.

c. Soldiers applying for TA will—

(1) Initiate DA Form 2171 as directed by USAR Policy.

(2) Obtain RESS approval in a timely manner, permitting enough time for approval and processing before the end of the institution's late registration period or the beginning of the course, whichever is most advantageous to the Soldier.

(3) Ensure a grade report is submitted to the RESS upon course completion.

d. RESS will—

(1) Forward DA Form 2171 to the Soldier in a timely manner to permit enough time for approval and processing before the end of the institution's late registration period or the beginning of the course, whichever is most advantageous to the Soldier.

(2) Ensure each institution understands and is willing to abide by USAR procedures and policies for processing TA payments.

(3) Monitor recoupment if the Soldier fails to complete the course or obtains a failing grade.

(4) Keep a detailed record of all TA requests, payments, and recoupments.

Chapter 7 Counseling and Testing Services

Section I Counseling

7-1. General

The educational and vocational counseling process is central to the delivery of meaningful adult education programs and services. Counselors, as stewards of ACES dollars and as facilitators of successful course completions, are critical

to the success of the ACES program. Counselors are responsible for assisting Soldiers to establish realistic long- and short-range educational goals, helping Soldiers make plans to attain those goals, and identifying needs through counseling on the appropriate ACES programs and services. Effective counseling with periodic follow-up is essential to deriving maximum benefit from ACES limited resources and Soldier time and energy. Counselors must be familiar with and receive training regarding the ACES Management Control Evaluation Checklist (see app H).

7-2. Functional requirements

a. ESOs will establish a working relationship with commanders to ensure Soldier participation in counseling, testing, and ACES programs.

b. Each Soldier will receive counseling within 30 days of arrival at a new duty station. At a minimum, the counseling session will include:

- (1) Establishing or recertifying the Soldier's long-/short-term education goals and plan.
- (2) Informing the Soldier of programs and services available to meet the requirements of the education goals and plan.
- (3) Introducing to new Soldiers or reviewing for more senior Soldiers various programs awarding college credit for nontraditional/extraintitutional learning. Using the following programs, counselors will emphasize the value of these credits in degree planning:

(a) The Military Evaluations program evaluates and recommends college credit for military training, occupations, and coursework. Credit recommendations resulting from these evaluations are published biannually in the Guide to the Evaluation of Educational Experiences in the Armed Forces.

(b) Corporate Programs evaluates and recommends academic credit for college-level examinations and training courses offered by business and industry, labor unions, associations, and government agencies (including the Department of the Army). The College Credit Recommendation Service (CREDIT) (once known as PONS) publishes credit recommendations annually in The National Guide to Educational Credit for Training Programs. Information about CREDIT and the ACE Transcript Service can be found at www.acenet.edu/calec/corporate/transcript. The Credit by Examination Program publishes credit recommendations annually in the Guide to Educational Credit by Examination.

(4) Determining whether a Soldier enlisted with an incentive/option for LRP. Soldiers who enlisted with LRP will be provided the LRP Inprocessing Counseling paper "What a Soldier should understand about the Loan Repayment Program." Counselors should instruct Soldiers to directly contact and coordinate with the Education Incentives Branch (EIB) if they have not already been contacted by EIB by their eighth month on active duty. Soldiers need to understand the Army will not start loan payments until Soldiers have completed one year of active duty and established records with EIB completing required loan verification paperwork.

c. ACES counselors will document the approval of the active duty Soldier's educational goal in GoArmyEd.

d. Counseling will be required to select and schedule academic and guidance tests; interpret test results; make initial application for TA or financial aid; determine readiness for online instruction; update education plans, and explain new program options.

e. Once goals have been established, documented, and the Soldier and ACES counselor agree on the appropriate programs and services needed to attain those goals, follow-on counseling will only be required as necessary or requested by the Soldier. The Soldier will not be required to seek further counselor approvals. For example, a Soldier and counselor agree on a specific degree goal and degree plan. Thereafter, the Soldier is not required to be counseled to enroll or obtain TA, when courses taken are within the established goal and program defined through GoArmyEd on the electronic DA Form 669, listed on the SOCAD, SOCAD/eArmyU student agreement, or approved degree plan, and courses continue to be completed satisfactorily.

f. ESS/counselors will provide counseling to each Soldier prior to applying for eArmyU determining whether the Soldier is ready, willing, and able to pursue online instruction. Counselors will ensure each Soldier meets the criteria for enrollment in eArmyU and understands the specific responsibilities for enrollment as outlined in the eArmyU PA. Counselors will assist Soldiers participating in eArmyU to pursue educational goals consistent with their eArmyU/SOCAD student agreements.

g. Counselors will assist Soldiers in completing requirements for career goals such as:

- (1) OCS.
- (2) USMA and U.S. Military Academy Preparatory School (USMAPS).
- (3) AMEDD Enlisted Commissioning Program. Soldiers requesting information on AMEDD should contact the Nursing Education and Staff Development Office of the nearest medical treatment facility for information.

(a) CONUS counselors will refer Soldiers with ROTC interest to the U.S. Army Cadet Command POC for the installation. They will also assist ROTC candidates referred to the AEC by ROTC recruiters with their college admissions applications.

(b) OCONUS counselors will assist Soldiers in assembling a "Green to Gold" packet for each Soldier eligible for and interested in Army ROTC enrollment. The packet includes the ROTC referral form, the commander's letter of recommendation, and a copy of the Soldier's college admissions application.

h. Counselors will provide educational support, as needed, to Soldiers attending civilian institutional programs per AR 621–1 requirements for training of military personnel at civilian institutions.

i. Counselors will make maximum use of group counseling to provide informational briefings concerning ACES programs and services.

j. Counselors will assist Soldiers in selection, application, and completion of such professional development correspondence programs as Army Institute for Professional Development or Command and General Staff Course.

k. Counselors will assist Soldiers in determining tests required to attend military schooling, to receive pro-pay, and to further advance their military careers.

l. Counselors will ensure all Soldiers have a copy of the NCO Professional Development Model for their career management field and will use this map to advise them of courses and training recommended.

m. Counselors will assist Soldiers participating in the Concurrent Admissions Program (ConAP) to pursue educational goals consistent with their ConAP College Referral and Intent to Enroll form. Specific guidance is found at the ConAP Web site at <http://www.soc.aascu.org/conap/>. Refer to “Education Center Guide to ConAP,” “Introducing the New ConAP Form,” and “ConAP Points of Contact at ConAP Colleges.”

n. Counselors will ensure that educational goals and counseling remarks are annotated in the Soldier’s education record in GoArmyEd, EDMIS, iMARC, or WEBS. The Soldier’s electronic educational record is a counseling tool and serves as a record of the Soldier’s counseling and educational progress. The Soldier’s educational record is not maintained as a paper document.

(1) The ESO will ensure that an electronic educational record is initiated for each Soldier at the first permanent duty station.

(2) A printout of the Soldier’s educational record will be given to the Soldier upon separation from the Army.

o. The GoArmyEd Portal—

(1) The GoArmyEd portal is a counseling tool and serves as the learning management system for Soldiers participating in eArmyU and GoArmyEd.

(2) ESO will determine personnel who need access to the portal and request a GoArmyEd login/password through the ACES Region Chief who will submit request to HQ ACES at AHRCPE@hoffman.army.mil.

(3) ESO will ensure all personnel with access to the portal are removed upon separation from ACES by sending an e-mail request to tapcpde@conus.army.mil no later than three working days prior to last working day of the individual.

(4) ESO will ensure an online record is initiated on the portal for each Soldier-initiating enrollment in GoArmyEd.

(5) ESO will ensure the GoArmyEd portal is used by AEC staff to perform the following:

(a) Initiate course registration.

(b) Review current education programs and partner institutions.

(c) Review current term schedule, general information, and course cost.

(d) Assist in determining Soldier’s readiness for online instruction through use of the Army’s standard pre-assessment tool.

(e) Assist in ensuring successful academic progress of the Soldier.

(f) Provide reports as needed or requested by local units concerning eArmyU participants.

(g) Track and initiate recoupment actions using eArmyU recoupment report.

(h) Perform student service actions such as placing/lifting holds, approve more than eight SHs in one term, course withdrawal, initiate help desk cases, and track Tech Pack and textbook shipments.

p. Outprocessing counseling all Soldiers transitioning from active duty is required by law. This session ensures Soldiers understand their specific eligibility for educational entitlements and benefits. Documentation (archived in EDMIS, iMARC, and WEBS) verifying this counseling session must be maintained for three years after Soldier separation. Counseling includes:

(1) All Soldiers transitioning from active duty will be counseled individually concerning their veteran’s educational benefits at least 180 days prior to their transition from active duty (10 USC 1142). The counselor will record this counseling in the electronic DA Form 669 in EDMIS, iMARC, and WEBS. The counselor will tailor each counseling session to the specific needs of the Soldier and provide information on education benefits available as a result of service in the Armed Forces. The counselor has no authority to make benefit determinations. The VA determines both eligibility for benefits and dollar amounts. All transitioning Soldiers will be provided with POC information for the VA and, if known, the VA Regional Office that has geographic jurisdiction over the area in which the transitioning Soldier will reside. Information on veteran’s benefits can be found at <http://www.gibill.va.gov>. When providing information on educational incentives and benefits, counselors will refer to AR 621–202 and additional policy guidance available on the ACES Extranet <https://www.aces.army.mil>.

(2) Counselors will assist Soldiers interested in continuing their education after leaving active duty with school selection, application, and financial aid.

(3) Counselors will assist Soldiers who may be a candidate for Troops to Teachers or local alternative teaching certification programs.

(4) Counselors will assist Soldiers with college admission and testing (such as CLEP/DANTES Standardized Subject Test (DSST), GRE/Graduate Management Admission Test, interest inventories, and so forth.) prior to separation.

(5) Counselors will resolve any outstanding TA issues and initiate recoupment as required prior to Soldier clearing.

Section II Testing

7-3. General

Testing is an integral part of the counseling process. It is a primary counseling tool to assist Soldiers in achieving professional and personal goals. Academic testing also serves as a cost avoidance to use of VATA funds. APT includes standardized tests to determine eligibility for specialized training and support the Army's personnel selection and classification process, including language proficiency testing.

7-4. Testing services

a. DANTES. The ACES staff will manage educational testing services according to procedures and policies found in DANTES Examination Program Handbook (DEPH) and DODI 1322.25. Army test sites must adhere to the following procedures:

(1) TCOs, ATCOs, first-time appointees, and reappointees with one-year elapsed since serving in a TCO/ATCO position are required to take the DANTES Test Administrator's course via video or successful completion of the DANTES refresher-training course. If funds permit, TCO/ATCO may attend a DANTES refresher-training course.

(2) All newly appointed and reappointed testing personnel (TCO/ATCO, Test Examiners, and Test Proctors) with more than a year since last serving in a testing position must successfully pass the examination for DANTES Testing Personnel or the DANTES refresher-training course before an official appointment is made.

(3) Success on the examination for DANTES Testing Personnel is determined by a score of 90 or higher. Examinees will be allowed to take the examination two times. If a score of 90 or higher is not obtained after the second administration of the examination, appointment as TCO, ATCO, test examiner, or proctor is not allowed. Examinees must wait at least one week between retesting.

(4) TCOs must adhere to all provisions of the DEPH. Exceptions to testing procedures must be approved through HQ ACES to DANTES.

(5) In the case of a test loss or compromise, HQ ACES, IMCOM, regions, and DANTES must be notified simultaneously as soon as the test violation is suspected, following the guidelines in the DEPH, Part I, Test Loss and Compromise and Investigating Officer Guidelines.

(6) If there is an indication of a test theft, fraud, or collusion with the test, notify the local Criminal Investigative Division (CID) immediately, as well as, HQ ACES, IMCOM, region, and DANTES.

(7) If the CID report is closed out without findings, request an investigation be conducted to determine fault, and provide recommendations on further actions required as prescribed by AR 15-6.

b. APT Program. ACES staff will manage the APT Program as directed by DCS, G-1 policy and guidance provided in AR 611-5. VACE funds will not be used for APT. RC will align the APT program accordingly. The regional ACES APT coordinator will serve as the focal POC for all APT TCOs within the region. The APT coordinator will:

(1) Assist HQ ACES to ensure compliance with DCS, G-1 testing policy.

(2) Coordinate test usage reports, testing needs, and APT resource requirements.

(3) Ensure each ESO and/or APT TCO coordinates with PSB/PSD to obtain access to eMILPO and training necessary to perform data entry of APT scores in eMILPO.

(4) Coordinate APT account consolidations with HQ ACES.

(5) Ensure each APT testing facility within the region submits the HQ ACES required automated inventory on a quarterly basis. Failure to submit quarterly inventories may result in closure of the test center.

(6) Ensure each APT testing facility within the region receives an annual inspection. The inspecting official must be a disinterested person, O-2, GS-11, CW2, or higher, not affiliated with the APT test site, who, preferably, has some knowledge of APT.

c. Other testing support. Based on the requirements of each program, ACES staff will provide testing support for the following:

(1) GI to Jobs.

(2) CBT/Army e-Learning.

(3) eArmyU testing may be conducted via online methods or proctored on-site at the installation. If on-site proctoring is required at the AEC, ACES will provide support/personnel to perform this service.

Chapter 8 Automation

8–1. Purpose

ACES use of technology for administrative and instructional functions is essential to the effective delivery of programs and services. Based on recommendations by the AATWG, HQDA will provide options of adoption as the ACES standard systems worldwide. Integration of emerging technologies to revolutionize education requires a management philosophy supporting automated business processes throughout all aspects of ACES.

8–2. Administrative policy

EDMIS is the official automation system authorized for ACES use. The HQ ACES EDMIS Program Manager serves as the subject area functional proponent (SAFP) of EDMIS, one of nine Installation Support Modules (ISM). HQ ACES recommends changes in the EDMIS application baseline to the CIO/G–6 Project Configuration Control Board. To ensure EDMIS continues to meet future requirements, HQ ACES works on life cycle upgrades and system interfaces. VACE funds are not authorized to create, enhance, or update any MIS other than EDMIS, without prior authorization from HQ ACES. No other MIS may be used in tracking education participation and costs without prior authorization from HQ ACES.

a. EDMIS modernization objectives are to automate management of the Soldier's educational process at the installation level and provide electronic transfer and retrieval of records across installations and agencies. It automates management of Soldier education records for on- and off-duty courses, program administration, and financial aid. EDMIS automates test scoring and is able to manipulate test data. Installation participation and cost rollups are available for transfer to region, IMCOM, and HQ ACES. EDMIS maintains a two-way data interface with the GoArmyEd portal. Counselors are able to associate information about a Soldier's SOCAD plan, as well as enter a degree plan for institutions other than SOCAD members. A number of reports are available in EDMIS.

b. The HQ ACES EDMIS Team provides the following support to assist in the use of EDMIS:

(1) Functional support to EDMIS users refer routine problems with EDMIS electronically or telephonically to the HQ ACES SAFP.

(2) Referral for technical problems to other agencies such as the CONUS–Theater Network Operations and Security Center (C–TNOSC) help desk.

(3) Access and training for specific AHRC personnel in the use of EDMIS for the sole use to administer the ADSO.

(4) Training for EDMIS installation functional administrators (IFA) in the use of EDMIS.

(5) Assistance to the installation EDMIS IFA to write and submit EDMIS engineering change proposals (ECP). Guidance to ESOs about how to review, prioritize, and submit ECP to HQ ACES.

(6) Development of strategies to enhance EDMIS with the integration of related education systems such as AARTS and eArmyU.

c. ESO appoints the EDMIS IFA for each AEC and the IFA must be computer literate and understand the functions of an AEC. Duties of the IFA are to:

(1) Manage the EDMIS application and be responsible for data management, user access, and electronic interfaces with other systems.

(2) Identify and resolve EDMIS problems.

(3) Train EDMIS users at the AEC.

(4) Coordinate with the HQ ACES EDMIS Team and write and submit ECPs to the ESO.

d. Functional Academic Skills Training Management Information System is integrated in EDMIS and supports ACES requirements for overall FAST program management throughout the Army. The EDMIS supports the needs of installation AECs to report information concerning program eligibility, enrollments, learning activity, testing, learning outcomes, program completion, and program expenses. The system automates the compilation of program statistics according to the unique reporting requirements of specific Army echelons.

(1) *Basic Skills software.* Administrators may create a database of students, control students sign-in to the courseware, and track the student progress in the system. Administrators can generate reports from the scores and time on task information gathered. Additionally, the software provides a data export facility to produce a text file containing usage information for Soldiers participating in the computer-based instruction. This text file will be exported and transferred to HQ ACES for inclusion in the EDMIS on a monthly basis.

(2) *Integrated Total Army Personnel Database (ITAPDB) Interface.* ITAPDB data will be queried on a monthly basis to update the EDMIS with the individual's identity and assignment information for inclusion in the EDMIS.

8–3. Responsibilities

a. HQ ACES—

(1) Appoints the ACES SAFP for EDMIS.

(2) Develops and implements a charter for the ACES AATWG.

b. Appoints the EDMIS SAFP to serve as co-chair on the AATWG. The HQ ACES Program Manager for technology serves as co-chair of the AATWG.

c. Provides policy guidance on automation and educational technology used by ACES at all levels.

d. IMCOM—

(1) Supports the AATWG effort by designating ACES personnel to serve on the AATWG.

(2) Reviews ACES automation and technology at installations to ensure compliance with policy guidance and maximum utilization of approved automation and technology resulting in most efficient and cost-effective benefits to ACES.

(3) Identifies 20% of all technology equipment and software for update annually.

(4) Submits completed surveys of technology hardware as required to HQ ACES.

e. ESOs will communicate the need for accurate personnel data and coordinate download of eMILPO to EDMIS with PSB/PSD.

8-4. AARTS

a. *General.* AARTS is an automated system receiving biographical data about Soldiers for periods of enlisted service, their military training, and MOS, as well as College Level Examination Program (CLEP), DANTES, ACT Assessment Program, and Excelsior College Examination Program. AARTS generates official transcripts including ACE college credit recommendations for Soldier experiences and testing. Colleges, universities, and employers accept AARTS and recognize the credit recommendations. The AARTS Operations Center receives primary source data from DA, ARNG/ARNGUS, USAR, Army Training Requirements and Resources System, DANTES, and ACE. AARTS sends transcript data to the GoArmyEd database. The next generation of AARTS will have the capability of both requesting and sending official transcripts electronically. AARTS transcripts are currently available online and can be printed for unofficial use.

b. *Eligibility.* The AARTS Operations Center issues transcripts for most enlisted Soldiers in the Active Army, RC, and veterans. For current information on AARTS eligibility, visit the AARTS Web site at <http://aarts.army.mil>.

c. *Responsibilities.*

(1) The Director of ACES will—

(a) Oversee the AARTS Operations Center and its manager who ensures the following: maintenance of the AARTS database and system; completeness and currency of data in the AARTS database; timely distribution of AARTS transcripts; and accuracy, completeness, security, and confidentiality of the AARTS transcript.

(b) Maintain liaison with ACE ensuring ACE provides the AARTS Operations Center monthly updates of MOS and military course descriptions with college credit recommendations.

(c) Maintain liaison with DANTES ensuring test scores are provided monthly for update to the AARTS database.

(d) Meet regularly with the AARTS and Sailor/Marine/ACE Registry Transcript Advisory Board.

(2) AHRC provides biographical and MOS extracts on active duty Soldiers from the current Active Enlisted and Active Officer database files for monthly update of the AARTS database.

(3) The Commander, Enlisted Records and Evaluation Center provides—

(a) Guidance for purchase and maintenance of computer equipment and software for the AARTS Operations Center.

(b) Analytical and programming support essential for maintenance and update of the AARTS database.

(c) Technical sustainment support for the AARTS Operation Center.

(4) The Director of Information Management, Fort Leavenworth, Kansas provides—

(a) Access to the server in Indianapolis through a Virtual Private Network.

(b) All other standard information management services.

d. *Procedures.*

(1) The Manager, AARTS Operations Center, Fort Leavenworth, Kansas:

(a) Develops the capability to electronically transmit official AARTS requests to Soldiers, AECs, and schools as a priority.

(b) Markets AARTS through media and at conferences.

(c) Issues official transcripts in response to direct requests from eligible Soldiers, veterans, and ESOs.

(d) Researches transcript discrepancies, updates the AARTS database, and issues revised transcripts when necessary.

(2) AEC counselors assist Soldiers to view their transcripts via Army Knowledge Online and to request official transcripts for colleges via the AARTS Web site. Another method to request copies of transcripts is to complete DA Form 5454 (Request For Army/American Council On Education Registry Transcript System).

(3) Soldiers submit a completed DA Form 5454 by fax, e-mail, or letter to the AARTS Operations Center to request a transcript.

(4) Transcripts for Soldiers enrolled in GoArmyEd will automatically be requested through the GoArmyEd portal and provided to the Soldier's home institution.

(5) The ESO or Soldier will report discrepancies on transcripts by FAX, e-mail, or letter (see DA Form 5454) and request provider of training submit documentation to the AARTS Operation Center.

8–5. Use of ACES personnel

a. All personnel assigned to ACES and funded by ACES must perform duties related to automation. These duties range from documenting counseling sessions and using the GoArmyEd portal to performing the duties of a local EDMIS functional administrator.

b. ESOs must ensure automation duties are reflected accurately in position descriptions. Positions that focus on technology in addition to the IFA of ACES may be classified in a career program other than CP–31.

c. All ACES personnel must receive technology training annually to learn new or improve skills. The installation or IMCOM must budget for such training. ACTEDS funds are authorized to supplement such training opportunities on a competitive basis. ESOs will encourage AEC personnel to utilize Army e-Learning online training Web site, <https://www.usarmy.skillport.com>, for completion of information technology courses.

Chapter 9 Management

Section I General

9–1. HQ ACES policy guidance

The HQ ACES will issue policy guidance consistent with current fiscal restraints.

9–2. ACES personnel

a. At all levels ACES managers will seek to focus ACES resources on delivery of quality adult education programs and services to authorized personnel. To accomplish this, ACES managers will seek to reduce overhead costs to an absolute minimum required for mission accomplishment.

b. ACES managers will ensure the reduction of repetitive, individual counseling prior to the acquisition of TA funds, course enrollments, or other programs participation.

c. ACES managers will use GoArmyEd, EDMIS, iMARC, or WEBS to accomplish such routine, noncounseling functions as identification of program eligibles, issuance of TA, and so forth.

d. ACES managers will keep staffing levels for ACES middle managers to a minimum. These are primarily ACES personnel in the grades of GS–12 and above who assist the ESO in the management of ACES programs and services. In the past, such middle managers have been called College Program Manager, ALC Manager, FAST Manager, Counselor Supervisor, and so forth. While it is recognized a certain, minimal level of staffing at the middle management level may be necessary, particularly on larger installations, ACES managers must strive to reduce resource-intensive levels of middle management and refocus management responsibility on the ESO.

e. ACES managers will ensure upward mobility exists for CP–31 careerists at the local AEC.

9–3. ACES staffing

a. The ESOs, ESSs, counselors, and ACES region chiefs who provide and manage ACES programs and services are required to be DACs in the 1740 series. Support staff may include DACs from outside the 1740 series and military personnel.

b. AR 71–32 and AR 570–4 are references for installation ACES staffing.

c. Security requirements for ACES personnel are outlined in AR 380–67.

9–4. Research and development

Education research and development are the responsibilities of HQ ACES who will determine if the IMCOM, region, or installation may use ACES funds for this purpose.

9–5. Educational needs assessment

Educational needs assessment is a continuous and systematic analysis of the Army's requirements for educational programs at the installation level and Army-wide. Assessment results provide data integral to the Army's planning and budgeting process. Installations are required to conduct general overall needs assessments at least triennially or more frequently if needed, to assess the impact of changes in the character or demographic profile of installation personnel, units, or mission. Assessment efforts are intended both to determine whether or not new providers are needed to offer desired programs on an installation(s) and to project Army-wide requirements for DL programs. Needs assessment consists of several components of which a survey is only one. Appendix F contains a model for the needs assessment.

ESOs will comply with conducting the entire needs assessment process. Compliance will be checked during Military Installation Voluntary Education Review (MIVER) visits as well as site assistance visits.

9-6. Program evaluation and student assessment

a. General. Program evaluation and student assessment will be conducted on an on-going basis through an active partnership between the installation and supporting institutions (for postsecondary programs) or contractors (for Soldier development programs). Education services professionals (such as government employees, institutional, and contract representatives/instructors) must have a common understanding of what constitutes a successful program and participating student.

b. Program evaluation—

(1) Is designed to determine and maintain the operational effectiveness/efficiency of all programs conducted on the installation. Benchmarks should be used to determine achievement of "success."

(2) Is implemented using a comprehensive program evaluation plan, which results in thorough program reviews; or, a contract quality assurance surveillance plan for commercial (performance-based) contracts and quality assurance plan for non-commercial (requirements) contracts. The program evaluation plan will cover program administration, support or student services, instructional resources, physical resources, financial resources, and other critical areas.

(3) Table 9-1 contains the metrics and progress indices that will be applied by ACES and recommends metrics and progress indices for use by the academic and contract instructional providers.

(4) Results of regular, periodic program evaluation help to modify and improve the ACES program and to provide the basis for education program planning.

(5) Stimulates program improvement and promotes delivery of quality education programs.

c. Student assessment—

(1) Identifies comprehensive and specific learning outcomes for programs or courses of study offered.

(2) Facilitates students achieving the identified educational learning outcomes and provides accountability for the program provided.

(3) Assists students participating in ACES instructional programs to understand the learning outcomes of the course up-front and complete a post-instruction assessment instrument to determine whether outcomes identified were achieved.

**Table 9-1
Program evaluation-academic institutions with MOU or contract operating on military site**

ACES FOCUS		
Goal	Metric	Progress Indices
(1) Learning effectiveness	Academic performance feedback and comparative retention data.	Quantitative indicators substantiate program goals. Favorable retention rates. Monitor GPA of 2.0.
(2) Cost effectiveness	1. Continuation rate of academic providers. 2. % of Academic Institution (AI) above Tuition Assistance (TA) per SH cap. Deviation from average cost for each academic level; lower level (LL), upper level (UL), and graduate compared to local average costs.	1. Establish procedure to present an annual review and analysis indicating average cost for each credential level and yearly trends over a period of four years. 2. Institutions price courses and programs both to provide best value to the Army and to offset institutional development and delivery costs. Collect tuition data from local schools-compare to schools with MOU and run average cost.

Table 9-1
Program evaluation-academic institutions with MOU or contract operating on military site—Continued

ACES FOCUS		
Goal	Metric	Progress Indices
(3) Participation/access	1. Measure program participation. 2. Establish criteria to ensure course materials are delivered timely. Measure information dissemination.	1. Current Installation Status Review (ISR) metric standards for program enrollment and completion rates. Complete review and analysis indicating rates for each measurement area and yearly trends over a period of four years. 2. Full dissemination of information, leading to 100% of the target audience. Evidence of use of five out of seven marketing tools. a. Comprehensive Web page b. Print media (Education Services Brochure, college schedules, program fliers, newsletter.) c. Electronic media-newsletter, marquees, e-mail list server d. Education Fair/Open House e. Group briefings (Newcomers, in/out-processing, separation and /retirement) f. Command Briefings (Training briefs, community meetings) g. Conducts Needs Assessment Survey
(4) AI coordination	Orientation on the military and installation is conducted/available through meetings/ printed/ electronic media.	1. Conduct orientation/meetings at least quarterly for school representatives. 2. Provide orientation/information to faculty at least quarterly.
(5) Academic support	Continuation of AI	Contract is renewed and/or MOU is reviewed and updated annually.
(6) Student satisfaction	Satisfaction surveys measure satisfaction levels as reported by students and Army advisors/counselors.	Satisfaction levels of at least 70%. Rising aggregate scores for process metrics. Increased retention in Army. Increasing enrollments, increasing completions, and declining dropout rates.

9-7. Military Installation Voluntary Education Review

a. General. HQ ACES will ensure there is command and installation participation in periodic comprehensive reviews of the quality and effectiveness of each installation's postsecondary continuing education program. The Military Installation Voluntary Education Review (MIVER) is the required vehicle for accomplishing such inspection and program evaluation.

b. Purpose. MIVER site visit teams assess the quality of the installation postsecondary education program by examining the nature of the relationship between the installation and each institution operating on that installation. The relevance of each institution's offerings to its own mission and objectives and to those of the installation is evaluated.

c. Site Visit Scheduling. IMCOM will coordinate the schedule for MIVER visits with HQ ACES to ensure all installations participate in the MIVER process. The schedule is planned for five years out with the input of IMCOM and ACES region chiefs. Once MIVER sites are scheduled, changes to that schedule will be accommodated only for instances of hardship or other solid rationale.

d. Process.

(1) The designated installation and institutions participating in the on-post college program complete self-studies based on the *MIVER Principles of Good Practice for Voluntary Education Programs on Military Installations* and *MIVER Principles of Good Practice for Institutions Providing Voluntary Education Programs on Military Installations*. Self-studies are provided to the team members to assist in preparation for the visit.

(2) Site review team members schedule and conduct interviews with installation and institution personnel after reviewing the self studies. After the visit is completed the team prepares a report. A draft report is provided to HQ ACES, IMCOM, the appropriate ACES Region Chief, the ESO, and to the institutions to correct any errors of fact before the final report is published.

e. MIVER Follow-up/Evaluation. Semi-annually for three years after the final report is distributed, installation ESOs will forward a progress report through ACES region chiefs and IMCOM to HQ ACES citing what accomplishments have been achieved based on the recommendations made in the final report.

9-8. Marketing and communication

a. A well-planned marketing and communication program is an integral part of an effective education program. Its

purpose is to increase military and civilian (both external and internal audiences) involvement, understanding, and support at all levels.

b. Each IMCOM region and installation will maintain an overall marketing plan with appendixes that address individual strategies and include support documentation. Appendix G contains a sample marketing plan model.

c. The individual strategy portion of the plan is a series of dynamic appendixes which grow as planners develop strategies supporting the different education programs' overall objectives. Awareness of these programs and/or entitlements might be enhanced by the development of brochures, speaking engagements, luncheons, and graduation ceremonies.

d. Regional and installation public affairs offices (PAO) are Army Education's primary resource for the promotion and marketing of their events.

9-9. Education services brochure

Installations and communities may publish an education services brochure (ESB) as a guide to their education programs and services. A copy will be forwarded through IMCOM to HQ ACES annually. A model ESB can be found at Table 9-2. A comprehensive ACES Web site which is maintained may serve as an ESB.

Table 9-2

Education Services Brochure

Education Services Brochure

I. Commander's statement of support

II. Education goals and objectives reflecting local mission (installation and community marketing plan)

III. Army education goals for military members

IV. Location of installation and community education facilities, phone numbers, fax numbers, e-mail and Web site address, and operating hours

V. Professional counseling services

VI. Educational programs

A. FAST

B. HSCP

C. Alternative study programs

D. ESL

E. Self-Development Courses

F. Vocational programs

G. Institutions conducting postsecondary programs

(1) Location (on- or off-post)

(2) Field of study and credential offered

(3) Course description

(4) Cost per credit hour or equivalent

H. Postsecondary Programs

Table 9-2
Education Services Brochure—Continued

VII. Educational services

A. Testing

B. Languages

C. ALC/MLF

D. Licensing and certification

E. Library

VIII. Financial services

A. Tuition assistance

B. GI bill benefits

C. Veterans' Educational Assistance Program

D. Alternative funding

IX. Administration

A. Enrollment procedures

B. Special requests for programs or services

C. Support for tenant activities

9-10. HQ ACES site visits

HQ ACES, IMCOM, and ACES region chiefs, and installations will conduct periodic reviews of programs and services. The HQ ACES will conduct site visits to installations and IMCOM and ACES region chiefs will conduct staff assistance visits to determine if ESOs are meeting established and anticipated needs. Such visits will be conducted with notification to appropriate headquarters.

9-11. American Council on Education on-site course and military occupational specialty evaluation visits

The ESO will assist in the coordination of the logistics, scheduling, and conducting of on-site ACE MOS visits. The ESO will work with the proponent service schools in coordinating the logistics for the on-site ACE course evaluations. Procedures for preparing for an Army MOS on-site ACE evaluation visit will be forwarded by HQ ACES through the IMCOM and ACES Region Chief to the servicing ESO prior to each visit.

9-12. Professional development of ACES staff

a. Professional development of ACES personnel is a priority. Supervisors will develop training plans for all ACES personnel to assist in keeping them informed of recent research trends, developments, and practices in CP-31. ACES personnel are encouraged to join related professional and national associations and participate in their conferences. The professional development of ACES staff in the 1710 and 1740 series, including interns will be based on AR 690-950 and the ACTEDS Plan for CP-31.

b. HQ ACES, IMCOM, and ESOs will program for training funds to ensure adequate training of ACES personnel

c. The functional chief representative will defend the allocation of funds necessary to provide competitive professional development opportunities.

d. Individuals requesting or referred for training funded through ACTEDS must be registered in the Army Resumix database.

e. AR 690-950 provides policy on DA intern requirements and allocations; types of interns; resources; manpower forecasting; intern intake, training, progression, and placement. The Master Intern Training Plan (MITP) for CP-31 interns and the MITP for interns in USAREC can be found at http://cpol.army.mil/library/train/acteds/CP_31/toc.html. The intern's supervisor must ensure HQ ACES receives a copy of the completed MITP at least two months prior to the

intern's graduation date. An intern must complete all training in the MITP in order to graduate. After certifying an intern has satisfied all training requirements, HQ ACES will process the HQ ACES Intern completion certificate and notify the ESO that all requirements are complete. The performance appraisal process for interns is different in one respect from the careerist appraisal process. The length of the intern performance appraisal period is six months. During the typical two-year internship, the intern will receive four performance appraisals. DA Form 7223 (Base System Civilian Evaluation Report) is used for appraisal of interns, grades GS-05 and GS-07. DA Form 7222 (Senior System Evaluation Report) is used for appraisal of interns, grade GS-09.

(1) Supervisors and careerists should recommend individuals with high potential for the CP-31, Education Services Intern Program. CP-31 intern vacancy announcements with application procedures are available at <http://www.usajobs.opm.gov/>.

(2) HQ ACES manages the CP-31 Intern Program and works closely with the DA Intern Office on policy, funding, and allocations and with the North Central Civilian Personnel Operations Center for recruitment issues.

9-13. Position descriptions of Army Continuing Education System personnel

The ACES supervisors have the responsibility of assuring counselors and ESOs/ESSs are properly graded based on their position descriptions. The realignment of these positions is paramount to standardization and to advancement of ACES personnel. Grade determinations for ESO positions must follow the Grade Evaluation Guide for Positions of Managers of Operating Education Program. The standardized position description for counselors will be used for counseling positions.

9-14. Copyright restrictions

a. Written work or computer programs prepared by Soldiers or DACs as part of their official duties may not be copyrighted (17 USC 105). Such work becomes part of the public domain.

b. Copyrighted items will not be used in ACES promotion or advertising or in an ESB without prior written consent of the copyright owner (see AR 27-60, chap 4).

9-15. Release of information

a. AR 25-55 and AR 340-21 govern release of information contained in Army records, including information requested under the Freedom of Information Act (FOIA).

b. ACES personnel should be alert for misinformation about Army education appearing in print, electronic media, and speeches. When misinformation is detected, personnel should inform their local PAO and HQ ACES through their IMCOM/region.

c. All media queries regarding ACES will be directed to the local PAO. Upon PAO request, ACES personnel may discuss information with the media that is not classified or otherwise nonreleasable.

d. Release of Army studies or analyses outside DOD, before final approval and official review, is unauthorized. Release of any interim, draft, or final document may require sponsor approval through the contracting officer or contracting authority as specified in AR 5-14.

Section II

DA Form 1821 (Requirement Control Symbol: CSGPA-1679)

9-16. Use of DA Form 1821

a. The purpose of DA Form 1821 (Army Continuing Education System (ACES) Quarterly Participation/Cost/Evaluation Reports) is to collect participation data related to educational activities of supported military personnel, including Active Army, USAR, ARNG/ARNGUS, and Other Services, as well as associated costs for those services. Non-supported military, DACs, retired military, Family Members, and other personnel who are directly affiliated with the Army are included also on the quarterly report.

b. DA Form 1821 is to be submitted by the ESOs through the ACES region chiefs and HQ IMCOM to HQ ACES budget officer. Per regional alignment agreements, USAR and MEDCOM ESOs are required to submit 1821 reports directly to HQ ACES budget officer. The traditional and eArmyU postsecondary reports (pages 2 and 3) will be generated at HQ ACES. The remainder of the report (pages 1, 4, and 5) is due to HQ ACES 19 work days after the reporting period. ARNG ESOs will submit to NGB-ARM-EI office.

c. Quarterly reports cover the following periods: 1 October-31 December; 1 January-31 March; 1 April-30 June, and 1 July-30 September. The cutoff date for collection of data for any reporting period is the last day of the reporting period.

9-17. Instructions for completing DA Form 1821

Instructions for completing DA Form 1821 can be found on <https://www.hrc.army.mil/site/education/index.html>.

Chapter 10

Defense Language Institute English Language Center Resident English as a Second Language

10–1. General

The ESL program described in this chapter is conducted at the DLIELC before IET for enlisted Soldiers, before the Branch Officer Basic Course for commissioned officers, and before appointment for warrant officers.

10–2. Functional requirements

a. Testing. All non-prior service Soldiers whose records indicate English is not their primary language will be administered the ECL test or the ALCPT.

b. Enrollment. Soldiers not meeting the following minimum ECL test or ALCPT scores will be enrolled in resident ESL: (1) Enlisted: 75 (2) Commissioned/warrant officers: 90

c. Training time. Enlisted may receive up to 24 weeks (with a potential 6-week extension) and officers up to 16 weeks (with a potential 6-week extension) of ESL training. Training will be terminated when the training objectives listed below have been achieved. Training will also be terminated when progress reports clearly indicate little probability of successful completion.

d. Training Objectives.

(1) *Enlisted.* Score a minimum of 75 on the ECL test or ALCPT and achieve an oral proficiency interview (OPI) rating of 1 plus in comprehension and 1 in speaking.

(2) *Officers.* Score a minimum of 90 on the ECL test or ALCPT and achieve an OPI rating of 2 plus in comprehension and 2 in speaking.

e. Release from active duty. Soldiers not meeting minimum ECL test or ALCPT scores and OPI ratings following ESL training will be separated as specified in AR 635–200 and AR 135–178. However, Commander, USA Element, DLIELC, has the authority to retain Soldiers who demonstrate exceptional Soldiering qualities and who score within five points of the minimum score.

10–3. Procedures

a. The United States Air Force (USAF), as executive agent for the DLIELC, will resource the Army Resident ESL Program.

b. DLIELC will—

- (1) Conduct ESL training and manage the day-to-day operation of the resident ESL program.
- (2) Maintain command and control of Army enrollees through the Army cadre.
- (3) Maintain the student database and provide required reports to TRADOC as required.
- (4) Discharge enlisted Soldiers who do not score the minimum required for successful completion on the ECL test or ALCPT and/or OPI after required training.
- (5) Test ROTC cadets in Puerto Rico and report results to TRADOC.

c. The United States Military Entrance Processing Command (MEPCOM) will direct Military Entrance Processing Stations (MEPS) to administer the ECL test and to provide results to USAREC.

d. AHRC will project annual resident ESL training requirements for USAF.

e. The Commander, U.S. Army Field Artillery Training Center, Fort Sill, OK, will provide administrative control of the U.S. Army Element (USAE) at DLIELC. The USAE commander is responsible for command, control, training, and administration for soldiers at DLIELC. U.S. Army Medical Command (MEDCOM) will task the Commander, United States Army Garrison, Fort Sam Houston, to provide any needed administrative and logistical support to the USAE commander.

f. TRADOC will—

(1) Identify commissioned or warrant officers before commissioning or appointment and administer the ECL test or ALCPT.

(2) Provide Army cadre support to DLIELC.

(3) Process Soldiers for attendance and travel to DLIELC.

g. USAREC will—

(1) Identify enlisted Soldiers and refer them to MEPS for ECL test or ALCPT administration.

(2) Include in enlistment contract that enlisted Soldiers must score at least 75 on the ECL test or ALCPT.

(3) Provide DLIELC with ECL test and ALCPT results.

10–4. Defense Language Institute English Language Center administration

a. DLIELC will maintain all personnel data pertinent to training (name, scores, hours of classroom instruction, exit data from DLIELC, and number of Soldiers separated).

b. DLIELC will coordinate with Commander, Fort Sam Houston, for administrative, legal, and logistical support.

10-5. Soldiers at training base

Enlisted Soldiers not identified during the enlistment process but subsequently identified by their commander at the training base will be referred to the training personnel officer. The training personnel officer will schedule identified Soldiers for the ECL test or ALCPT at the AEC. Soldiers not meeting minimum ECL test or ALCPT scores will be scheduled for training at DLIELC.

10-6. National Guard english-as-a-second language training in Puerto Rico

- a.* Policies and procedures will be outlined by the Chief, NGB.
- b.* National Guard officers receiving a commission through NGB Officer Candidate School must score 90 on the ECL test before commissioning.

Appendix A References

Section I Required Publications

AR 611-5

Army Personnel Selection and Classification Testing. (Cited in paras 7-4, 8-5, H-5.)

AR 621-202

Army Educational Incentives and Entitlements. (Cited in para 7-2.)

DODD 1322.08E

Voluntary Education Programs for Military Personnel. (Cited in paras 1-1, 1-7, 4-4, 5-2, C-2, E-6, I-5.) (Available at www.dtic.mil/whs/directives.)

DODI 1322.19

Voluntary Education Programs in Overseas Areas. (Cited in paras 1-1, 1-7, 2-10, 4-4.) (Available at www.dtic.mil/whs/directives.)

DODI 1322.25

Voluntary Education Programs. (Cited in paras 1-1, 1-7, 2-10, 4-4, 5-2, 7-4.) (Available at www.dtic.mil/whs/directives.)

DANTES

DANTES Examination Program Handbook. (Cited in para 8-4.) (Available www.dantes.doded.mil or DANTES, 6490 Saufley Field Road, Pensacola, FL 32509-5243.)

DANTES

DANTES External Degree Catalog. (Cited in para 5-6.) (Available www.dantes.doded.mil or DANTES, 6490 Saufley Field Road, Pensacola, FL 32509-5243.)

DANTES

DANTES Independent Study Catalog. (Cited in para 5-6.) (Available www.dantes.doded.mil or DANTES, 6490 Saufley Field Road, Pensacola, FL 32509-5243.)

DANTES

DANTES Catalog of Nationally Accredited Distance Learning Programs. (Cited in paras 2-10, 5-6.) (Available www.dantes.doded.mil or DANTES, 6490 Saufley Field Road, Pensacola, FL 32509-5243.)

SOC

SOCAD-2 Handbook. (Cited in para 5-4.) (Available at www.soc.aascu.org or Servicemembers Opportunity Colleges, 1307 New York Avenue, N.W., fifth floor, Washington, DC 20005-4701.)

SOC

SOCAD-4 Handbook. (Cited in para 5-4.) (Available at www.soc.aascu.org or Servicemembers Opportunity Colleges, 1307 New York Avenue, N.W., fifth floor, Washington, DC 20005-4701.)

eArmyU

eArmyU Implementation Plan. (Cited in paras 1-21, 4-6.) (Available at www.earmyu.com.)

The Guide to Educational Credit by Examination (ACE).

This publication is available from the American Council on Education, One Dupont Circle, N.W., Washington, DC 20036. (Cited in paras 7-2, B-4.)

The Guide to the Evaluation of Educational Experiences in the Armed Services (ACE Guide).

The current edition and updates are available from DANTES, 6490 Saufley Field Road, Pensacola, FL 32509-5243. (Cited in paras 5-4, 7-2, B-4.)

The National Guide to Educational Credit for Training Programs.

The current edition and updates are available from DANTES, 6490 Saufley Field Road, Pensacola, FL 32509-5243. (Cited in para 7-2.)

Section II

Related Publications

A related publication is a source of additional information. The user does not have to read it to understand the publication. United States Codes (USC) are available at <http://www.gpoaccess.gov/uscode/>.

AFAR

Army Federal Acquisition Regulation. (Available at www.arnet.gov/far/.)

AR 5-1

Total Army Quality Management.

AR 5-9

Area Support Responsibilities.

AR 5-14

Management of Contracted Advisory and Assistance Services.

AR 5-18

Army Stationing and Installation Plan (ASIP).

AR 11-2

Management Control.

AR 11-6

Army Foreign Language Program

AR 15-1

Boards, Commissions, and Committees—Committee Management.

AR 15-6

Procedures for Investigating Officers and Boards of Officers.

AR 25-1

Army Knowledge Management and Information Technology.

AR 25-55

The Department of Army Freedom of Information Act Program.

AR 27-60

Intellectual Property.

AR 71-32

Force Development and Documentation-Consolidated Policies.

AR 135-100

Appointment of Commissioned and Warrant Officers of the Army.

AR 135-178

Enlisted Administrative Separations.

AR 140-111

U. S. Army Reserve Reenlistment Program.

AR 210-14

The Army Installation Status Report Program.

AR 340-21

The Army Privacy Program.

AR 350-1

Army Training and Leader Development.

AR 350-20

Management of the Defense Foreign Language Program.

AR 350-100

Officer Active Duty Service Obligations.

AR 351-3

Professional Education and Training Programs of the Army Medical Department.

AR 360-1

The Army Public Affairs Program.

AR 380-67

The Department of Army Personnel Security Program.

AR 570-4

Manpower Management.

AR 600-8-2

Suspension of Favorable Personnel Actions (Flags).

AR 600-8-24

Officer Transfers and Discharges.

AR 600-8-101

Personnel Processing (In-, Out-, Soldier Readiness, Mobilization, and Deployment Processing).

AR 600-8-104

Military Personnel Information Management/Records.

AR 600-100

Army Leadership.

AR 601-210

Active and Reserve Components Enlistment Program.

AR 601-280

Army Retention Program.

AR 621-1

Training of Military Personnel at Civilian Institutions.

AR 621-108

Military Personnel Requirements for Civilian Education.

AR 635-200

Active Duty Enlisted Administrative Separations.

AR 690-950

Career Management.

DA Pam 350-58

Leader Development for America's Army.

DA Pam 350–59

Army Correspondence Course Program Catalog.

DA Pam 351–4

U.S. Army Formal Schools Catalog.

DA Pam 600–3

Commissioned Officer Professional Development and Career Management.

DA Pam 600–8

Management and Administrative Procedures.

DA Pam 600–25

U.S. Army Noncommissioned Officer Professional Development Guide.

DODD 5160.41E

The Defense Language Program (DLP). (Available at www.dtic.mil/whs/directives/.)

FAR

Federal Acquisition Regulation. (Available at www.arnet.gov/far/.)

FM 6–22

Army Leadership

FM 7–0

Training for Full Spectrum Operations.

FM 7–22.7

The Army Noncommissioned Officer Guide.

NGR 600–200

Enlisted Personnel Management.

Accredited Institutions of Postsecondary Education, Programs, Candidates.

This publication is available from the American Council on Education, One Dupont Circle, N.W., Washington, DC 20036.

Directory of Postsecondary Institutions, Volumes I and II.

This publication is available from ED Pubs, P.O. Box 1398, Jessup, MD 20794–1398 (www.ed.gov).

MIVER Principles of Good Practice for Voluntary Education Programs on Military Installations.

This publication is available from the American Council on Education, One Dupont Circle, N.W., Washington, DC 20036 (www.acenet.edu).

MIVER Principles of Good Practice for Institutions Providing Voluntary Education Programs on Military Installations.

This publication is available from the American Council on Education, One Dupont Circle, N.W., Washington, DC 20036 (www.acenet.edu).

2004–2005 Directory of Accredited Institutions.

This publication is available from the Distance Education and Training Council at www.detc.org.

Servicemembers Opportunity Colleges (SOC) Guide.

This publication can be found at www.soc.aascu.org.

10 USC 1142

Preseparation counseling; transmittal of medical records to Department of Veterans Affairs.

10 USC 1606

Defense Intelligence Senior Executive Service.

10 USC 2005

Advanced education assistance: active duty agreement; reimbursement requirements.

10 USC 2007

Payment of tuition for off-duty training or education.

10 USC 4302

Enlisted members of Army: schools.

10 USC 12205

Commissioned officers: appointment; educational requirement.

17 USC 105

Subject matter of copyright: United States Government works.

38 Part III, Chp 30

All-Volunteer Force Educational Assistance Program.

38 USC 3672

Approval of courses.

38 USC 3696

Limitation on certain advertising, sales, and enrollment practices.

Section III**Prescribed Forms**

Except where otherwise indicated below, the following forms are available as follows: DA Forms are available on the Army Electronic Library (AEL), CD-ROM (EM 0001) and APD Web site (www.apd.army.mil); DD Forms are available from the OSD Web site (<http://www/dtic.mil/whs/directives>); Standard forms (SF) are available from GSA Web site (www.gsa.gov).

DA Form 669

Army Continuing Education System (ACES) Record. (Prescribed in para 8-2.)

DA Form 1821

Army Continuing Education System (ACES) Quarterly Participation/Evaluation Report. (Prescribed in para 9-16.) (Available by the Education Management Information System (EDMIS).)

DA Form 2171

Application for Army Continuing Education System (ACES) Request for Tuition Assistance. (Prescribed in para 5-4.) (Available by the Education Management Information System (EDMIS).)

DA Form 5454

Request for Army/American Council on Education Registry Transcript. (Prescribed in para 6-4.)

DA Form 7596

eArmyU Participation Agreement. (Prescribed in para 4-6.)

DA Form 7597

Statement of Understanding for Use with Army Tuition Assistance (TA). (Cited in paras 5-10, 5-11.)

Section IV**Referenced Forms****DA Form 11-2-R**

Management Control Evaluation Certification Statement.

DA Form 1059

Service School Academic Evaluation Report.

DA Form 1695

Oath of Extension of Enlistment.

DA Form 4836

Oath of Extension of Enlistment or Reenlistment.

DA Form 7222

Senior System Evaluation Report.

DA Form 7223

Base System Civilian Evaluation Report.

DD Form 4

Enlistment/Reenlistment Document Armed Forces of the United States.

DD Form 139

Pay Adjustment Authorization.

DD Form 214

Certificate of Release or Discharge from Active Duty.

DD Form 295

Application for the Evaluation of Learning Experiences during Military Service.

DD Form 1131

Cash Collection Voucher.

DD Form 2156-1

Nonresident English Language (ELT) Report.

DD Form 2648

Preseparation Counseling Checklist.

DANTES 1562/31

DANTES Enrollment Form. (Available at www.dantes.doded.mil or DANTES, 6490 Saufley Field Rd., Pensacola, FL 32509-5243.)

Appendix B Institutional Requirements for Membership in SOCAD/SOC Guard

Section I SOCAD

In order to qualify for membership in SOCAD, postsecondary institutions must agree to the following—

B–1. Residency

Limit academic residency requirements for graduation (credits taken with the degree-granting institution, regardless of location or degree delivery option) to 25 percent or less of the total requirements for SOCAD degrees or to 15 SH (or equivalent) for SOCAD–2 certificates or diplomas. The student may fulfill these requirements at anytime during the life of the SOCAD student agreement.

B–2. Student Agreement

Issue a SOCAD student agreement (which is an official evaluation and a degree plan on a standard form) for each student who applies for an official evaluation in an SOCAD-approved network. A college may not require the completion of more than 6 SH or the equivalent with the institution before the student is eligible for a student agreement.

B–3. Service school credit

Award credits appropriate to the curriculum for Army formal training and military work experience based on the recommendations of the ACE Guide.

B–4. Other credit

Award credit appropriate to the curriculum for non-traditional or other prior learning from the results of one or more nationally recognized standardized tests, based on ACE recommendations in the Guide to Educational Credit by Examination, in addition to other means the college may use to evaluate this learning.

B–5. Degree completion

Permit the student to complete the degree under the terms of the student agreement even after separation from active military service and even if the college's membership in a network is terminated.

B–6. Transfer of comparable courses

Accept in transfer, with no individual prior approval necessary, comparable courses listed in the SOCAD transferability tables, and course substitutions sections in the handbook, provided the courses are taken after the student agreement is issued. Accept in transfer, with no individual prior approval necessary, general education elective courses (as defined in the appropriate table in SOCAD–2 Handbook and SOCAD–4 Handbook). The courses must have been taken with an accredited college after the student agreement is issued.

B–7. Additional requirements

a. The same transfer of general education elective courses applies as in SOCAD–2. However, if a student completes an associate degree before the student agreement is issued, this guarantee applies to appropriate general education courses from all accredited 4-year institutions. If less than half of the credits towards the bachelor's degree requirement have been completed, the guarantee will apply to general education courses from accredited 2-year colleges.

b. The institutions will accept an associate degree completed by a student in a SOCAD–2 network designated as related to a SOCAD–4 curriculum network, with a minimum award of 45 percent of the credits needed to complete the bachelor's degree in that curriculum per guidance provided in the *SOCAD–4 Handbook*.

c. Each SOCAD–4 member college may apply the following limitations to the guaranteed transfer or award of credit from designated SOCAD–2 associate degrees to related SOCAD–4 bachelor's degrees— (1) Traditional delivery option member institutions are obligated to apply the SOCAD–4 transfer guarantees to SOCAD–2 related degrees only in the traditional delivery option. (2) DL/eArmyU institutions are obligated to apply SOCAD–4 transfer guarantees to SOCAD–2 related degrees in both the DL and traditional delivery option. (3) Learning assessment option member institutions are obligated to apply the SOCAD–4 transfer guarantees to SOCAD–2 related degrees in all three delivery options, traditional, DL, and learning assessment.

Section II SOCGuard

To participate in SOCGuard, postsecondary institutions agree to the following—

B-8. Membership

Complete a SOC application for institutional membership.

B-9. Transfer credits

Be forthcoming in the acceptance of transfer credits from other accredited postsecondary institutions if said courses have been completed satisfactorily and meet the degree requirements of the institution to which the credits are being transferred; that is, use good academic practice.

B-10. Credit for service schools and Army MOS experience

Award credit as appropriate to degree requirements and curriculum for service schools and Army MOS experience based on the Guide to the Evaluation of Educational Experiences in the Armed Services.

B-11. Credit for non-traditional or other prior learning

Award credit as appropriate to the degree requirements and curriculum for non-traditional or other prior learning as measured from the results of one or more nationally recognized standardized tests. Based on ACE recommendations in the Guide to Educational Credit by Examination and other means by which the institution may use to evaluate non-traditional learning.

B-12. Residency requirements

There is no requirement to limit academic residency requirements for graduation if the institution is joining SOC primarily to participate in the SOCGuard program.

Appendix C

Institutional Requirements for On-Post Operation

C-1. SOCAD and SOCGuard membership

Institutions providing courses, programs and/or student services such as registration on-post will be SOCAD members or SOC if offering only certificate or graduate programs and will meet the criteria specified in this appendix.

C-2. Department of Defense requirements

Institutions providing courses, programs and/or student services such as registration on-post will meet DODD 1322.8E criteria—

- a.* Be chartered or licensed by a state government or by the Federal government.
- b.* Provide proof of compliance with 38 USC 3672 regarding state approving agency approval of courses and 38 USC 3696 regarding limitations on advertising, sales, and enrollment practices.
- c.* Be accredited by an agency recognized and approved by the ED.
- d.* Conduct programs only from those offered or authorized by the main campus in accordance with standard procedures for authorization of degree programs by the institution.
- e.* Follow procedures used on the main campus and involve the main campus in the approval of on-post programs; faculty selection, assignment, and orientation; and the teaching, monitoring, and evaluation of programs.
- f.* Provide adjunct or part-time faculty possessing the same or equivalent qualifications as full-time, permanent faculty on the main campus.
- g.* Deliver courses on-post that carry identical credit values, represent the same content and experience, and contain the same student evaluation procedures as courses on the main campus.
- h.* Accept credit for courses given off-campus at the same value as those given on-campus and include such credit in the fulfillment of residency and other degree requirements.
- i.* Provide or arrange for library and other reference and research resources that are appropriate for the level of the academic offerings.
- j.* Maintain the same admission, grading, academic, and graduation standards as those on the main campus.
- k.* Ensure regular and frequent contact between campus-based faculty and off-campus faculty, administrators, and other institutional representatives.
- l.* Regularly assess and evaluate program effectiveness using evaluation techniques appropriate to the level and type of program, for example, examination scored by external norms, student course critiques, faculty monitoring of classes, and faculty review of final examinations.
- m.* Provide Soldiers with regular and accessible advisement services.
- n.* Charge tuition and fees that correspond to those charged to non-military clientele except when the need for a variance can be documented. High enrollment courses must be used to underwrite the expense of offering small elective courses and laboratory courses.
- o.* Ensure a reasonable proportion of tuition income, comparable to that on the home campus, is provided for such education support to the installation as library and laboratory support, computer facilities, equipment, administrative services, and student advisement.
- p.* Agree to participate in any independent third-party evaluation of postsecondary programs requested by the DOD and the Services.
- q.* Have established policies for awarding credit for military training by examinations experiential learning and courses completed using modes of delivery other than instructor-delivered, on-site classroom instruction.

Appendix D

Criteria for Prospective eArmyU Education Providers

Institutions providing programs through the eArmyU Program will meet the criteria specified in appendix B, section I. Additionally, institutions will also meet the criteria listed in this appendix.

D-1. Confirm or obtain membership in the Servicemembers Opportunity College

SOC membership can be confirmed at the SOC Web site, www.soc.aascu.org, click List of SOC Member Institutions. If the school recently applied and is not listed, confirmation of membership can be obtained by calling 1-800-368-5622 or 202-667-0079. If application is applicable, the application and supporting information is provided at the SOC Web site.

D-2. Complete the Preliminary SOCAD Membership Form (for applicable institutions and programs)

For institutions seeking to provide associate degrees, bachelor's degrees, or for-credit certificates, membership in the SOCAD Network is required for each applicable program. The Preliminary SOCAD Membership form will be completed. Institutions do not need to send this form to SOC directly. Upon acceptance in the eArmyU Program, the next steps for finalizing membership in the SOCAD Network will be communicated by the contractor.

D-3. Ensure commitment to award maximum credit for non-traditional learning, testing programs, military experience, and transferability

a. Only institutions awarding maximum credit for military experience will be considered: Institutions must provide processes to determine credit awards and learning acquired for specialized military training and occupational experience when applicable to a Soldier's degree program. Institutions must recognize and use the *ACE Guide to the Evaluation of Educational Experiences in the Armed Services* to determine the value of learning acquired in military service and award credit for appropriate learning acquired in military service at levels consistent with *ACE Guide* recommendations and/or those transcripts by the Community College of the Air Force, when applicable to a Soldier's program.

b. Only institutions agreeing to award academic credit for the minimum test scores as determined by ACE will be considered: Recognizing learning occurs in extrainstitutional and non-instructional settings, a SOC institution provides processes to evaluate and awards appropriate undergraduate level credit for such learning through practices that reflect the principles and guidelines in the statement on *Awarding Credit for Extrinstitutional Learning* adopted by ACE and affirmed by CORPA. This will include awarding credit through use of one or more of the nationally recognized, non-traditional learning testing programs provided for Servicemembers by the OSD, such as described in the *ACE Guide to Educational Credit by Examination*. These examinations include CLEP, DSST, and ECEP whether or not they supplement institutional challenge examinations or test-out procedures. See <http://www.acenet.edu> for more information.

Appendix E

Education Search

An education search provides the means for ESOs to seek out institutions interested in competing with other institutions in establishing a postsecondary program on a military installation to serve the educational needs of the Army and the local installation/community. The following presents a model for conducting an education search.

E-1. Letter from the ESO to institution

The first page is a cover letter from the ESO to the institution. The cover letter will accompany a complete packet sent to a potential educational institution to offer programs through the AEC.

E-2. Education programs required

This page will list the education programs needed on the military installation. Needs assessment will identify needs. Programs should be listed by credential level and what field of study is needed at each level (for example, Associate Degree Level Programs-Business Management, Computer Information Systems, Baccalaureate Degree Level Programs-Criminal Justice Administration, and Computer Science).

E-3. Military community

This page will provide a description of the military community and summary of demographics from current needs assessment survey. Information will include items such as military, Family Member, and civilian population, Soldier education level, unit make-up, military community mission, and so forth.

E-4. Facilities, equipment, and supporting services

This page will provide information regarding facilities, equipment, and supporting services (such as classrooms, office areas, on-post library, MLF/ALC, computer labs, and so forth.) that will be made available to the institution.

E-5. Criteria for selecting educational institutions

This page will list the DOD requirements (see app B-2) which must be met by the institutions in order to be considered for selection to provide educational programs through the AEC. Additionally, educational institutions must:

- a.* Be a member of the SOCAD system. Those institutions on-post offering graduate certificates and degree programs must be a member of SOC. A part-time faculty shall possess the same or equivalent qualifications as full-time faculty members.
- b.* Include credits from courses taken off-campus in establishing academic residency to meet degree requirements.
- c.* Provide financial aid programs that correspond to those available to students on the main campus.

E-6. Criteria for institutional proposals

This page will contain a list of criteria that the institution shall include in their proposal. The page will contain a statement that the criteria for selecting educational institutions and the criteria for institutional proposal are mandated by DODD 1322.8E. The criteria will include the following:

- a.* Requirements for completion of undergraduate and graduate programs, such as admissions tests, theses, comprehensive examinations, course requirements, and other degree or diploma requirements.
- b.* Class size criteria (minimum per class or average number of students in classes).
- c.* Evidence that the applicable accrediting body has approved the proposed extension of service before the program begins.
- d.* Agreement to have new programs evaluated by the appropriate accrediting body during the first year of operation on the installation and at appropriate times thereafter.
- e.* Evidence that the institution meets the requirements for the state where its main campus is located.
- f.* Evidence that the appropriate postsecondary planning, advisory, or governing agency in the state where the installation is located has been notified of the extension of educational services.
- g.* Extent of transfer of applicable credit from other programs or institutions and from non-traditional, DL, and extra-institutional learning sources.
- h.* Minimum and typical length of time needed for completing the program on a part-time basis.

E-7. Special program needs

This page will include programs and procedures needed to support the unique nature of military service and duty requirements. These include:

- a.* Evening/weekend/lunchtime classes.
- b.* Short seminars.
- c.* Independent study.
- d.* Flexible scheduling to meet the operational requirement of the installation.
- e.* Scheduling classes on a rotating basis to ensure an opportunity for program completion.

f. Providing in-state tuition rates for military students and their Family Members.

Appendix F Needs Assessment

F-1. The community: It's mission

a. Provide a brief description of the military community and its mission served by your AEC (including geographic location, installations included as part of the community, deployment schedules).

b. Include items such as the following to describe your military community's population (Population distribution from the Army Stationing and Installation Plan (ASIP) AR 5-18).

- (1) Active duty (enlisted, warrant officers, officers, total).
- (2) Other active duty military.
- (3) Reserve Component.
- (4) Adult Family Members.
- (5) Civilians.
- (6) Retirees.
- (7) Contractors.
- (8) Others (specify).

c. Number and types of units, including tenant units.

d. List of high density MOS served; MOS density charts.

F-2. The Army Continuing Education System Program

a. *Introduction.* Provide a brief description of the mission of your AEC and how ACES programs offered meet the needs of your community's population. Include data such as the following:

- (1) Location of AECs and MLFs/ALCs
- (2) ACES staff count and contractor staff count: Education officers/specialists; counselors; admin/reception staff; test examiners; MLF/ALC staff; other (specify)
- (3) ACES programs offered: BSEP, NCO leader development courses, STC or unit training courses; postsecondary programs; headstart/gateway language classes.

b. *Education Needs.* Outline education needs by responding to each item listed below and include an analysis of how it impacts the ACES programs offered.

(1) *Educational levels and eligibles.* Include the following (by installation):

- (a) GT scores less than 100.
- (b) Breakout of Active Duty Enlisted Population by Education Level/Credential (HSD; associates degree; baccalaureate degree, and so forth).
- (c) Breakout of Active Duty Officer Population by Education Level/Credential (HSD; associates degree; baccalaureate degree, and so forth).

(2) *Historical Enrollment Trends.* Provide a three-year summary of enrollments in ACES programs offered. For postsecondary programs, this data should be provided by institution, by program offered (vocational/technical, lower and upper-level courses, and graduate programs, and so forth.). Separately analyze interest and enrollment in distance learning programs through the use of upfront TA, DANTES, and eArmyU. Also provide a review of DANTES tests administered and pass rates. Analyze and explain any significant trends/changes.

(3) *Educational Interests Survey.* Analyze the data collected from the Educational Interests Survey. (A sample survey is provided along with these guidelines.) The entire military community-current and potential students-should be surveyed, to include Family Members, civilians, and so forth.

(4) *Command Support.* Summarize the degree of support the local command provides for education activities. What is the command's overall perception of the role education serves to enhance the Army's mission?

(5) *Counselor and institutional representative input.* Summarize relevant input about ACES programs from other constituency groups.

c. *Available Resources at the Installation.* Describe the educational resources available to participants in ACES programs to include such items as the following:

- (1) Classrooms.
- (2) Instructional equipment (computers, VCRs/monitors).
- (3) On-post library resources (hours of operation; total volume count; Staff — Professional Librarians; special services provided such as inter-library loan and use agreements with other local libraries).
- (4) MLF/ALC resources (hours of operation, number of staff, services provided).
- (5) Availability of Internet accesses describes Internet access points available to Soldiers at your installation and technical support/assistance options that exist.

d. *Description of School Programs.* Provide a brief description of the institutions providing on-post programs. Note their accreditation and SOC/SOCAD status; summarize their strengths and weaknesses. In addition, provide a brief

description of the distance learning institutions not represented on your installation in which students most frequently enroll. Note their accreditation and SOC/SOCAD status; summarize their strengths and weaknesses.

- (1) List postsecondary programs offered on-post by institution with programs/degrees offered.
- (2) List postsecondary programs offered off-post in nearby vicinity by institution with programs/degrees offered.
- (3) List postsecondary programs offered distance learning format by institution with programs/degrees offered.

e. Review and Conclusions. Provide an analysis of strengths, weaknesses, and challenges of the ACES program. Also provide recommendations regarding future direction ACES programs should take, including a list of any new/additional programs this needs assessment has identified should be offered. Discuss whether these needs can be met by bringing a new provider to the installation, or whether ACES needs to identify a new distance learning program that can be made available Army-wide.

F-3. Educational interest survey

a. Demographic Data. Request information about the people responding:

(1) Are the respondents military (Army, Air Force, Navy, Marine Corps, or Coast Guard) or civilian (adult Family Member, civil services, government contractor, other)? If respondents are military, determine their pay grade and if they are active duty, a member of the reserve component, or retired. If the respondents are civilians, are they employed full time or part time or not presently employed?

(2) Ask the respondents their highest level of education completed (some high school, GED, alternative credential (for example, home schooling; classroom attendance certificate), high school graduate, some college work, Associate degree, Bachelor's degree, Master's degree, professional degree (for example, JD, MD), or Doctoral degree.

(3) Determine how much longer the respondents expect to remain at your location (1 year or less, 2 years, 3 years, 4 years, or more than 4 years)?

(4) Ask the respondents their age (under 20, 20-24, 25-29, 30-34, 35-39, 40-44, 45-49, 50-54, or 55, or older)?

b. Army Education Programs. In this section, ask a few questions about the respondent's current participation in Army Education programs and their educational and professional goals.

(1) Determine whether the respondent has participated in an Army Education program.

(2) Ask which Army Education programs they have participated in during the last 12 months? (High School Completion/GED Test, Basic Skills Education Program (BSEP)/Functional Academic Skills Training (FAST), college courses (classroom), college courses (online, CD-ROM, videotape, correspondence, and so forth.), NCO Leader Development Courses, Soldier Training Course (STC) (formerly MOS Improvement Training (MOSIT) courses)/ Unit Training Classes, English-as-a-second language (ESL) Program, Certificate Program, counseling program, or testing program)

(3) What is their primary reason for participating in Army Education Programs? (To do my job better, To increase my AFCT (GT) score to change MOS, To develop basic skills needed for college study, To get a certificate or degree, To improve my chances of promotion, For personal enrichment, To provide something to do in my free time, or other)

(4) Determine why respondents have not participated in an Army Education program within the last 12 months. (no interest, costs too much, not enough time because of military commitments, not enough time because of personal commitments, lack of transportation/lack of childcare, desired program is not available, I already have the degree/credential desired, or other)

(5) Determine whether the respondent is interested in taking college courses.

(6) Ask which college program is most interested. (professional certification, technical certificate/technical associate degree, other associate degree, bachelor's degree, master's degree, doctoral degree, or other)

(7) Find out which fields of study interest the respondent, (for example: accounting/finance, Geography, agriculture, government/international relations, anthropology/sociology, health programs and services, architecture, history, automotive technology, human resource management, aviation, law, business/management, law enforcement/criminology, communications, library science, computer/information systems, marketing, contracting/logistics/procurement, mathematics, counseling, military studies, economics, nursing, early childhood, paralegal, education, philosophy/religion, electronics, psychology, emergency medical (EMT), public administration, engineering, science (biology, chemistry, and so forth.), English, social work, visual/performing arts, environmental studies, food service, foreign languages, general or liberal arts studies, undecided, or other).

(8) Ask which course lengths works best. (5 to 8 weeks, 9 to 12 weeks, 13 to 16 weeks)

(9) Ask about delivery formats. (early morning classes, online computer-conferencing courses, lunchtime classes, video-teleconference classes, late afternoon classes, independent study video classes, evening classes, independent study CD-ROM classes, weekend classes, correspondence classes, or other)

(10) Determine availability of Internet access. (personal computer at home/barracks, computer lab in the Education Center, computer at work, computer in the installation library, local Internet café, or other)

c. Army Education Services. In this section, ask questions about the services that help the respondents meet their educational and professional goals

(1) Ask the respondents which AEC services they had used within the last 12 months. (counseling services, Army

Tuition Assistance (TA), Spouse Financial Assistance Program, received information about VA Benefits, testing services (SAT, GRE, CLEP, and so forth.), multi-use learning facility/Army learning center/MOS library, or received information about AARTS transcript)

(2) Determine how many respondents have had their military training/experience evaluated for college credit by an academic institution.

(3) Determine how many respondents have a SOCAD agreement?

(4) Ask how the Army Education Center can best provide information about programs and services. (chain of command (such as formations, briefings), Army official Web site (such as your installation's web site), unit official bulletin board, installation newspaper, Army radio/TV, *Early Bird*, posted flyers/bulletin boards, e-mail message, local commercial newspaper/radio/TV, or other)

d. Feedback. Ask for additional comments or suggestions from respondents regarding educational programs and services.

Appendix G Marketing Plan Model

A Marketing Plan's overall purpose is to increase military and civilian (both external and internal audiences) involvement, understanding, and support at all levels. The overall plan should give the general purpose and address at least the sections listed in the first paragraph. The marketing strategy appendixes will mirror the overall plan format, but address individual strategies or marketing tools (such as an event or brochure) and provide any necessary support documentation. The following presents a marketing plan model.

G-1. Executive Summary

The planning document should be reviewed annually and begin with the organization's background and include a summary of the goals and objectives (ACES, IMCOM, region, and installation) to accomplish the goals. See example of an Executive Summary.

Table G-1
Executive summary example

Executive summary example	<p>a. Research indicates that money for college is a primary reason that young men and women enlist and remain on active duty in the U.S. Army. HQ ACES ensures that Soldiers have opportunities to attain professional and personal self-development goals. Educational opportunities are offered through AECs and MLF/ALCs at installations worldwide. Along with instructors from academic institutions, more than 100 ACES personnel have deployed around the world to bring education to our Soldiers.</p> <p>b. The goal of this plan is to increase Soldier awareness of educational opportunities by using the ACES Strategic Goals. A variety of marketing methods will be used to incorporate the ACES Strategic Goals into increasing Soldier awareness of Army educational benefits. They include: An education briefing being included in the installation's newcomers' welcome, holding summer and fall college fairs, and developing brochures focusing on available scholarships, testing facilities, distance learning, and maximizing the use of military education entitlements. Each strategy will be addressed separately.</p>
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G-2. Purpose and scope

Outline of marketing/communication strategies linked with ACES goals and IMCOM, region, installation, and community objectives. See example that represents the purpose and scope.

Table G-2
Purpose and scope example

Purpose and scope example	The ACES has the ability to touch every Soldier regardless of where they are assigned. Deployed worldwide, ACES provides the opportunity and the means by which Soldiers can develop and sharpen skills in visionary thinking, innovation, adaptability, creativity, and decision-making. With ACES as a major player, the Army is making the transition to a knowledge- and capabilities-based force organized around information and information technologies. Each ACES program will be highlighted and its benefits communicated to the military at each installation.
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G-3. Objectives and goals

Expand on the goals and objectives mentioned in the executive summary. Outline what the plan should accomplish and desired levels of performance (specific and measurable).

G-4. References

Cite in your plan any references that may be used, that is, letters and regulations.

G-5. Organizations involved

List the names of the organizations that are involved in the execution of the overall plan.

G-6. Marketing strategies

Strategies, sometimes called events or even brochures, are developed to further support the goals of the organization. Discuss how the different marketing strategies will support the organization's goals. The marketing strategy annexes will address each strategy. An example of the marketing strategy section can be found listed below. The strategy annex format should mirror in more detail the overall marketing plan, be able to be used alone without having to refer to the overall plan, and include at least the following areas:

- a. *Executive Summary.* Each strategy should have a situation background with a summary of the main goals and recommendations presented in the plan.
- b. *Authority.* Identify authority for the action.
- c. *References.* Cite any references that may be used in the execution of your strategy.
- d. *Audience.* Identify the primary and secondary audience and justify appeal to these audiences.
- e. *Objectives and Goals.* Explain in a brief statement what this strategy will accomplish and how it supports the overall marketing plan.
- f. *Delivery.* Delivery methods of strategy, such as luncheon, race, brochure, radio, television talk shows, community bulletin board, Web site, press release to media, and so forth, or a combination of several.

Table G-3
Marketing strategy example

Marketing strategy	The education office holds their annual college graduation ceremony. To maximize attendance and awareness of education successes, ESO invites a locally known, prior-service Soldier to be the guest speaker. A variety of methods are used to advertise the event: invitations to graduates and key installation leadership, news releases and post newspaper interview of speaker prior to the event.
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- a. *Evaluation.* Identify methods to evaluate the successes of the strategy. Explain in a brief statement what this strategy will accomplish and how it supports the overall marketing plan.
- b. *Timeline.* The individual strategies will project and record the dates of when various activities or expenditures will be started, analyzed, and completed.
- c. *Organizations Involved.*
- d. *Committee Members.* Provide the necessary communications information to facilitate interaction of committee members that is, position title, telephone number, e-mail, and mailing addresses.
- e. *Responsibilities.* Identify individual responsibilities.
- f. *Network Contacts.* Identify contacts, other than committee members, who might provide examples or insight into the success of the strategy.
- g. *Budget.* . Maximize the budget by clearly defining goals, strategies, and planned actions. The budget should be flexible to accommodate new challenges and opportunities.
- h. *Volunteers.* Volunteers, if needed, may ensure the success of each strategy.
- i. *Controls.* Controls monitor the strategy's progress. This statement could include a discussion of actions that will be taken if controls reveal the strategy is not working.

G-7. Timeline

The overall plan will project and record the timeframe of when various activities, strategies, or expenditures will be started, analyzed, and completed. The time-line should be flexible to accommodate new challenges and opportunities.

G-8. Budgets

Maximize the overall plan's budget by clearly defining goals, strategies, and planned actions for the FY. The budget should allow for some flexibility to accommodate new challenges and opportunities.

G-9. Controls

Controls monitor the overall plan's progress. This statement could include a discussion of actions will be taken if controls reveal that the plan is not working.

Appendix H Army Continuing Education System Management Control Evaluation Checklist

H-1. Function

The function covered by this checklist is the administration of the ACES management control process.

H-2. Purpose

The purpose of this checklist is to assist assessable unit managers and Management Control Administrators in evaluating the key management controls outlined below. It is not intended to cover all controls.

H-3. Instructions

Answers must be based on the actual testing of key management controls (for example, document analysis, direct observation, sampling, simulation, other). Answers that indicate deficiencies (material weaknesses) must be explained and corrective action indicated in supporting documentation. These key management controls must be formally evaluated at least once every five years. Certification that this evaluation has been conducted must be accomplished on DA Form 11-2-R (Management Control Evaluation Certification Statement). ACES region chiefs are required to send a copy of any identified material weakness through IMCOM to HQDA at the same time that it is sent to the Office of the Assistant Secretary of the Army (Financial Management).

H-4. Test Questions: Overall Management Control

In accordance with AR 11-2, key management controls are those controls that are absolutely essential to ensuring that critical processes operate as intended. Various factors might be considered in deciding which controls are the key controls, but the fundamental criteria are the severity of adverse impact if the control fails.

- a. If the key control fails, would the failure break or seriously impair the system? Is it a showstopper?
- b. Are key management controls identified in the governing Army regulations? (HQ ACES functional proponent only)
- c. Are management control checklists provided or alternate evaluation methods identified to test key management controls? (HQ ACES functional proponent only)
- d. Is there local management control guidance that defines management control responsibilities and required actions?
- e. Are managers trained in, and do they understand, their management control responsibilities?
- f. Are explicit statements of management control responsibility included in performance plans for managers down to assessable unit manager level?
- g. Is a management control plan (MCP) established and maintained to describe how key management controls will be evaluated over a five-year period?
- h. Are management control evaluations conducted in accordance with the MCP and prompt action taken to correct any management control weaknesses detected?
- i. Is the senior responsible official advised of potential material weaknesses detected through management control evaluations or from other sources?

H-5. Test Questions: Program Operations

- a. Is each program offered supporting a measured, documented need of the installation population?
- b. Have programs met their objectives as defined by AR 621-5?
- c. Have all ACES personnel serving as contracting officer's representatives received the required Army Logistics Management College training, in residence or its equivalent?
- d. Do all performance work statements for education service/support definitely describe experience and training of the contractor, the tasks to be performed, standards set, and deliverables required, to include a schedule of delivery?
- e. Are proposals evaluated under a multi-factor system in which price is only one factor?
- f. Has a counselor/education services specialist approved FAST enrollment for FAST courses taken?
- g. Has a counselor/education services specialist approved all tests taken?
- h. Do tests fit into Soldier's educational program and apply directly to the Soldier's education goal/plan?
- i. Is the GoArmyEd portal constructed so course enrollments fit into Soldier's educational program and apply directly to the Soldier's education goal/plan?
- j. Are counselors assigned responsibility for a particular unit?
- k. Is there a counseling outreach program?
- l. Do counselors/education services specialists see all new personnel within 30 days of their arrival on the installation?
- m. Do counselors provide mandatory veterans' benefits counseling per 10 USC 1142 to Soldiers not later than 180 days prior to separation and document in the Counseling Section of EDMIS?

- n.* Is the current testing SOP available for both DANTES and APT? Are all safeguards listed per regulation, directive, or other guidance?
- o.* Are the testing SOPs followed?
- p.* Are all required test inventories and annual inspections conducted?
- q.* Are all training/testing requirements for testing personnel met on schedule?
- r.* Is testing volume adequate to justify the hours that services are made available?
- s.* Are tests stocked in proportion to demand?
- t.* Do testing contracts specify DANTES/APT procedures and the gravity of test loss or compromise?
- u.* Do test control officers report any suspected instances of test loss or compromise, suspend testing per DOD and HQ ACES guidance, and conduct investigations per AR 621-5, AR 611-5, DODD 1322.8E, and testing handbooks?
- v.* Is the GoArmyEd portal constructed to provide TA to only eligible personnel?
- w.* Is the GoArmyEd portal constructed to provide TA in accordance with current DOD Uniform TA Policy guidance (percentage/SH cap/annual dollar ceiling)?
- x.* Are procedures in place for suspending and tracking recoupment of TA to include eArmyU tuition?
- y.* Are expenditure monitoring and recoupment procedures followed?
- z.* Are vouchers for payment to institutions checked against GoArmyEd enrollment records prior to being certified for payment?
- aa.* Is there an evaluation plan, and is it followed for each educational program offered?
- bb.* Does the plan incorporate the measurement of established goals and objectives?
- cc.* Are evaluation plans reviewed at least annually for currency and appropriateness?
- dd.* Are contractor quality assurance plans reviewed and approved by ESO/COR?
- ee.* Are contractor quality assurance plans followed?

H-6. Supersession

The test questions in paragraph H-4 and H-5 replaces the checklist for “Army Continuing Education System/Internal Controls-Section X”.

H-7. Comments

Help make this a better tool for evaluating management controls. Submit comments to Commander, AHRC, ATTN: AHRC-PDE, Suite 3N07, Hoffman Building II, Alexandria, VA 22332-0472.

Glossary

Section I Abbreviations

AARTS

Army/American Council on Education Registry Transcript System

AATWG

ACES Automation and Technology Working Group

ABO

Army Budget Office

ACAP

Army Career and Alumni Program

ACC

accounting classification code

ACCP

Army Correspondence Course Program

ACE

American Council on Education

ACES

Army Continuing Education System

ACF

Army College Fund

ACSIM

Assistant Chief of Staff for Installation Management

ACTEDS

Army Civilian Training and Education Development System

ADSO

active duty service obligation

ADT

active duty for training

AEC

Army Education Center

AFAR

Army Federal Acquisition Regulation

AFCT

Armed Forces Classification Test

AGR

Active Guard/Reserve

AHRC

U. S. Army Human Resource Command

AI

Academic Institution

AIT

Advanced Individual Training

ALC

Army Learning Center

ALCPT

American Language Course Placement Test

AMEDD

Army Medical Department

ANCOC

Advanced Noncommissioned Officer Course

APT

Army Personnel Test

ARNG/ARNGUS

Army National Guard/Army National Guard of the United States

ASA(M&RA)

Assistant Secretary of the Army and Manpower and Reserve Affairs

ASCC

Army Service Component Command

ASIP

Army Stationing and Installation Plan

ASVAB

Armed Services Vocational Aptitude Battery

ATCO

alternate Test Control Officer

BNCOC

Basic Noncommissioned Officer Course

BSEP

Basic Skills Education Program

CBE

credit by examination

CBI

computer-based instruction

CBT

computer-based testing

CD-ROM

compact disk-read only memory

CFSC

Community and Family Support Center

CG

commanding general

CID

Criminal Investigation Division

CIO/G6

Chief Information Officer/G6

CLEP

College Level Examination Program

CLIN

contract line item number

CNGB

Chief of National Guard Bureau

ConAP

Concurrent Admissions Program

CONUS

continental United States

COOL

Credentialing Opportunities On-line

COR

contracting officer's representative

COTR

contracting officer's technical representative

COTS

commercial-off-the-shelf

CP

career program

CPM

career program manager

CREDIT

College Credit Recommendation Service

CSD

commander's signature date

DA

Department of the Army

DAC

Department of the Army civilian

DANTES

Defense Activity for Non-Traditional Education Support

DCS, G-1

Deputy Chief of Staff, G-1

DCS, G-2

Deputy Chief of Staff, G-2

DCS, G-3/5/7

Deputy Chief of Staff, G-3/5/7

DELP

Defense English Language Program

DEPH

DANTES Examination Program Handbook

DFAS

Defense Finance and Accounting Service

DL

distance learning

DLIELC

Defense Language Institute English Language Center

DLIFLC

Defense Language Institute Foreign Language Center

DLS

distributed learning system

DOD

Department of Defense

DODD

Department of Defense Directive

DODI

Department of Defense Instruction

DoE

Director of Education

DRU

Direct Reporting Unit

DSST

DANTES Standardized Subject Test

DTF

digital training facility

DVD

digital video disk

eArmyU

electronic Army University

eArmyU IP

eArmyU Implementation Plan

eArmyU PA

eArmyU Participation Agreement

eArmyU/SOCAD Student Agreement

eArmyU/Servicemembers Opportunity Colleges Army Degrees student agreement

ECL

English Comprehension Level

ECP

engineering change proposal

ED

Department of Education

EDMIS

Education Management Information System

EIB

Education Incentives Branch

ELT

English language training

eMILPO

electronic military personnel office

ERB

enlisted record brief

ESB

Education Services Brochure

ESC

executive steering committee

ESL

English-as-a-Second language

ESO

Education Services Officer

ESS

Education Services Specialist

ETS

expiration term of service

EUCOM

European Command

EURO

Europe Region Office

F&AO

Finance and Accounting Office

FAR

Federal Acquisition Regulation

FAST

Functional Academic Skills Training

FOIA

Freedom of Information of Act

FTE

full-time equivalent

FY

fiscal year

GED

General Education Development

GOSC

General Officer Steering Committee

GPA

grade point average

GRE

Graduate Record Examination

GSA

General Services Administration

GT

general technical

HSCP

High School Completion Program

HSD

high school diploma

IAW

in accordance with

IET

initial entry training

IFA

installation functional administrators

iMARC

Information Management and Reporting Center

IMCOM

Installation Management Command

IP

implementation plan

IRR

Individual Ready Reserve

ISM

installation support modules

ISR

Installation Status Report

IT

information technology

ITAPDB

Integrated Total Army Personnel Database

J.D.

juris doctor

LSAT

Law School Aptitude Test

LMS

learning management system

LN

local national

LRP

Loan Repayment Program

LL

lower level

MCP

management control plan

MDEP

management decision package

MEDCOM

Army Medical Command

MEPCOM

United States Military Entrance Processing Command

MEPS

Military Entrance Processing Station

MGB

Montgomery G. I. Bill

MIS

management information system

MITP

Master Intern Training Plan

MIVER

Military Installation Voluntary Education Review

MLF

multi-use learning facility

MOS

military occupational specialties

MOSIT

MOS improvement training

MOU

memorandum of understanding

MSC

major support commanders

MWR

morale, welfare, and recreation

NCO

noncommissioned officer

NCOER

Noncommissioned Officer Evaluation Report

NCOES

Noncommissioned Officer Education System

NGB

National Guard Bureau

OCONUS

outside continental United States

OCS

Officer Candidate School

OEF/OIF

Operation Enduring Freedom/Operation Iraqi Freedom

OMA

Operation and Maintenance, Army

OPI

oral proficiency interview

ORB

officer record brief

OSD

Office of the Secretary of Defense

PA

Physician's Assistant

PACAF

Pacific Air Force

PALS

Pacific Command Academic Library Steering

PAO

public affairs office

PCS

permanent change of station

PMOS

primary MOS

POC

point of contact

PSB

Personnel Services Battalion

PSD

Personnel Services Detachment

RC

Reserve Components

RCP

retention control point

RDSO

reserve duty service obligation

RESS

Reserve Education Services Specialist

ROTC

Reserve Officer Training Corps

RRC

Regional Readiness Command

SAFP

subject area functional proponent

SALC

Satellite Army Learning Center

SAT

Scholastic Assessment Test

SBC

service-based costing

SH

semester hour

SOC

Servicemembers Opportunity Colleges

SOCAD

Servicemembers Opportunity Colleges Army Degrees

SOCGuard

Servicemembers Opportunity Colleges Guard

SOP

standing operating procedure

SOU

statement of understanding

SRR

service remaining requirement

ST

skilled technical

STC

Soldier training courses

TA

tuition assistance

TABE

Test of Adult Basic Education

TAG

The Adjutant General

TAPDB

Total Army Personnel Database

TAQ

Total Army Quality

TCO

test control officer

TDY

temporary duty

TPU

Troop Program Unit

TRADOC

Training and Doctrine Command

USAF

United States Air Force

USAR

U.S. Army Reserve

USAREC

United States Army Recruiting Command

USAE

United States Army Element

USC

United States Code

USMA

United States Military Academy

USPFO

United States Property and Fiscal Office

UL

upper level

VA

Department of Veteran's Affairs

VACE

Visibility Army Continuing Education

VATA

Visibility Army Tuition Assistance

VEAP

Veterans Educational Assistance Program

VOPR

Visibility Operational Readiness

WEBS

Web-Enabled Education Benefits System

Section II**Terms****20/30 Month Rule**

Soldiers discharged or released with a fully honorable character of service for the Convenience of the Government (COG) must serve 20 months of a two year initial term of service or 30 months of a three year or greater term of service to qualify for MGIB benefits. Reenlistment, for MGIB purposes, is considered a COG separation and therefore must also meet the 20/30 Rule. This is an important consideration for reenlistees. If they fail to separate with a fully honorable during a subsequent enlistment, the first reenlistment can be used as a qualifying period of service if they met the 20/30 Rule.

Active duty

Full-time duty in active military service of the United States; a general term applied to all active military service with active force without regard to duration or purpose.

Active Guard Reserve

Army National Guard, Army National Guard of the United States, and USAR military personnel on full-time duty or on active duty (other than for training or active duty in the Active Component) for 180 days or more in support of a RC or the National Guard and paid from National Guard Personnel, Army or Reserve Personnel, Army appropriations, except for personnel ordered to active duty as the Chief, Army Reserve; the Chief, National Guard Bureau; as U.S. Property and Fiscal Officers; those ordered to active duty under 10 USC 673 (b); those ordered to active duty under 10(b)(2) of the Military Selective Service Act for the administration of the Selective Service System; and those ordered to active duty for membership on the Reserve Forces Policy Board.

America's Army

The totality of the Active Army; the Army's RC, including the Ready, Standby and Retired Reserve; all other elements of the Army's Retired Force subject to recall in the event of mobilization; Family Members; and the DA civilian workforce.

Army Battle Command System (ABCS)

Multiple C2 systems that operate from the strategic through tactical level. These systems integrate a series of Battlefield Automated Systems (BAS) into a single, coherent, relational C2 system.

Army Education Center (AEC)

Refers to locations where ACES operations are provided to any Active Duty, National Guard, and Army Reserve. On Active Duty Army sites, AECs are managed by full-time ESOs (may be ESSs for overseas location). AECS programs and services available include guidance counseling, academic and military testing, HSCP, FAST, college programs, Army TA, and MLF.

Army Knowledge Management (AKM)

Army strategy to transform into a network-centric, knowledge-based force. Seamless data integration and synchronization.

Army Knowledge OnLine (AKO)

The Army's worldwide Intranet.

Army Learning Center (ALC)

Support the ACES mission by providing a location and physical resources for education and training programs. ALCs

have the necessary furniture, instructional materials, references, hardware/software, and personnel to support validated needs.

Basic Skills Education Program (BSEP)

BSEP is one of the instruction components under FAST which provides academic instruction on-duty to support Soldier job-related learning, performance of military duties, career progression, and lifelong learning. BSEP instruction develops reading, mathematical computation, writing, speaking, science, ESL, and computer skills.

Capstone certificate

Credential granted for successful completion of a series of certifications where competence must be demonstrated in multiple products or areas.

Certificate

Credential granted for successful completion of an academic program of study or demonstration of competence in specific skills.

a. Academic certificates include credentials granted by postsecondary schools and educational institutions. Examples are: 1) technical or sub-baccalaureate programs usually requiring less than two years of full-time study; 2) graduate-level programs requiring less than one year of full-time post-baccalaureate degree study; and, 3) post-graduate programs requiring specialized study beyond the graduate degree level.

b. Vocational/technical certificates include credentials granted by non-governmental agencies, associations, and even private sector companies may grant certificates to individuals who meet predetermined qualifications. These qualifications are generally set by professional associations (for example, National Commission for Certification of Crane Operators) or by industry and product-related organizations (for example, Novell Certified Engineer). Certification is typically an optional credential, although some state licensure boards and some employers may require certification. For many occupations, more than one organization may offer certifications. Four types of certification may be distinguished: 1) professional; 2) industry; 3) proprietary; and, 4) apprenticeship.

Concurrent Admissions Program

A partnership between the U.S. Army Recruiting Command, over 1,700 participating colleges, and the Servicemembers Opportunity Colleges to link new Soldiers to a college at the time of enlistment. The goal is for Soldiers to transition directly from the Army to their ConAP colleges.

Defense Activity for Non-Traditional Education Support

Department of Defense activity providing educational support to the military services' voluntary education programs.

Degree Plan

A precise listing of course/credit requirements needed to complete a degree program.

Distance Learning courses

Nontraditional learning methods, such as eArmyU, DANTES independent study courses, CBI, and satellite courses.

eArmyU

Online web-based postsecondary DL programs (certificates, associates, bachelor's, and master's degrees) developed to help Soldiers complete a degree and available through a web portal eArmyU.com. eArmyU provides fully funded tuition, (including books and fees), a technology support package including laptop/no laptop, Internet access, online student support services, help desk, and program mentoring.

eArmyU Participation Agreement

DA Form 7596 outlines all the participation criteria and program requirements for enrollment in the eArmyU program. The Soldier, ESS/counselor, unit commander, and retention NCO (as applicable) sign form. Form serves as a legal and binding agreement between the Soldier and the Army for the Soldier to fulfill eArmyU program criteria in return for eArmyU program benefits.

eArmyU/SOCAD student agreement

Serves as the Soldier's degree plan listing all the courses required to complete the eArmyU certificate or degree program. It is completed by the Soldier's eArmyU home institution. It also lists credit for military evaluated training and experience, credit for testing and transfer credit from other schools.

Education Services Officer (ESO)

Plans and develops an installation ACES program. Administers all the educational services, advising the installation

commander on the status and needs of the education program by promoting the acceptance and participation in the programs by personnel at the installation.

Education Services Specialist (ESS)

ESSs administers a major program area (such as FAST or postsecondary programs) or major service (such as counseling or testing) in an installation-level ACES program. Oversees curriculum and coordinates the administration of education courses. Plans, directs, and coordinates activities of designated ACES projects to ensure the goals and objectives are accomplished. Administers an ALC. Plans, directs, coordinates, and reports on the full scope of activities required to accomplish the ACES programs for assigned centers.

Functional Academic Skills Training (FAST)

FAST is the overall program name for a group of developmental programs delivered using Army prescribed/distributed commercial-off-the-shelf basic skills software. Instructional components of FAST include: Basic Skills Education Program (BSEP), General Technical (GT) Improvement, General Education Development (GED) Test Preparation, Reading Skill Development, and Preparation for College. Some are offered on-duty; others are provided during off-duty hours.

Goal

A broad effort based on policy and directed to expect outcome designed to allow ESO flexibility to plan by establishing objectives designed to reach the specified goal.

GoArmyEducation (GoArmyEd)

Is an education Web site designed to be a one-stop shop for Soldiers to access ACES programs and services anytime, anywhere with 24/7 Helpdesk support. Soldiers serving on active duty will request all TA online through GoArmyEd. GoArmyEd also provides one location for academic institutions to process credit-bearing enrollments, submit Soldier grades, and verify and prepare invoices for payment.

Green to Gold

Quality enlisted Soldiers with officer potential who have served at least two years on active duty are allowed to voluntarily request discharge from active duty, and enroll in Army ROTC to earn baccalaureate degrees and commissions as second lieutenants.

iMARC

Database of record for ARNG Federal TA program, G.I. Bill programs, incentive programs, examination programs, education counseling. Combines SIDPERS, TAPDB-G, DFAS, ATTRS, DMDC, and ROTC data to provide a central tracking system for the ARNG.

Initial entry training

Skills and knowledge basic to enlisted service and advancement to AIT; may be combined with AIT in One-Station-Unit-Training.

Licensure

Governmental agencies-federal, state, or local-grant licenses to individuals to practice a specific occupation, such as a medical license for doctors. State or federal laws or regulations define the standards that individuals must meet to become licensed. Licenses are typically mandatory.

Management Decision Package

Is the building block for the program objective memorandum development. Each program in the Army is identified by a MDEP (for example, MDEP VACE funds all ACES programs and services except TA). The MDEP competes with other programs for resources.

Mission-required language

Training of Army linguists performing their duties in language required positions. Training conducted with units, Special Forces schools, refresher or remediation, sustainment, enhancement, and all other training that requires specific language proficiency.

Multi-use Learning Facility

Is a technology-based facility providing necessary training, education, and support materials for Soldiers to develop/sustain job-related and leadership skills. MLF may be located on military installations or co-located with remote site

units. Programs are designed to meet unit and individual needs. ACES professionals design, monitor, and manage the learning environment.

National Guard Bureau

Title 10 Active Duty Joint headquarters proponent for Army National Guard and Air National Guard policies, training, recruitment, and funds management.

Needs assessment

Process of gathering information identified as necessary for program planning, resource projecting, and establishing quantifiable, measurable objectives.

Objective

Specific quantifiable outcomes measured by established performance criteria that support and assess progress toward organizational goals.

Off-duty

Time when the Soldier is not scheduled to perform military duties.

On-duty

Time frame determined by the commander when the Soldier normally performs military duties.

Personal self-development

A planned, progressive, sequential program that leaders use to enhance and sustain their military competencies on their own.

Proprietary Institution

A for-profit institution.

Reserve Component

The Army National Guard, Army Reserve, Naval Reserve, Marine Corps Reserve, Air National Guard, Air Force Reserve, and Coast Guard Reserve. In each Reserve Component, there are three Reserves categories: Ready Reserve, Standby Reserve, and a Retired Reserve.

Resident credits

Academic credits awarded for courses taken with an institution (on-campus, on-post or via DL). Residency criteria differ from institution to institution.

Resumix

Centralized employment portal for all Army civilian jobs. Provides Army Civilian Resume Builder.

ROTC Scholarship Program

Provides financial assistance for the education and training of highly qualified and motivated young men and women who desire to be commissioned as officers in the Army after graduation from college.

Satellite Army Learning Center

Operation located on an Army site managed by a visiting ESO/ESS and providing ACES programs and services on a limited and/or as requested by commander/Soldier basis. The ACES programs may include guidance counseling, academic and military testing, HSCP, FAST, college programs, Army TA, and MLF.

Selected Reserve

That portion of the Ready Reserve consisting of units and, as designated by the military department Secretary concerned, of individual Reservists required to participate in active duty training periods and annual training, both of which are in a pay status. The Selected Reserve also includes persons performing initial ADT.

Servicemembers Opportunity Colleges

Network of institutions recognizing and responding to Servicemembers expectations for postsecondary adult continuing education. National higher educational associations sponsor this organization.

Servicemembers Opportunity Colleges Army Degrees (SOCAD-2/-4)

Worldwide system of regionally accredited postsecondary institutions offering a continuum of certificate, associate, and

bachelor's degree programs in job-related vocational/technical and interdisciplinary studies area. Specific curriculum networks are available.

Servicemembers Opportunity Colleges Army Degrees Criteria

Specific responsibilities accepted by member institutions, that is, use of student agreement forms; transfer of credits, acceptance of common curricula within networks.

SOCAD/SOCGuard Student Agreement Form

Five-part standardized form used by all students in the SOCAD-2/-4 and SOCGuard programs. Copies are provided the home institution (two each), the student, the servicing AEC, and the SOC organization.

Soldier Training Courses (STC)

Formal courses of instruction oriented toward mission organization or equipment requirements to improve Soldiers' present or anticipated job-specific military duties.

Test of Adult Basic Education (TABE)

Three-part standardized academic diagnostic exam. Three parts consists of Reading, Math, and Language. The TABE, Level D (Forms 7 and 8) is available through: CTB McGraw-Hill, P.O. Box 150, Attn: Customer Services, Monterey, CA 93942. Tests may also be ordered by phone at 1-800-538-9547 or FAX at 1-800-282-0266

Tuition Assistance Statement of Understanding (SOU)

DA Form 7596 summarizes those parts of the regulation the Soldier is expected to understand in reference to TA use. The SOU will be used as a supplement to DA Form 2171, DA Form 7596, and the DANES DL Course Enrollment Form. The SOU also serves as an agreement for Soldiers to reimburse the Army in the event funding above the authorized DoD FY amounts are paid or TA policy requirements are not met by the Soldier.

Section III

Special Abbreviations and Terms

This section contains no entries.

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