

Army Regulation 350-1

Training

Army Training and Leader Development

Rapid Action Revision (RAR) Issue Date: 4 August 2011

**Headquarters
Department of the Army
Washington, DC
18 December 2009**

UNCLASSIFIED

SUMMARY of CHANGE

AR 350-1

Army Training and Leader Development

This rapid action revision, 4 September 2011--

- o Implements the Don't Ask, Don't Tell Repeal Act of 2010 by deleting all references to developing and conducting training concerning the Army's Homosexual Conduct Policy (paras 2-21p and 2-22k.)
- o Rescinds paragraphs 2-6r, 2-46ac, and G-14e.)
- o Makes administrative changes (app A: marked obsolete forms and publications; corrected forms and publication titles; and corrected Web site addresses; glossary: deleted unused acronyms and corrected titles/abbreviations as prescribed by Army Records Management and Declassification Agency).

Training

Army Training and Leader Development

By Order of the Secretary of the Army:

RAYMOND T. ODIERNO
General, United States Army
Chief of Staff

Official:


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

History. This publication is a rapid action revision (RAR). This RAR is effective 20 September 2011. The portions affected by this RAR are listed in the summary of change.

Summary. This regulation consolidates policy and guidance for Army training and leader development and supports a full-spectrum, force protection, expeditionary Army.

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. It also applies to Department of the Army civilian employees. During mobilization, the proponent may modify the policies and procedures contained in this regulation.

Proponent and exception authority. The proponent of this regulation is the

Deputy Chief of Staff, G–3/5/7. The proponent has the authority to approve exceptions or waivers to this regulation that are consistent with controlling law and regulations. The proponent may delegate this approval authority, in writing, to a division chief within the proponent agency or its direct reporting unit or field operating agency, in the grade of colonel or the 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, but it does not identify key management controls that must be evaluated.

Supplementation. Supplementation of this regulation and establishment of command and local forms are prohibited without prior approval from the Deputy Chief of Staff, G–3/5/7 (DAMO–TR), Washington, DC 20310–0450.

Suggested improvements. Users are invited to send comments or suggested improvements on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to the Office of the Deputy Chief of Staff, G–3/5/7

(DAMO–TR), 450 Army Pentagon, Washington, DC 20310–0450.

Committee Continuance Approval.

The Department of the Army committee management official concurs in the establishment and/or continuance of the committee(s) outlined herein. AR 15-1 requires the proponent to justify establishing/continuing committee(s), coordinate draft publications, and coordinate changes in committee status with the U.S. Army Resources and Programs Agency, Department of the Army Committee Management Office (AARP-ZA), 2511 Jefferson Davis Highway, Taylor Building, 13th floor, Arlington, VA 22202-3926. Further, if it is determined that an established "group" identified within this regulation, later takes on the characteristics of a committee, as found in the AR 15–1, then the proponent will follow all AR 15-1 requirements for establishing and continuing the group as a committee.

Distribution. This publication is available in electronic media only and is intended for command levels A, B, C, D, and E for the Active Army, 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 350–1, dated 3 August 2007. This edition publishes a rapid action revision of AR 350–1.

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Glossary

Chapter 1 Introduction

Section I Overview

1–1. Purpose

This regulation prescribes policies, procedures, and responsibilities for developing, managing, and conducting Army training and leader development.

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 used in this regulation are explained in the glossary.

1–4. Responsibilities

Responsibilities are listed in chapter 2.

Section II Army Mission and Force Generation

1–5. Army mission and strategic goal

The Army's mission is to build a campaign-quality, expeditionary Army able to operate effectively with Joint, interagency, intergovernmental and multinational partners across the spectrum of conflict to provide capable and ready forces to combatant commanders in support of the National Security and National Defense Strategies, while sustaining and maintaining the quality of the All-volunteer Force. The Army's Strategic Goal is to provide the Joint Force Commander (JFC) with the capabilities to dominate the full spectrum of operations. Training must address the Joint context and follow the concepts and implementation guidelines in Department of Defense (DOD) Training Transformation.

1–6. Restructuring into a modular force

To meet requirements of current operations and anticipated future missions, the operating forces in all components of the Army are restructuring into operational headquarters and modular brigades - Heavy, Stryker, and Infantry brigade combat teams, multifunctional support brigades (aviation, maneuver enhancement, reconnaissance and surveillance, fires, and sustainment), and functional and theater brigades. Modularity enables the Army to assign a set of Army modular brigades to an operational headquarters for accomplishment of a specific mission and to synchronize the allocation of resources to ensure their readiness. Intent is for the Active Army (AA) to provide rapidly responsive, agile and expeditionary forces that typically respond within the first 30 days of an operation. The availability of sufficient Active Army (AA) and Reserve Component (RC) forces will provide the Joint Force Commander the campaign-quality capabilities necessary to achieve operational and strategic objectives and to conduct sustained land combat.

1–7. Army Force Generation

The Army generates operationally ready units through a structured progression of training and mission preparation called Army force generation (ARFORGEN). The ARFORGEN ensures that every deploying unit is the best led, trained, and equipped force possible. It is a continuous and structured process of generating AA and RC forces that provides increasing unit readiness over time with units moving through the force pools in the operational readiness cycle (see fig 1–1). This process results in trained, ready, and cohesive forces prepared for operational deployment; while establishing a basis to predictively schedule deployments on an Army-wide scale while reducing uncertainty for Soldiers, Families, employers and communities that support installations. The AA forces plan on one deployment in 3 years and RC forces plan on one deployment in 5 years. For detailed ARFORGEN information see the Army Campaign Plan (ACP) 2009, Annex F.

a. Mission essential task lists. The Chief of Staff, Army (CSA) directed the Army-wide implementation of standardized full spectrum operations mission essential task list (FSO METLs) down to brigade level. The FSO METL is based on the tasks the unit was organized and designed to perform.

b. Force pools. The Reset, Train-Ready, and Available force pools provide the framework for the structured progression of increased readiness in ARFORGEN. The Army will use force pools, in addition to mission requirements, to prioritize resources over time and synchronize unit manning, equipping, resourcing, and training. Units' transition through force pools in accordance with "Training Under ARFORGEN" (currently in ACP, annex F chg 4, app 2).

(1) *Reset force pool.* Units enter the Reset force pool when they redeploy from long-term operations or complete

their window for availability in the Available force pool. The AA units will remain in the Reset force pool for at least 6 months and RC units will remain in the Reset force pool for at least 12 months. Units in the Reset force pool have no readiness expectations. Units in the Reset force pool perform the following activities: Soldier-Family reintegration, block leave, unit reconstitution, changes of command, select individual training tasks, professional military education (PME), and receive new personnel and equipment. Units in the Reset force pool will not receive external (off-installation) taskings without all possible alternatives being exhausted, however, units retain the capability to perform defense support to civil authorities, homeland defense, homeland security, or respond to geographical combatant commander requirements.

(2) *Train-ready force pool.* A unit enters the Train-Ready force pool following the Reset force pool. The Train-Ready force pool is not of fixed duration. Units in the Train-Ready force pool will increase training readiness and capabilities as quickly as possible, given resource availability. Units may receive a mission to deploy during the Train-Ready force pool. Units are eligible for sourcing, may be mobilized if required, and can be trained, equipped, resourced, and committed, if necessary, to meet operational requirements. Units transition to the Available force pool after meeting required training and readiness proficiency levels.

(3) *Available force pool.* Units in the Available force pool are at the highest state of training and readiness capability and are ready to deploy when directed. The Available force pool window for availability is one year. Units deploy when directed or continue to train on FSO METL or a specific contingency operation (that is, OPLAN). Units move from the Available force pool to the Reset force pool following a deployment or the end of their designated window of availability.

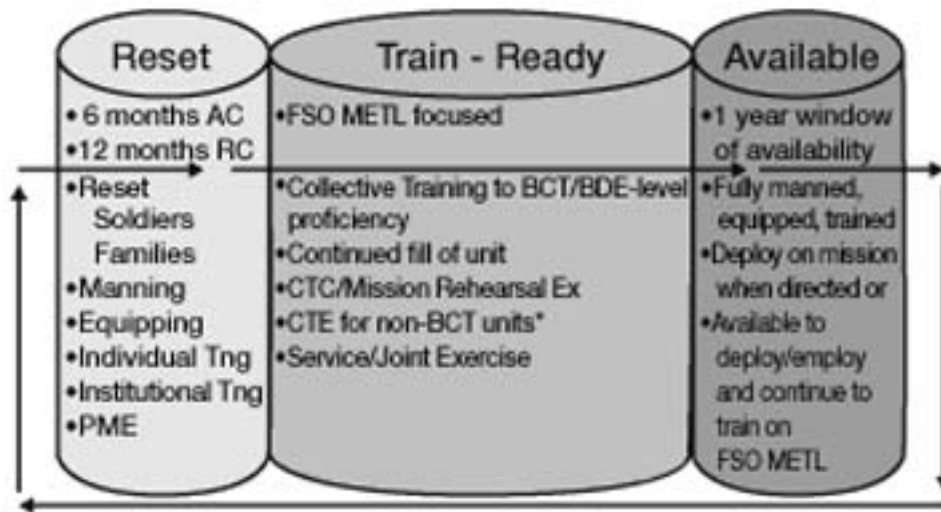


Figure 1-1. ARFORGEN Operational Readiness Cycle

Section III Goals of Army Training

1-8. The training challenge

The Army's training challenge is to optimize, synchronize, and support training in schools, training in units, and self-development training to produce forces capable of responding across the spectrum of operations. A unit commander has two major training responsibilities: develop Soldiers/leaders for future responsibilities and prepare the unit to accomplish the assigned mission. In the absence of a directed mission, the commander will use FSO METL-based combined arms training strategy (CATS) and the ARFORGEN training templates (for those units with Headquarters Department of the Army (HQDA) directed templates) to prepare the unit to perform those core missions for which the unit was doctrinally designed to execute across the spectrum of operations. Assignment of a deployment mission allows leaders, in dialogue with their Army Service Component Commander (ASCC), to modify their METL and focus training on that directed mission.

1-9. Army training and leader development goals

Due to modularity, ARFORGEN and the changing contemporary operating environment (COE), the Army has

developed a new strategy to guide efforts to train the Army and grow agile leaders. The Army Training and Leader Development Strategy (AT&LDS) describes the vision and the specific goals and objectives, management process, and supporting training models, guidance, and systems required to adapt Army training and leader development programs to an era of persistent conflict, to prepare units and leaders for full spectrum operations, and to rebuild strategic depth. The ten goals of AT&LDS are:

- a.* Train units for full spectrum operations.
- b.* Develop adaptive and competent leaders.
- c.* Enable adaptation of training and leader development.
- d.* Train and sustain Soldier and Army civilian skills.
- e.* Sustain and improve effectiveness of Combat Training Centers (CTCs).
- f.* Provide training at home station and while deployed.
- g.* Provide training support system live, virtual, constructive (LVC) (including gaming) enablers.
- h.* Increase culture and foreign language competencies.
- i.* Provide supporting and integrating capabilities.
- j.* Resource the AT&LDS.

1–10. The Army Training and Leader Development Model

a. The Army Training and Leader Development Model (see fig 1–2) portrays interaction among three separate but overlapping domains (operational, institutional and self-development) that must be synchronized in order to achieve the goal of trained Soldiers, Army civilians, leaders, and ready units. Training is what the Army does every day. Training builds confidence and competence, while providing essential skills and knowledge. Leader development is the deliberate, continuous, sequential, and progressive process - grounded in Army values - that develop Soldiers and Army civilians into competent and confident leaders capable of decisive action, mission accomplishment, and taking care of Soldiers and their Families. All training and leader development actions occur within the Army culture - a culture that embraces values and ethics, the Warrior Ethos, standards, and enduring principles and imperatives. For additional information on the Army Training and Leader Development Model see FM 6–22 and FM 7–0.

b. The institutional domain support Soldiers, Army civilians, and leaders throughout their careers and supports units on a continuous basis. The institution is a key enabler for unit readiness, providing initial military training, subsequent professional military education and civilian education and direct support to units for functional training through mobile training teams (MTTs) or other means. The institutional training domain takes lessons-learned from the operational training domain and updates doctrine and tactics, techniques and procedures and then disseminates this information back to the field and to individuals.

c. Collective training involves more than one Soldier and supports the unit mission. It includes training at home station, training at CTCs, training while deployed, and unified action training exercises. Collective training must develop or sustain the unit's capability to deploy rapidly and accomplish any mission across the spectrum of conflict. Commanders are responsible for unit readiness. Subordinate leaders assist commanders to achieve training readiness proficiency goals by ensuring training is conducted to standard in support of the unit's FSO METL.

d. Learning in the Army is a career-long process. Training and education in the institution and in units cannot meet the needs of every individual. When preparing for current operations or full spectrum operations, Soldiers and Army civilians must continuously study Army and Joint doctrine, lessons learned, observations, key insights, and best practices. Commanders and other leaders create an environment that encourages subordinates to maximize self-development as an investment in their future.



Figure 1–2. The Army Training and Leader Development Model

Section IV Training Domains

1–11. Training domains

The Army’s training effort is to support training in the three domains in which training occurs: institutional; operational; and self-development. Each training domain complements the other two. All of the domains have an important role in training Soldiers and Army civilians, growing leaders (Soldiers and Army civilians), and preparing units for employment.

a. The institutional domain. The institutional training domain includes Army centers/schools that provide initial training and subsequent functional and professional military education for Soldiers, military leaders, and Army civilians. Army schools ensure Soldiers, leaders, and Army civilians can perform critical tasks to prescribed standard. Army schools help instill key competencies, values, warrior ethos, and ‘riflemen first’ mindset needed by Soldiers to succeed in any circumstance. The institutional training domain also provides training support products, information, and materials needed by individuals for self-development and by unit leaders in the operational domain to accomplish training and mission rehearsal/assessment.

b. The operational domain. The operational domain encompasses training activities that individuals, units and organizations undertake. These activities include training conducted at home station, during major training events (to include Joint exercises) at combat training centers and other locations (to include mobilization centers), and while operationally deployed. Unit leaders are responsible for the proficiency of their subordinates (Soldiers and Army civilians), subordinate leaders, teams/crews, and the unit as a whole.

c. Self-development.

(1) The self-development training domain recognizes that Army service requires continuous, life-long learning and that structured training activities in Army schools and in operational units often will not meet every individual’s need for content or time. Self-development enables individuals to pursue personal and professional development goals. Leaders help subordinates identify areas where self-development will improve performance of current assignment and areas that will prepare them for future career assignments. Army schools provide training and education products that can be used for self-development. Self-development focuses on maximizing strengths, overcoming weaknesses, and achieving individual development goals. All Soldiers and Army civilians must accept their personal responsibility to develop, grow, and commit to professional excellence. The Soldier or Army civilian must commit to a lifetime of professional and personal growth focused on staying at the cutting edge of their profession. The success of self-development is tied to regular self-assessment and performance feedback. Individuals must regularly conduct honest

assessments of their strengths and weaknesses. First line leaders must regularly provide feedback on performance and assist individuals in establishing/refining an individual development action plan to guide performance improvement. A second critical component of success is ensuring uniform access to current learning materials and programs. The self-development domain must be a robust component of the professional development model (PDM) providing every Soldier and Army civilian clear understanding of what success looks like. The PDM can be found at <https://atiam.train.army.mil/soldierPortal/>.

(2) The Army defines self-development as planned, goal-oriented learning that reinforces and expands the depth and breadth of an individual's knowledge base, self-awareness, and situational awareness. Self-development will complement what has been learned in the classroom and on the job, enhance professional competence, and help meet personal objectives. There are three types of self-development:

(a) *Structured self-development*. Required learning that continues throughout a career and that is closely linked to and synchronized with classroom and on-the-job learning.

(b) *Guided self-development*. Recommended but optional learning that will help keep personnel prepared for changing technical, functional, and leadership responsibilities throughout their career.

(c) *Personal self-development*. Self-initiated learning where the individual defines the objective, pace, and process.

1–12. Synchronization of training domains

Army training strategies serve to synchronize the role each training domain plays in building force readiness. For units in the operational Army, FSO METL-based strategies (known as Combined Arms Training Strategies (CATS)) are synchronized with the weapon training strategy, ARFORGEN training templates and ARFORGEN events menu matrix (EMM) requirements (for those units with HQDA directed templates) to build and sustain unit readiness. These documents describe training resources and training support requirements to execute the ARFORGEN model. For Army materiel systems, system training plans (STRAPs) serve this purpose. For the institutional Army, individual training strategies integrate institutional and unit individual training. Each of these strategies is based on a general division of responsibilities, as follows:

a. Training in units will—

(1) First and foremost, prepare the unit to perform its missions (that is, missions/tasks across the full spectrum of conflict, with all other Combat/Sustainment Support/Interagency/Intergovernmental/Joint/Multi-National team members, against an asymmetric/adaptive threat).

(2) Develop leaders for future career requirements.

b. Army schools will—

(1) Conduct initial training for Soldiers and Army civilians that instills common values, ethics, and warrior ethos/civilian creed; qualifies individuals on common tasks; qualifies individuals on the critical tasks of their assigned occupational specialty; and produces highly motivated and disciplined individuals.

(2) Conduct training that qualifies individuals for a military occupational specialty (MOS), area of concentration (AOC), additional skill identifier (ASI), skill identifier (SI), special qualification identifier (SQI), or language identification code (LIC). When required, Army schools will provide training support packages to support awarding these identifiers/codes. Similarly, Army schools provide reclassification training for changing an enlisted MOS, to qualify a warrant officer (WO) or an officer in a new branch. Reclassification training will be accomplished in accordance with AR 140–1, AR 614–200, and AR 611–1.

(3) Develop individuals throughout their careers for more complex duties and progressively higher positions of responsibility in future assignments.

(4) Provide instruction and mobile training teams in specified areas requiring specialize functional expertise.

(5) Provide leader development training for all Army civilians.

(6) Use the Army Training and Education Development (ATED) process (described in app B) to produce and distribute training and education products to all Army training domains, to include:

(a) Training publications that establish tasks, conditions, and standards for military occupational specialties (Soldier's Manuals) and field units (CATS) and that link Army performance (Army Universal Task List (AUTL)) with Joint performance (Universal Joint Task List (UJTL)).

(b) Individual training plans (ITPs) to identify required courses and resources in order to align resource requirements with the Planning, Programming, Budgeting, and Execution System (PPBES) budget formulation process and synchronize the training provided in Army schools, in units, during materiel fielding, at mobilization sites, in operational theaters, and through self-development.

(c) Training support products and services needed to execute approved training strategies, like courses, training support packages, devices, simulations, instrumentation, ranges/targets, and training support operations.

(d) A training support system architecture for each training site, optimized to meet the force generation and leader development requirements of personnel and units that will train at the site.

(e) An automated training management system with links to the Army centers of excellence, the Army Training Readiness Reporting System (ATRRS), and Army lessons learned processes/databases.

c. Self-development will—

- (1) Assist individuals with their current assignment and prepare them for future assignments.
- (2) Bridge the gaps between the operational and institutional domains.
- (3) Set the conditions for continuous learning and growth.

Section V

Army Training and Education Management

1–13. The Army Training System

The Army Training System prepares Soldiers, Army civilians, leaders, and organizations to conduct full spectrum operations. To support the training domains it will—

- a. Provide Soldiers, Army civilians, and leaders from Army schools who are taught the fundamentals of their military or civilian specialty.
- b. Publish how-to-fight doctrine that provides the basis for effective, unified action.
- c. Provide training support products that enable leaders to plan, execute and evaluate training to standard.
- d. Provide training activities, like combat training centers, that expose the unit to subject matter expertise.
- e. Provide resources needed to execute training activities.
- f. Provide a training support system and training management system needed by the unit to plan, execute, and evaluate training and mission rehearsals and to assess operations and lessons learned. Leaders have the responsibility to develop Soldiers and Army civilians, first and foremost, for success on assigned missions. Leaders are also responsible for future assignments that might hold increasing responsibilities.

1–14. Authorities and responsibilities for training and leader development

a. *Training is an administrative control (ADCON) authority of the Army.* The Army is responsible for the training of all Army Commands (ARCOM) and forces, including those assigned to combatant commands. Army unit commanders are responsible for the training proficiency of their unit and, when required, for certifying training readiness, that is, are responsible for confirming that training has been conducted to standard and within prescribed time periods. The ARCOMs, Army Service Component Commands (ASCCs), and Direct Reporting Units (DRUs) that directly provide forces for operational employment by a combatant commander (CCDR) will validate that those forces meet training prerequisites before deployment, that is, will assure that the unit meets established Army deployment and employment criteria. Unless otherwise directed by the Secretary of Defense, combatant commanders may employ RC Army forces assigned to their commands in contingency operations only when validated by Army force providers.

b. *Training and readiness oversight.* In contrast to the training validation responsibility exercised by Army commanders, training and readiness oversight (TRO) describes the limited authority exercised by CCDRs over assigned RC forces when not on active duty or when on active duty for training (ADT). Combatant Commanders normally exercise TRO through their Service Component Commanders. The TRO provides the authority to provide guidance on operational requirements and priorities to be addressed in military department training and readiness programs, approve participation by assigned RC forces in joint training, review readiness inspections of assigned RC forces, review mobilization plans (including post-mobilization training activities and deployability validation procedures) developed for assigned RC forces, and comment on service program recommendations and budget requests.

1–15. Army Training and Education Development

The ATED process must be used by all commands and agencies. The process ensures a systematic approach to making individual and unit training decisions. It determines whether or not training is needed; the content and level of training; how, when, and where the training and education will be conducted; and the resources required to produce, distribute, implement, and evaluate the training and education. See appendix B for detailed information.

1–16. The Army training management process

The HQDA, Deputy Chief of Staff, G-3/5/7 (DCS, G-3/5/7) manages Army training primarily through the Training General Officer Steering Committee (TGOSC).

a. *The Training General Officer Steering Committee.* The TGOSC will recommend improvements in training policy and strategy, and capabilities needed to provide trained and ready Soldiers, leaders, Army civilians and units to the Combined/Joint/Interagency/Multinational Forces of CCDRs. The TGOSC will ensure Army training domains (Operational, Institutional and Self-Development) can sustain requisite readiness of Soldiers, leaders, Army civilians and units, and can support Army and DOD transformation requirements.

(1) The purpose of the TGOSC is to provide a management process to identify and resolve issues, determine priorities, and make decisions in support of Army Training and Leader Development. It will also develop synchronized and integrated strategic recommendations for the CSA in support of Army Transformation and Force Readiness.

(2) The TGOSC will meet four times annually, normally on-site in May and December, and by video teleconference in February and August, in order to synchronize issue development with the submission of the program objective

memorandum (POM) and the Budget Estimate Submissions. General planning window for the spring TGOSC cycle is the period covered by the upcoming funding letter and budget submission under the PPBES. General planning window for the fall TGOSC cycle is the period covered by the upcoming POM build under the PPBES.

(3) The TGOSC will forward recommendations through HQDA, DCS, G-3/5/7 Training Directorate for decision by the appropriate Army leadership (HQDA, DCS, G-3/5/7, Vice Chief of Staff of the Army (VCSA), CSA, Secretary of the Army (SA)). All recommendations forwarded by the TGOSC will consider policy implications, impact if not adopted, general resource requirements, and general priority in relationship to other Army training and leader development initiatives.

(4) The HQDA, DCS, G-3/5/7 chairs the TGOSC. The HQDA, DCS, G-3/5/7 Director of Training or Deputy Director of Training and the Deputy Chief of Staff, G-1 (DCS, G-1) Director of Military Personnel Management represent the Army Staff. The Director of Training or the Deputy Director of Training acts as chair in the absence of the HQDA, DCS, G-3/5/7.

(5) The primary membership of the TGOSC is the general officers from each Army Command (ACOM), ASCC, DRU, Army National Guard (ARNG), and U.S. Army Reserve (USAR) who are responsible for training and leader development. The TGOSC may invite other HQDA and Joint general officers to attend based on the issues being presented. All TGOSC primary members are voting members.

(6) Primary members of the TGOSC will meet in Executive Session at the conclusion of each daily session or when designated by the Chair. The Executive Session will review the issues presented and select issues to be presented to the HQDA, DCS, G-3/5/7 for decision on forwarding to the CSA.

b. Supporting Councils of Colonels and the working group (WG). The TGOSC is supported by a number of COCs and a working group, that is, the Institutional Training COC, the Distributed Learning COC (through the Institutional Training COC), Home Station/Deployed Training COC, Combat Training Centers COC, Munitions Requirements COC (for training munitions issues), and the Training Support and Training Transformation WGs.

(1) Each COC/WG will assist the TGOSC accomplish its responsibility and will forward appropriate issues from its area of interest to the TGOSC. HQDA, DCS, G-3/5/7 will provide general and detailed guidance for each COC/WG prior to the beginning of each 6-month TGOSC cycle.

(2) Each TGOSC COC will be chaired by HQDA, DCS, G-3/5/7 Training Directorate. Respective charters designate co-chairs. Each COC will consist of ACP, ASCC, DRU, ARNG and USAR representatives in the rank of colonel or equivalent. The HQDA, DCS, G-3/5/7 Training Directorate invites representatives from the Army Staff and other Army commands/agencies and Joint commands/agencies to attend the COCs based on standing membership or required subject matter expertise for addressing special issues. Each COC will publish detailed minutes within 10 days after their individual council meetings. The minutes will contain both DA and ACP and ASCC level topics and required actions from each. They must also include those topics recommended for consideration by the TGOSC.

(3) The training support work group (TSWG) is an integration and decision forum for major programs of the Army Training Support System (TSS). The TSWG will consider issues generated by management reviews of each TSS program and identify issues that need to go forward to the TGOSC COCs and/or TGOSC for their review and action. The TSWG is co-chaired by HQDA, DCS, G-3/5/7 Training Directorate and the Training Support Assistance and Integration Directorate (TSAID) of the Army Training Support Center (ATSC). The TSWG will include a point of contact of the U.S. Army Training And Doctrine Command (TRADOC) executive agent for each TSS program and a representative from each ACP and ASCC, and ARNG and USAR.

c. Integration Forum. The HQDA, DCS, G-3/5/7 Assistant Deputy Director of Training, or another designated O-6/GS-15 level representative, chairs the Integration Forum. The participants in the forum consist of the HQDA, DCS, G-3/5/7 Training Directorate O-6/GS-15 chairs from each of the supporting COCs. The HQDA, DCS, G-3/5/7 Assistant Deputy Director of Training may invite ACP, ASCC, DRU, ARNG, USAR, selected Army Staff and other representatives (that is, subject matter experts) when needed. The Integration Forum's primary function is to integrate recommendations forwarded by the supporting COCs and to ensure the presentations of recommendations are in the context of an Army-wide training and leader development requirement. It also prepares the agenda for the TGOSC.

d. Army Training and Leader Development Conference. The Army Training and Leader Development Conference ATLDC provides an opportunity for the CSA to facilitate an informative dialogue among senior commanders and Army trainers on changes necessary to support the ACP and Transformation Road Map. The conference focuses on current and future strategic training and leader development issues for the current and future warrior leader.

e. Quarterly Leader Development Review. The Quarterly Leader Development Review (QLDR) is a decision making forum chaired by the Commanding General (CG), TRADOC, who is the supported commander of the Army Leader Development Program (ALDP). The QLDR membership includes the commanders of the supporting commands as outlined in the ALDP Charter, HQDA staff principals, and other members as directed by the supported commander. QLDR members critically examine leader development initiatives and programs, discuss issues and draw upon their experience and judgment to advise the supported commander. Authority for decisions at the QLDR rests with the supported commander within the limits established in the ALDP Charter.

1–17. Training Support System

The TSS mission is to deliver training support system products (instrumentation and training aids, devices, simulators, and simulations (TADSS)), services (training support operations and manpower), and facilities (ranges, Battle Command Training Centers, and training support centers) that are required to create the conditions to realistically portray the operational environment and enable Army training strategies focused on FSO METL training, and can be adapted when directed. These training enablers underpin the Army's CATS, Battle Command Training Strategy (BCTS), weapons training strategies (through Standards in Training Commission (STRAC)), and school programs of instruction (POIs) by providing commanders the fundamental capabilities to execute Soldier, leader, battlestaff, and unit collective training to standard at homestation, the CTCs, TRADOC schools and CoEs, and while deployed. Chapter 5 provides a more detailed description of the Army's TSS, roles and responsibilities, and management structure.

1–18. Leader development

a. Leader development is the deliberate, continuous, sequential, and progressive process, grounded in Army values, that grows Soldiers and Army civilians into competent and confident leaders capable of decisive action. Leader development is achieved through the lifelong synthesis of the knowledge, skills, and experiences gained through the three domains of institutional training and education, operational assignments, and self-development.

b. The purpose of the leader development system is to produce tactically and technically competent, confident, and agile leaders who act with boldness and initiative in dynamic, complex situations to execute missions according to present and future doctrine. It is designed to develop leaders of character and competence who are able to exploit their full potential as a leader. The Army also develops and trains leaders to operate as part of Joint and multinational staffs. It enhances relationships with regional partners through combined exercises, continual contacts, and national assistance. The goal is to develop Army leaders who clearly provide purpose, direction, motivation, and vision to their subordinates while executing operational missions in support of their commander's intent.

c. Army leaders gain needed skills, knowledge, and experience through a combination of institutional training and education, operational assignments and self-development. The Army's formal leader development process promotes the growth of individuals through training and education, experience, assessment, counseling and feedback, remedial and reinforcement actions, evaluation, and selection. This integrated, progressive and sequential process occurs in Army schools, units, and civilian education institutions and organizations.

(1) Army schools conduct branch, branch immaterial, and functional training that prepares individuals to lead and command units and organizations or serve as staff members at all levels within the Army. The Senior Leader Development Office (SLD), U.S. Army Human Resources Command (HRC), unit commanders, and organization heads select individuals to attend these courses in accordance with career development models.

(2) Through experience gained during operational assignments, leaders acquire the confidence, leadership, and the competence needed for more complex and higher level assignments.

(3) The leadership assessment process measures subordinates' leadership values, attributes, skills, knowledge, and potential to lead at specific levels within the Army. The assessment process provides the basis for evaluation (periodic and formal rating of performance) and development (a continuous and informal process aimed at improving leadership potential). For both the evaluation and development assessment processes, the individual's performance is rated against established criteria, which are understood by both the individual and the commander or supervisor conducting the assessment.

(4) Self-development bridges the gaps between the operational and institutional domains and sets the conditions for continuous learning and growth. Self-development actions include conducting a self-assessment and seeking feedback on a periodic basis through the Multi-Source Assessment and Feedback (MSAF) program (see app K).

(5) The three primary domains are supported by several key enablers. These enablers occur across one or more domains and support the Soldiers overall growth and progression.

(a) Counseling and feedback provide clear, timely, and accurate information concerning individual performance compared to the established criteria. As a part of the counseling and feedback session, the commander or supervisor assists the individual to identify strengths, weaknesses, and developmental needs.

(b) Remedial actions focus on correcting weaknesses that adversely impact on the individual's performance of current duty requirements. Reinforcement actions focus on sustaining and refining existing leadership skills and knowledge.

(c) The evaluation process officially rates an individual's past performance based on established standards. As a formal rating, evaluations are directly linked to selection for promotion, schooling, and for military only, various duty assignments.

(d) The selection process identifies individuals for promotion, schooling, and various duty assignments based on established criteria.

d. The Army's Leader Development System is designed to develop character and competence in Soldiers and Army civilians to achieve their full leadership potential. The Army also develops and trains leaders to operate as part of Joint

and multinational staffs. It enhances relationships with regional partners through combined exercises, continual contacts, and national assistance. The goal is to develop Army leaders who clearly provide purpose, direction, motivation, and vision to their subordinates while executing operational missions in support of their commander's intent.

1-19. Training standardization

a. The objectives of standardization in accordance with AR 34-4 are—

- (1) Standardize procedures used by Soldiers and units to operate, maintain, and fight with major weapons and equipment systems.
- (2) Identify tasks that should be performed in the same manner and to the same standard throughout the Army.
- (3) Reduce the effects of personnel turbulence.
- (4) Ensure that modular organizations can operate effectively within any assigned formation.

b. The basis for training standardization is executing training using approved Army standards. While ensuring tasks are performed to Army standards, commanders encourage trainers to exercise initiative and to create realistic and challenging conditions for training within the context of mission, enemy, terrain, troops, time, civilian considerations. Army collective and individual unit tasks will be provided Army-wide by the Digital Training Management System (DTMS). Standardization issues that require resolution and reporting include:

- (1) Procedures that are performed differently by similar units in spite of standard guidance.
- (2) Procedures that units perform differently than the training base.
- (3) Operations and maintenance procedures for equipment that vary despite similarities in equipment.
- (4) Directed procedures that vary from established guidance and should be standardized.
- (5) Missing, incorrect, or inadequate procedures.

c. Unresolved standardization issues will be reported to CG, TRADOC, who—

- (1) Establishes integration and standardization programs to ensure compatibility of training and doctrine.
- (2) Provides integration items for inclusion in the Army Standardization Program.
- (3) Conducts integration and standardization team assistance visits to divisions or higher units in coordination with ACP commanders.
- (4) Advises HQDA, DCS, G-3/5/7, and the ACOMs on matters pertaining to standardization.
- (5) Tasks the appropriate TRADOC proponent school to develop training solutions for standardization issues.

1-20. Conducting training in units and schools

Training is conducted using techniques in FM 7-1. Mandatory training subjects for training in units, training in institutions, and training for Army civilians can be found in appendix G. Leaders conducting training will—

- a.* Create a challenging and rewarding training environment and treat all Soldiers and Army civilians with dignity and respect.
- b.* Ensure the training/learning objectives are understood (tasks, conditions, and standards for each task to be trained).
- c.* Demonstrate, guide, and evaluate performance to prescribed standard.
- d.* Provide feedback on performance and capture any lessons learned (in accordance with AR 11-33).
- e.* Account for the consumption of training resources.

1-21. Managing training in units

Leaders in Joint units (that is, Joint Task Forces, Joint Land Component Commands, and Combatant Command HQs) manage training using procedures in the Joint Training Manual, Chairman, Joint Chiefs of Staff Memorandum (CJCSM) 3500.03. Leaders in Army units (for example, table of distribution and allowance (TDA) units and modified table of organization and equipment (MTOE) units within ACOMs and ASCCs) manage training using procedures in FM 7-1, which support and are consistent with Joint training management procedures. Leaders in Army units will:

a. Use the DTMS to enhance and manage unit training. The DTMS is a Web-based, commercial off the shelf software application customized to implement FM 7-1. The DTMS provides the ability to plan, resource and manage unit and individual training at the unit level. DTMS provides access to all proponent approved CATS, collective, and individual tasks. Additional information is provided on the DTMS Web site at <http://dtms.army.mil/dtms> or available at the DTMS HELP desk by calling (913) 684-2700 or toll free (877) 241-0347.

b. Focus training on mission essential tasks and supporting critical tasks.

c. Plan and execute training events that enable the unit to build and sustain Soldier, leader, and unit proficiency in mission essential tasks. The CATS, STRAC and ARFORGEN Templates provide training events, frequency, and duration that a commander uses in developing unit training guidance, strategy, and calendars. The critical training events in CATS, STRAC and ARFORGEN Templates are the common building blocks for the commander's plan. Mandatory training requirements that apply to all units can be found in appendix G.

d. Conduct training to standard.

- e. Minimize risk in training activities by conducting a risk assessment in accordance with FM 5–19 when planning all training events.
- f. Manage activities so that training land is protected, rehabilitated, and maintained.
- g. Given a directed mission, use available time to rehearse mission execution.
- h. Assess performance in training and operations and provide feedback to unit personnel and Army lessons learned processes.

1–22. Managing the conduct of training in Army schools

The Army coordinates course allocations for schools, to include the resident training base and distributed training courses, through the Army Training Requirements and Resources System (ATRRS). The ATRRS is the Army's system of record for training utilizing a centralized training management real-time database managed by HQDA, DCS, G–1. All training requirements, schedules, quota assignment, and student management (reservations, enrollment, and completion entries) will be documented in ATRRS. Mandatory training subjects required for institutions can be found in appendix G. The training programs operate in accordance with the provisions of AR 350–10.

a. The structure and manning decision review (SMDR) validates training requirements, compares training requirements with school house resource capabilities (manpower, facilities, equipment, and dollars), and reconciles differences into an affordable, acceptable, and executable training program. The SMDR is co-chaired by HQDA, DCS, G–3/5/7 and HQDA, DCS, G–1. HQDA, DCS, G–1, coordinates the SMDR and verifies and provides the record set of training requirements used at the SMDR. HQDA, DCS, G–1, provides the manpower program from which the training requirements are derived and ensures that personnel policies supports the training program. HQDA, DCS, G–3/5/7, provides training priorities and addresses resource shortfalls. In coordination with the HQDA, DCS, G–1, HQDA, DCS, G–3/5/7, provides guidance to resolve course-related issues and develops alternatives to resolve shortfalls between training resource needs or capabilities and required training needs. After general officer approval, both the training requirement and training program are published by HQDA, DCS, G–1, in the Army Program for Individual Training (ARPRINT). Detailed guidance on SMDR is included in AR 350–10.

b. The ARPRINT is the Army mission and resource document for individual training. The ARPRINT reflects projected individual training requirements and approved training programs for formal instruction. The ARPRINT is based on Army manpower requirements, matches as closely as possible the training loads contained within program budget guidance, is used by school systems to allocate resources, and serves as a basis for determining frequency of training. A key byproduct of ARPRINT establishes Army (officer, enlisted, and Army civilians) training baselines. These baselines constitute affordable levels of training man-years for officer, enlisted, and Army civilians and incorporate all individual training except initial military training (IMT) for both officer and enlisted Soldiers. Detailed guidance on the ARPRINT is included in AR 350–10.

c. The Training Requirements Analysis System (TRAS) integrates the training development process with PPBES by documenting training strategies, courses, and related resource requirements. The TRAS integrates external resource acquisition systems for students, instructors, equipment and devices, ammunition, dollars, and facilities with the training development and implementation process. TRAS documents enable Army training institutions to plan and support the development and implementation of individual training courses. Proper use of TRAS enables Army schools to convert training strategies from concepts to realities. Detailed guidance on the TRAS is included in AR 350–10. Additional information about the TRAS process can be found in TRADOC Regulation 350–70 and TRADOC Pam 350–70–8.

Section VI Army Training Programs

1–23. Oversight of Army training programs

The HQDA, DCS, G–3/5/7 approves all Army training programs and provides oversight for several. The HQDA, DCS, G–3/5/7 is assisted by the HQDA Director of Training, designated HQDA executive agents, and the TGOSC. These programs apply to both the Operating Force and Generating Force. Consistent with the training management principles in FM 7–0 and FM 7–1, as a general policy HQDA strives to decentralize responsibilities for determining unit training requirements to the unit commander, who is best postured to analyze the unit's mission, identify mission essential tasks, and plan training events maximizing training support system capabilities available to the unit. HQDA establishes training requirements and program guidance when important to ensure a particular force capability, equity, or standard. DTMS can assist the commander/trainer in planning, resourcing and tracking individual and collective unit training tasks. Detailed Army training program information can be found in appendix G. The Assistant Secretary of the Army (Manpower and Reserve Affairs) (ASA (M&RA)) is responsible for overseeing and reviewing all policies and programs pertaining to readiness resourcing, training, and professional and leader education and development.

1–24. Army physical fitness training

a. This paragraph describes general policy governing Army physical fitness training. Policy governing military physical fitness and height/weight standards during institutional training is contained in chapter 3. Guidance concerning

general physical fitness training is provided in appendix G. The primary reference for developing physical fitness programs is FM 21–20 .

b. The objective of the Army physical fitness training is to enhance combat readiness and leadership effectiveness by developing and sustaining a high level of physical fitness in Soldiers as measured by:

- (1) Muscular Strength and Endurance.
- (2) Aerobic and Anaerobic Conditioning/Endurance.
- (3) Mobility (agility, balance, coordination, flexibility, posture, power, speed and stability).
- (4) Body Composition standards as prescribed by AR 600–9.
- (5) Healthy Lifestyle (provides nutrition, avoid smoking and substance abuse, manage stress).
- (6) Warrior Ethos - mission first, never accept defeat, never quit, and never leave a fallen comrade.
- (7) Self-discipline, competitive spirit, the will to win, and unit cohesion.

c. The physical fitness training policy applies Army-wide. It includes all Soldiers, functional branches, units, and operating agencies. Physical fitness training provides a foundation for combat readiness and must be an integral part of every Soldier's life. Unit readiness begins with the physical fitness of Soldiers and the NCOs and officers who lead them.

(1) Commanders or the senior military supervisors will establish physical fitness training programs consistent with this regulation, FM 21–20, and unit missions. Exercise periods will be conducted with sufficient intensity, frequency, and duration to maintain adequate cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition.

(2) Soldiers must meet the physical fitness standards (as measured during the Army Physical Fitness Test (APFT)) set forth in FM 21–20 and this regulation. Soldiers who are unable to meet these standards or the mission-related physical fitness standards required of their duty assignment may be subject to administrative action.

(3) Recalled retirees are not required to take the APFT. However, retirees must maintain a personal physical fitness program in order to stay within Army weight/body fat standards during the period of recall. Retirees who exceed the Army weight/body fat standards during the period of recall will be placed in the Army Weight Control Program.

d. Personnel in the AA, ARNG, and USAR will take part in either collective or individual physical fitness training programs year-round. Active component units, individuals, and Reserve Component Soldiers on active duty will conduct regularly scheduled (at least three times per week for one hour), vigorous physical fitness training during the unit's normal duty day as determined by the commander.

(1) Commanders of ARNG and USAR units incorporate mission-focused physical fitness training into appropriate inactive duty training periods.

(2) Personnel will be excused from physical fitness training only during periods of temporary or permanent medical limitations established in accordance with AR 40–501.

(3) Soldiers 55 years of age and older have the option of taking the three-event APFT or the alternate APFT. An alternate APFT is defined as pushups, situps and an alternate aerobic event (2.5-mile-walk, 800-yard-swim, or 6.2-mile-bicycle). Soldiers must earn at least 60 points on the push up and the sit up events. Soldiers must also complete the alternate event in a time equal to or less than the time for his/her age group as listed in FM 21–20. Although the alternate APFT events were designed to assess the aerobic fitness and muscular endurance of Soldiers with permanent medical profiles or long-term temporary profiles who cannot take the regular, three-event APFT, Soldiers over 55 are not to be considered a profiled Soldier unless a current profile exists. The commander will determine the alternate events based on guidance from FM 21–20, the Soldier's abilities, preference and available equipment. Soldiers age 60 and older have the option of not taking the APFT; however, they must maintain a personal physical fitness program approved by a physician and remain within Army height and weight standards.

(4) Personnel who cannot take part in physical fitness training because of a profile condition will be placed in rehabilitative programs and, within profile guidelines given by health care personnel, be supervised by the commander.

(5) Soldiers age 40 and over will be evaluated for coronary heart disease risk factors as part of their periodic health assessment. The medical procedures for the Cardiovascular Screening Program (CVSP) are outlined in AR 40–501. It is the Soldier's responsibility to ensure that the CVSP is conducted as close to the 40th birthday as possible and as promptly as medical facilities permit.

(6) All Soldiers centrally selected for command positions and Command Sergeants Major (CSM) designees, regardless of age, must have a CVSP, meet body composition standards set forth in AR 600–9, and pass the APFT or an alternate before assuming command or assignment to a CSM position. A CVSP clearance granted during the Soldier's last periodic health assessment is sufficient to meet the CVSP requirement.

e. Physical fitness standards are developed by TRADOC and approved by HQDA, DCS, G–3/5/7. The APFT provides a measure of cardio respiratory and upper and lower body muscular endurance. It is a performance test that indicates a Soldier's ability to perform physically and handle his or her own body weight. Standards are adjusted for age and physiological differences between men and women. The APFT consists of pushups, situps, and a 2-mile run, done in that order on the same day. To be considered a record test, these events must be completed within two hours from the start of the pushup event until completion of the 2-mile run or alternate aerobic event. (See repetition and time guidelines in FM 21–20.) Record APFT scores will be annotated on a DA Form 705 (Army Physical Fitness Test

Scorecard). For Soldiers on a permanent profile or an extended temporary profile (more than three months), a record test must include an aerobic event. The only approved aerobic events are the 2-mile run, 800-yard swim, 6.2-mile bike ride (stationary or track), or the 2.5-mile walk. Soldiers on permanent profile or a temporary profile of long duration (more than three months) will receive point scores for only those events taken. For example, if a Soldier has a permanent profile for the 2-mile run event and score 70 points in the pushup, 85 points in the situp and receives a "GO" for the 2.5 mile Walk, he will receive a score of 155 points in the total score column of the DA Form 705 (see FM 21-20 for APFT scoring). Testing is prescribed for all Soldiers as follows:

(1) The APFT provides an assessment of the physical fitness training program. Physical conditioning or training periods solely devoted toward meeting APFT requirements are discouraged.

(2) Commanders may administer the APFT as often as they wish; however, they must specify beforehand when the results are for record. The AA and Active Guard/Reserve (AGR) Soldiers will take the APFT at least twice each calendar year. A minimum of 4 months will separate record tests if only two record tests are given. The intent is for the Active Army and the AGR Soldiers to take a record APFT every 6 months. Mission requirements often prevent the even spacing of record tests. Therefore, commanders are encouraged to test Soldiers for record as close to the record test window as possible.

(3) Soldiers in RC troop program units (TPUs) will take the APFT at least once each calendar year. A minimum of 8 months will separate record tests if only one test is given, with no more than 14 months between record tests. Soldiers that require makeup testing or re-testing for an APFT failure are exempt from the 8-month rule. Soldiers requiring makeup testing will be scheduled in accordance with the unit Standard Operating Procedures. Soldiers requiring retesting for an APFT failure will be scheduled as prescribed in paragraph 1-21e(5) of this regulation.

(4) Personnel with permanent medical profiles that preclude participation in the pushup or situp event will take the remaining events if a physician or physician's assistant approves. The 2-mile run event, or an approved alternate test event as outlined in FM 21-20, must be taken if the test is for record. The alternate test is for Soldiers with permanent physical profiles that prevent them from running 2 miles. Soldiers with temporary profiles of long duration (more than 3 months) may also take an alternate test if approved by the commander and health care personnel. Soldiers must be given 3 months to prepare for the alternate test from either the date of the profile or the date recommended by health care personnel.

(5) Soldiers who fail a record APFT for the first time or fail to take a record APFT within the required period will be flagged in accordance with AR 600-8-2. In the event of a record test failure, commanders may allow Soldiers to retake the test as soon as the Soldier and the commander feel the Soldier is ready. Soldiers without a medical profile will be retested no later than 90 days following the initial APFT failure. Reserve component Soldiers not on active duty and without a medical profile will be tested no later than 180 days following the initial APFT failure.

(6) Personnel who initially fail the CVSP and are subsequently cleared will have no more than 179 days of conditioning before retaking a record APFT.

(7) All Soldiers must attain a score of at least 60 points on each test event or receive a "GO" on the alternate aerobic event. If a Soldier does not attain a minimum of 60 points in each event or a "GO" on an alternate aerobic event, the Soldier is an event failure. When a Soldier fails one or more events, the Soldier is a test failure. Exceptions are listed below:

(a) Soldiers in basic combat training (BCT) must attain 50 points on each event or a score as determined by HQDA, DCS, G-3/5/7, in coordination with TRADOC. (This exception does not apply to advanced individual training (AIT), one station unit training (OSUT), or leader development schools.)

(b) Soldiers awaiting initial entry training (IET) may be tested, but no formal record of their score will be maintained.

(8) Soldiers in IET will be tested near the end of the course to qualify for completion of BCT, AIT, and OSUT.

(9) Soldiers assigned or attached to Joint headquarters, such as North Atlantic Treaty Organization, Office of the Secretary of Defense, or other staff assignment, will take the APFT. The senior Army Soldier in the organization will ensure the APFT is conducted and scores are included in records and performance reports.

(10) Individual Mobilization Augmentee Soldiers and Individual Ready Reserve (IRR) Soldiers who are on tours of annual training, active duty training, or active duty special work will take the APFT when they are placed on tours of duty for 12 or more consecutive calendar days. No APFT will be administered during those years in which an Individual Mobilization Augmentee Soldier or IRR Soldier does not serve an active duty tour. Those who fail the test will be retested in accordance with the provisions of paragraph 1-21e(5). Reserve Component Soldiers assigned or attached to active Army units and organizations for 30 consecutive days or more will follow the physical fitness program for that unit or organization.

(11) TRADOC recommends physical fitness standards for entry into Ranger and Airborne training and into other schools having separate physical fitness standards. The U.S. Army Special Operations Command (USASOC), in conjunction with TRADOC, sets the fitness standards for entry into Special Forces training. The HQDA, DCS, G-3/5/7, reviews and approves these standards.

f. Physical fitness training programs for deployed or deploying units in support of ongoing combat operations should be based on the most physically demanding tasks. Units should follow the principles of exercise outlined in FM 21-20,

especially progression and recovery when designing exercise programs for pre-deployment, deployment, and post-deployment.

(1) Pre-deployment

(a) Units should use the backward planning process based on the number of days they will have to do physical training (PT) before deployment.

(b) Basing the physical training on the unit's most physically demanding tasks, the program should incorporate activities such as foot marching short distances (3–5 miles) under fighting load, lifting and loading equipment, conditioning for obstacle course negotiation and individual movement techniques. Physical training should be conducted five days per week. All unit types should alternate aerobic activities with muscular strength and endurance exercises in accordance with FM 21–20.

(c) Units should consider conducting PT during hot periods of the day prior to deployment to facilitate acclimatization. It takes 8–14 days to acclimate to a hot, humid climate. When conducting PT in hot, humid environments, trainers must adjust the intensity to fit the temperature and humidity and apply logical progression and ensure that Soldiers drink enough water before, during, and after physical training. Leaders must ensure this acclimatization is done without undue risk to the Soldier.

(2) During deployment, units should plan for and conduct physical training as mission and conditions permit.

(3) Post-deployment

(a) Units should resume physical training as soon as practicable after redeployment. Long deployments often contribute to a decline in unit fitness levels. Therefore, Soldiers should re-enter the physical fitness program at a lower intensity and rationally progress back to pre-deployment training intensities over a period of 60–90 days.

(b) Upon return from deployment Soldiers will be administered a record APFT no earlier than three months for AA and six months for Reserve Component Soldiers.

g. FM 21–20 provides guidance for preventing injuries during physical training.

(1) Trainers will be alert to symptoms indicating that a Soldier's endurance limits have been reached or exceeded, or a serious medical condition exists.

(2) If a trainer detects any symptoms, exercises will be stopped, and the Soldier immediately referred for medical evaluation.

(3) Training intensity should be increased slowly so that the body can adapt to more strenuous training.

(4) Environmental considerations, particularly weather and altitude, are important in planning physical training programs.

(5) If a Soldier fails to meet the physical fitness standards in FM 21–20, the unit commander will remove the Soldier from parachute, diving, or flight crew status. This action will be taken to ensure the safety of that Soldier and other unit members.

1–25. Modern Army Combatives Program training

The objective of the Modern Army Combatives Program (MACP) is to enhance combat readiness by instilling the confidence and fighting skills that are only gained through engagement with an opponent in a combat situation. Combatives training is a fundamental building block for preparing Soldiers for current and future operations and must be an integral part of every Soldier's life. MACP applies Army-wide, to all components. This regulation establishes Army policies for combatives training and FM 3–25.150 serves as the instructional guide for combatives training.

a. Commanders in both the Operating Force and Generating Force will establish combatives program consistent with this regulation, FM 3–25.150, and unit missions. Combatives programs will include individual training, competitions, and scenario based training.

b. Soldiers must be willing and able to fight when called upon. Every Soldier should experience the physical and emotional demands of hand-to-hand fighting prior to engaging in combat.

c. The U.S. Army Infantry Center is the proponent for combatives training. The U.S. Army Combatives School (USACS) will establish technical training standards and instructor and referee certification procedures. The USACS will conduct periodic inspection and certification of combatives instructor training courses throughout the Army. The USACS will maintain a Web site to provide all level of combatives instructors with program updates on pedagogy, risk management, standard operating procedures, and injury mitigation.

d. Due to the potentially dangerous nature of combatives training, unit commanders and installations will insure that all combatives training is conducted by certified instructors of the appropriate level and adhere to the risk management process and instructional framework of FM 3–25.150.

e. All Soldiers will receive combatives training during IMT.

f. Chapter 4 of this regulation provides policy for combatives training in units.

g. Competition is an important component of a successful combatives program. Competition programs will be established and conducted in accordance with FM 3–25.150.

h. FM 3–25.150 provides guidance for preventing injuries during combatives training.

i. Combatives instructor training.

(1) Systematically developing a professional combatives instructor cadre is a key to establishing a sustainable combatives program. Voluntary combatives instructor training is conducted at appropriate levels both in units and the United States Army Infantry School. The training qualifies Soldiers to teach combatives at various levels. All instructor training will be conducted according to guidelines developed by USACS in accordance with FM 3–25.150.

(a) *Level 1 combatives instructor training will be conducted locally.* Primary instructors of the level 1 instructor training courses will be graduates of the level 3 combatives instructor course.

(b) *Level 2 combatives instructor training will be conducted locally.* Primary instructors of the level 2 instructor training courses will be graduates of the level 4 combatives instructor course.

(c) *Level 3 combatives instructor training will be conducted at the USACS.* Primary instructors of the level 3 instructor training courses will be graduates of the level 4 combatives instructor course and a USACS instructor certification process. Graduates of level 3 will receive a project development skill identifier of H3B.

(d) *Level 4 combatives instructor training will be conducted at the USACS .* Primary instructors of the level 4 instructor training courses will be graduates of the level 4 combatives instructor course and a USACS instructor certification process. Graduates of level 4 will receive a project development skill identifier of H4B.

(2) Soldiers of all components, ranks, branch/MOS, and functional areas may volunteer for combatives instructor training.

(a) Limited availability of training spaces makes attendance highly competitive. Space allocations are based on developing sustainable combatives programs in deploying units, IMT schools, Officer Education System (OES), Noncommissioned Officer Education System (NCOES), and then Army-wide requests.

(b) The IRR volunteers will be selected for combatives instructor training by the commander, HRC, to meet mobilization requirements.

(c) Combatives instructor training priorities are determined by TRADOC during the SMDR process.

1–26. Personnel recovery training

a. Concepts.

(1) Personnel recovery (PR) is fundamental to the Warrior Ethos: “I will always place the mission first; I will never accept defeat; I will never quit; I will never leave a fallen comrade.” Commanders will prepare unit personnel to survive isolating situations and recover those who are missing, detained, or captured.

(2) PR is the sum of military, diplomatic, and civil efforts to effect the recovery and return of U.S. military, DOD civilians and DOD contractor personnel, or other personnel as determined by the Secretary of Defense who are isolated, missing, detained, or captured (IMDC) in an operational environment.

(3) The IMDC personnel are U.S. military, DOD civilians, DOD contractor personnel, or other personnel as designated by the President or Secretary of Defense, who are beyond the positive or procedural control of their unit in an operational environment requiring them to survive, evade, resist or escape.

(4) The Code of Conduct. The Code of Conduct was established by E.O. 10631 (amended by E.O. 12633 and E.O. 11382) to provide standards of behavior for members of the Armed Forces in combat and captivity. It consists of six articles. E.O. 10631 requires that all members of the Armed Forces be “provided with specific training and instruction designed to better equip them to counter and withstand all enemy efforts against them, and shall be fully instructed as to the behavior and obligations expected of them during combat or captivity.” All U.S. military survival, evasion, resistance, and escape (SERE) training is designed to support the Code of Conduct by giving individuals the skills they need to survive IMDC events and return with honor.

b. The personnel recovery training. The PR training, which includes COC training and SERE training, is designed to:

(1) Reduce the likelihood of IMDC events through effective planning and preparation by individuals, units, commanders and staff.

(2) Prepare individuals on the behavior and obligations expected of them during combat and captivity and on how to counter and withstand enemy efforts against them.

(3) Enable individuals, units, commanders and staffs to execute the five PR tasks (report, locate, support, recover, and reintegrate) in order to return IMDC individuals to friendly control.

(4) The PR training and education will be taught by a qualified instructor.

(a) A qualified instructor is defined as approved. PDI Code F5 - Personnel Recovery Instructor. The HQDA has established F5B (PR Instructor) to identify officer, warrant officer and enlisted personnel in any MOS who have completed the Joint Personnel Recovery Agency (JRPDA) Course PR301 or Army equivalent as approved by the proponent and have been approved as instructor qualified.

(b) Requirements will be developed by the U.S. Army Aviation Warfighting Center (USAAWC), in compliance with TRADOC, and shall detail specific instructor training requirements.

c. The PR Training for Individuals.

(1) The COC training. Code of Conduct training is required for all Soldiers, and may be required for Army civilians and Army contractors. Code of Conduct training includes instruction on the meaning of the six articles of the Code of

Conduct and on the behavior and obligations expected of Soldiers during combat and captivity. Code of Conduct training also includes training on the skills which enable IMDC individuals to live up to the Code and return with honor; these skills are provided by SERE training. Code of Conduct training for PR is not to be confused with Law of War training required for the treatment of enemy combatants (see app G, para G-22).

(2) There are three levels of Code of Conduct training. Commanders shall maintain records in DTMS indicating the level of Code of Conduct training completed by each person in their unit and the date completed:

(a) *The COC level A.* This is the basic level of COC training. All Soldiers will receive COC level A training during IMT. Department of Defense Instructions (DODI) 1300.21 provides guidance on the subject matter to be taught at this level. Completion of COC C level B training via Army PR 101 or SERE 100 fulfills the Code of Conduct level A requirement.

(b) *The COC level B.* This is the intermediate level of COC training. All Soldiers shall complete level B training when inprocessing at their first unit of assignment. All Soldiers must receive level B training annually in their units. Additionally, all Soldiers, Army civilians and Army contractors shall receive Level B training within one year prior to outside continental United States (OCONUS) travel. This training requirement may be fulfilled in any of the following ways: the Army PR 101 training module, the SERE 100 training module, or the Level B Code of Conduct video series.

(c) *The COC level C.* Level C training is required for Soldiers, Army civilians, and Army contractors whose military jobs, specialties, or assignments entail a significant or high risk or capture and exploitation. These courses are conducted at approved military schools (that is, the U.S. Army SERE School, Fort Rucker, and the U.S. Army John F. Kennedy Special Warfare Center & School (USAJFKSWC&S), Fort Bragg) and are documented in ATRRS. This training should be made available to those individuals whose deployment duties will likely require them to operate outside of secure operating bases with limited security. Commanders are responsible for evaluating all of their assigned personnel and recommending those who should attend this training based on their assessment of the individual's risk of isolation, capture, and/or exploitation. As a minimum, the following categories of personnel will have the opportunity to receive formal level C training at least once in their careers:

1. Specially designated Army Special Operations Forces (ARSOF) personnel are eligible to attend level C SERE Course at USAJFKSWCS.

2. The following categories of personnel are eligible to attend the USAAWC level C SERE Course at Fort Rucker:

a. Personnel who have the following MOS/ASI/SQI: aviators and enlisted aircrew members (includes medical evacuation aircrew members); snipers; pathfinders; military attaches; or

b. Personnel assigned to the following type units or duty positions: reconnaissance, surveillance and target acquisition battalions ; long range reconnaissance and surveillance units; Soldiers whose deployment duties will likely require them to operate with little security outside of secure operating bases; counterintelligence and human intelligence (HUMINT) personnel whose deployment duties will likely require them to engage in operational collection outside of secure operating bases (for example, serving on a tactical HUMINT team or HUMINT collection team); counterintelligence or HUMINT personnel assigned to Deputy Chief of Staff, G-2 (DCS,G-2) or DCS,G-2 duty position; Criminal Investigation Division (CID) agents and military police whose deployment duties will likely require them to engage in investigations or police intelligence operations outside of secure operating bases.

3. Soldiers not included in the above listed categories may attend USAAWC level C SERE Course at Fort Rucker if a brigade commander or higher level commander has determined level C SERE training is required. This determination should be based on duty assignment, sensitive knowledge, and/or risk of isolation, capture, or exploitation. Army personnel may obtain SERE level C at other DOD approved service SERE schools.

(3) Personnel Recovery Operations training. The following individuals shall receive an annual briefing on PR doctrine, architecture, and operations:

(a) All Soldiers.

(b) Army civilians who supervise Soldiers, who are themselves deployable, or who are involved in policy development related to deployments, training, or casualties.

(c) Army contractors (under the terms of the contract) who deploy with forces or who are involved in policy development related to deployments, training, or casualties.

(4) Army PR 101 will fulfill this training requirement. Additionally, unit leaders may find the following resources helpful in preparing this briefing: the PR Operations briefing slides and FM 3-50.1, Army Personnel Recovery. All PR training tools are available at the HQDA PR Web site on Army Knowledge Online (AKO).

d. PR training for commanders and staff. This training prepares commanders and staff to effectively plan, prepare, execute, and assess personnel recovery missions. Key topics covered include Army and Joint PR doctrine, architecture, and systems; information and mission management; intelligence support; and reintegration.

(1) Training requirements for commanders and specified staff officers are as follows:

(a) Director or deputy director of a Joint Personnel Recovery Center (JPRC) - Army PR 202 and Joint Personnel Recovery Agency (JPRA) PR 301 (as a minimum) and JPRA PR 303 (preferred) or a Personnel Recovery Coordination Cell (PRCC) - PR 301.

(b) Controller/watch officer in a JPRC or Controller in a PRCC - Army PR 202 and one of the following courses: JPRA PR 301, JPRA PR 210, Aviation TACOPs course.

- (c) Intelligence specialist in a JPRC or PRCC - JPRA PR 220.
 - (d) SERE Coordinator in a JPRC or PRCC - Code of Conduct level C and one of the following courses: JPRA PR 301, JPRA PR 210, Aviation TACOPs course, or Army PR 202.
 - (e) Brigade personnel recovery officer - Army PR 202 (preferred) or one of the following: JPRA PR 301, JPRA PR 210, or Aviation TACOPs course.
- (2) Commander and staff training should be completed as soon as possible after assignment to one of the above specified positions, but no later than one year after assignment or prior to deployment, whichever comes first.
- (3) JPRA courses: PR 210, 220, and 301 are conducted by the Personnel Recovery Education and Training Center (PRETC) in Fredericksburg, VA, and are listed in ATRRS under school code 520. All requests for attendance will be approved by the ACP and HQDA in ATRRS before temporary duty (TDY) orders are cut. JPRA will decline attendance for all non-ATRRS requestors.

e. PR field or situation training.

(1) This training prepares commanders and staffs, units and individual Soldiers to integrate all classroom or distributive training into collective training and execution so that actual demonstration of learned skills can be evaluated by the chain of command and preclude a Soldier from experiencing isolation for the first time on the battlefield. PR events can be easily added to exercise “scripts” to evaluate a unit or staff reaction to a missing or isolated soldier. Evaluators should be well versed on unit standing operating procedures for such events as well as doctrinal responses for units, staffs and individuals in isolating events. Training should reinforce immediate actions by the parent unit to locate and positively identify the missing individual, continuously report the status of the missing individual, and to initiate actions to find and return the missing individual to the parent unit. Since this training supports the Warrior Ethos and provides confidence to our Soldiers, Army civilians, and Army contractors that their units will take every action necessary to return their personnel to positive unit control, it is recommended that PR tasks be integrated into every field training and pre-deployment mission rehearsal exercise.

(2) Any form of training that incorporates academic role-playing labs or resistance training laboratories is prohibited outside the U.S. Army SERE School, Fort Rucker, and the USAJFKSWC&S, Fort Bragg. This does not prevent commanders from conducting appropriate unit level training, but is required due to specific restrictions placed on the services by Department of Defense Directive (DODD), DODI and EA directives and guidance.

1–27. The Combat Training Center program

The CTC program consists of the National Training Center (NTC), Fort Irwin, CA; the Joint Readiness Training Center (JRTC), Fort Polk, LA; the Joint Multinational Readiness Center (JMRC), Hohenfels, Germany; the Battle Command Training Program (BCTP), Fort Leavenworth, KS; and the Exportable Training Capability (ETC) events. The CTC program objectives are to: increase unit readiness; develop battlefield leaders; embed doctrine, provide feedback on unit tactical effectiveness to participants; and provide data to improve doctrine, organizations, training, materiel, leadership and education, personnel, and facilities (DOTMLPF) input to the combat and training development processes. AR 350–50 establishes Army policies for the management of the CTC program.

1–28. Battle command training

a. Battle command training is based on synchronizing battle command and processes in order to maximize command and control capability across all unit echelons. This capability is anchored in the demonstrated unit proficiency of the common collective battle command tasks which may be found in the command and control combined arms training strategy (C2 CATS).

b. Battle command training uses a four-tiered process to support Soldier and unit battle command (BC) readiness:

(1) *Establish skills.* Establish a fundamental capability to use individual BC systems. This will be conducted through institutional instruction and new equipment training (NET) for operational units.

(2) *Integrate skills.* Improve individual BC system skills, develop collective BC skills, and integrate individual BC system of systems (SoS) skills with battle staff training to enable fully functional BC in an operational environment. Units will build on initial BC skills and maintain BC competencies by training in a mixture of LVC environments.

(3) *Sustain skills.* Soldiers and units train to sustain their skills for both individual BC systems and BC SoS to support Army and Joint full spectrum operations in any emerging COE. Units maintain BC readiness through the combination of training under tactical conditions and using LVC training enablers.

(4) *Delta training.* Delta training may occur at any time in any training domain. It is based on the fielding of new BC hardware or software, and is conducted to quickly re-establish individual and collective BC skills.

c. *The Battle Command Training Strategy.*

(1) Currently the Army Digital Training Strategy, being rewritten as the BCTS. The BCTS will define how the Army synchronizes BC training objectives, responsibilities, and resources in support of ARFORGEN and the ACP across the three training domains (institutional, operational and self-development) for individual, battle staffs and units, and how the Army and incorporates NET.

(2) The BCTS will address: the vision for battle command training; the ways it is supported in the institutional, operational, and self-development domains; and the synchronized resources needed to support the strategy.

d. Battle Command as a Weapon System. The BCAWS is a process using metrics associated with equipment, manning, and training that provides commanders a means to make a standardized capability assessment of their battle staff's ability to execute both the art and science of battle command associated with Army operational capability. This capability is further defined by the elements of full spectrum operations per FM 3-0. The BCAWS metrics will be developed within the construct of AR 220-1, Unit Status Reporting.

Section VII

Training and Education Schools

1-29. The Army School System

TASS is a composite school system made up of AA, ARNG, USAR, and Army civilian institutional training systems. TASS conducts initial military training (for example, BCT, AIT, Basic Officer Leadership Courses (BOLC I, II, III)); reclassification training (for example, MOS and officer branch qualification); officer, warrant officer, NCO and Army civilian professional development training and education (for example, the OES, NCOES, and Civilian Education System (CES)); and functional training (for example, ASI, SQI, SI, LIC). This is accomplished through both standard resident and distributed-learning courses. The RC TASS units are functionally aligned and linked to appropriate training proponents. TASS is further discussed in chapter 3.

1-30. Schools of other Services

Army training and education needs may be met through attendance at schools operated by the other military departments of DOD and non-DOD schools. Selected personnel may attend schools and courses under the control of these components to promote inter-service understanding and operations knowledge or to acquire a skill or specialty not taught in Army schools. Eligibility and selection criteria for attendance at schools operated by the other military departments of the DOD are discussed in chapter 3. All training of Army Soldiers at schools operated by other military departments of DOD and non-DOD will be managed in ATRRS.

Chapter 2 Responsibilities

Section I

Headquarters, Department of the Army

2-1. Assistant Secretary of the Army (Acquisition, Logistics, and Technology)

Assistant Secretary of the Army (Acquisition, Logistics, and Technology). The ASA(ALT) will provide policy and guidance to research, develop, and procure system and non-system TADSS and other approved requirements for training support materials. In addition, as the Army Acquisition Executive (AAE), the ASA(ALT) will—

a. Through assigned program executive office (PEO)/program manager (PMs):

(1) Provide NET funding for each assigned system in accordance with the approved operational requirements document, approved training activities, approved Program Baseline, and decisions made during the milestone reviews governed by AR 70-1.

(2) Coordinate NET strategies, management and the conduct of NET with—

(a) The U.S. Army Materiel Command (AMC) NET Managers and Training Developers.

(b) The TRADOC proponent Training Developers for approval of all NET products.

(c) The TRADOC Combined Arms Center (CAC)-Training to ensure NET products, individual and collective tasks are in accordance with FSO METL.

(3) Coordinate Army modernization training (AMT) policy issues with HQDA, DCS, G-3/5/7 Training Directorate, Washington, DC 20310-0450. Field new equipment and equipment upgrades in accordance with the Army Resourcing Priority List and HQDA, DCS, G-3/5/7 and DCS, G-8 priorities and schedules in order to support the Generating Force and Operating Force.

b. Formulate and manage policies governing the training and education programs for Army Acquisition Corps (AAC) and Army Acquisition Workforce (AAW) personnel.

c. Act as HQDA point of contact for career development of AAC/AAW personnel.

d. Coordinate with the ASA(M&RA); HQDA, DCS, G-3/5/7; HQDA, DCS, G-1; Director, Army National Guard (DARNG); Chief, Army Reserve (CAR); and Commander, HRC, on policy issues governing AAC/AAW military and civilian training and education.

e. Coordinate with HRC, U.S. Army Reserve Human Resources Command (HRC-St Louis), and DARNG for administration of quotas for leader development, certification, and functional area training courses for AA and civilian AAC/AAW personnel.

f. Through the Director, for Acquisition Career Management—

(1) Assist the AAE in implementing Defense Acquisition Workforce Improvement Act (DAWIA) provisions. This includes high-quality education, training, and other career broadening programs to enhance technical competencies and leadership skills.

(2) In coordination with the Office of the Secretary of Defense (OSD), Director, U.S. Army Acquisition Support Center (USA ASC), manage and implement the Army Career Development Program for (AAC/AAW) personnel.

(3) In conjunction with OSD functional boards and functional advisors, establish and publish education, training, and experience standards for each acquisition position category and career field. Standards will be designated either mandatory or desired.

(4) Identify and publish career paths for Army military and civilian acquisition personnel. Career paths will include the mandatory and desired education, training, experience, and recommended assignments necessary for progression to the most senior acquisition positions.

g. Oversee the development, coordination and implementation of policy and programs for the Army Security Assistance Program. Develop Army input to security assistance programs in coordination with the Army staff.

h. Exercise HQDA responsibility for policy concerning foreign training programs under international military training and education; foreign military sales; foreign military financing; international narcotics and law enforcement affairs; and nonproliferation, antiterrorism, de-mining, and related matters.

2-2. Assistant Secretary of the Army (Installations and Environment)

Assistant Secretary of the Army (Installations and Environment). The ASA(I&E) is responsible for matters related to installation, real estate (to include new land purchases), military construction; environment, safety and occupational health; the National Environmental Policy Act; and the Land Use Requirements Studies. The ASA(I&E) will—

a. Provide policy and program direction for housing programs.

b. Manage real estate and housing programs such as the Residential Communities Initiative and Privatization of Army Lodging Program.

2-3. Assistant Secretary of the Army (Manpower and Reserve Affairs)

Assistant Secretary of the Army (Manpower and Reserve Affairs). The ASA(M&RA) specific responsibilities include setting the strategic direction and providing the overall supervision for manpower, personnel, and Reserve Affairs across all the Army Components (the Active Army, the Army National Guard/Army National Guard of the United States, U.S. Army Reserve, civilian and contractor):

a. Advising the SA on all matters relating to human resources and Reserve affairs.

b. Overseeing future personnel readiness and well-being.

c. Providing policy, programming and oversight of:

(1) Military and civilian human resources.

(2) Mobilization, demobilization, accessibility of the RC.

(3) Readiness and training.

(4) Army force structure and manpower.

(5) Contract manpower utilization.

(6) Army manpower requirements determination and resource allocation.

2-4. Chief Information Officer/G-6

Chief Information Officer/G-6. The CIO/G-6 will—

a. Exercise HQDA responsibility concerning training for systems that provide network connectivity in both the operational and garrison environments.

b. Exercise HQDA responsibility for information assurance training and developing policy related to the training and certification of information assurance personnel (for example, system administrator, network administrator, and information assurance security officer).

c. Exercise HQDA responsibility for Army civilian management, training, and education within Career Program 34 (Information Technology Management).

d. Develop a certification process that validates integrated unit information technology (IT) configuration. This certification applies to the initial fielding and subsequent upgrades of hardware, software, and training devices.

e. If an Army organization has a compelling reason for not using the Army e-Learning Program, they must submit a waiver request signed by their commander/director (senior executive service (SES) or general officer) to the Army e-Learning Office, at army.elearning@us.army.mil. Waiver requests will be processed within three days. Appeals to the Army e-Learning Project Officer's decision can be made to the Office of the Army CIO/G-6, Army e-Learning Director, Human Capital Management Division of the Governance Acquisition and Chief Knowledge Office. Details for the waiver and appeal process can be found on AKO, by clicking on Self-Service, My Education.

2-5. Assistant Chief of Staff for Installation Management

Assistant Chief of Staff for Installation Management. The ACSIM will—

a. Provide policy and guidance for: facility engineering programs and Army Family Housing, in accordance with DA Pam 415-15; environmental compliance, restoration, pollution prevention, conservation, environmental program management, and real property master planning in accordance with AR 200-1; and provide direction and assistance in land acquisition and military construction (MILCON) in support of the Range and Training Land Program in accordance with AR 420-1.

b. Establish the guidelines for base operations support/sustainment, revitalization, and modernization (BASOPS/SRM) support of installation and unit training strategies.

c. Plan, program, and budget BASOPS/SRM at AA and USAR installations to enable training strategies and Soldier quality of life.

d. In coordination with HQDA, DCS, G-3/5/7, HQDA, DCS, G-8, and HQDA, DCS, G-6, ensures facilities acquisition is integrated into and synchronized with materiel acquisition.

e. Identify unit set fielding (USF) facility/installation “pacing items.” In coordination with HQDA, DCS, G-3/5/7, HQDA, DCS, G-8, and materiel developers; coordinate prioritization and funding for these items as part of unit set fielding integration reviews.

f. In coordination with the Installation Management Command (IMCOM) and the U.S. Army Corps of Engineers, provide support to gaining ACOMs and installations which are developing facilities, training infrastructure, and other installation support requirements for Unit Set Fielding.

g. Prepare requirements for and supervise execution of requirements for Integrated Training Area Management (ITAM) and management decision evaluation package (MDEP)/(TATM), Range Operations and Maintenance and all associated programmatic in MDEP VSCW and Range Modernization and MDEP VSRM.

h. Plan, program, and budget BASOPS, SRM, MILCON at AA installations to support the institutional training mission.

2-6. Deputy Chief of Staff, G-1

Deputy Chief of Staff, G-1. The DCS, G-1 will—

a. Supervise HRC in managing the professional development of active duty Soldiers and Army civilians, to include:

(1) Select and schedule active duty Soldiers for attendance at Army schools.

(2) Establish policy governing the use of training results within the Enlisted Personnel Management System (EPMS).

b. Exercise HQDA responsibility for Army Military Leadership Assessment Policy.

c. Provide policy guidance for the Army Health Promotion Program, Army Body Composition/ Weight Control Program, Army Physical Fitness Research Institute (APFRI), Army Substance Abuse Program, and the Tobacco Cessation Program, in compliance with HQDA, DCS, G-3/5/7.

d. Develop policy for direction, control, and approval of the curriculum for the U.S. Military Academy (USMA) and the USMA Preparatory School.

e. Develop plans, policies, and programs for the administration of the junior and senior Reserve Officers' Training Corps (ROTC) programs, the National Defense Cadet Corps (NDCC), and administer the Federal Officer Candidate School (OCS).

f. Coordinate with CG, TRADOC and CG, USAAC; the Superintendent, USMA; the CG, U.S. Army Cadet Command for ROTC; the Commandant, U.S. Army Infantry School (USAIS) for Federal OCS; and the DARNG for state-operated OCS to assure standardized training in all commissioning sources.

g. Determine the specialty, MOS, career management field classification, and enlistment and reenlistment criteria of grade structure requirements for the Army; provide this data to HQDA, DCS, G-3/5/7 Training Directorate, to assist in establishing training base requirements.

h. Develop and administer the Army's military personnel management system in coordination with appropriate agencies.

i. Establish policy for direction, control, and operations of the Army Continuing Education System (ACES) including Army Learning Center and Army Personnel Test (APT). Plan, program, and budget for ACES, less Army Learning Center and APT.

j. Monitor, assess, and recommend to HQDA, DCS, G-3/5/7 Training Directorate, actions on training as part of manpower and personnel integration (MANPRINT).

k. Review NET plans and displaced equipment training (DET) plans for personnel requirements and shortfalls. Provide comments and recommended solutions to materiel developers (MATDEVs) and training developers (TNGDEVs), as appropriate.

l. Ensure timely and accurate MOS decisions.

m. Provide personnel assessments and distribution priorities to the USAR and ACP pertaining to materiel fielding plans.

- n. Review near-term personnel plans, policies, and programs to ensure they support ACP personnel requirements with the correct MOS for new systems.
- o. Provide personnel policy guidance and procedures for the development of institutional training requirements for the Army in accordance with AR 350–10.
- p. In compliance with HQDA, DCS, G–3/5/7, manage institutional training in accordance with AR 350–10.
- q. Provide guidance and direction for the operation of the Civilian Human Resources Agency (CHRA).
- r. **Rescinded.**
- s. Develop Sexual Assault Prevention and Response training information and resource materials in conjunction with TRADOC and make them available through AKO.
- t. Develop Army substance abuse policy, prevention, professional development and awareness training information, resource materials, and training courses.
- u. Manage the Army’s civilian intern program and the Army Civilian Training, Education & Development System.
- v. Provide operational support for the Defense Senior Leader Development Program (DSLDP).
- w. Support the Army Distributed Learning (DL) Program:
 - (1) Provide Army personnel policy guidance for DL instructional activities.
 - (2) Provide direct access for training enrollment to Soldiers and civilians through the ATRRS DL Web site for all self-development training.
- y. With HQDA, DCS, G–2 and G–3/5/7, TRADOC, and ASCCs annually review and compile a focused language list (FLL) and an FLL for training. See Chapter 8 for additional details.
- z. Under the Staff supervision of the HQDA, DCS, G–1, the CG, Human Resources Command will—
 - (1) Act as the principal agent for the HQDA, DCS, G–1, in determining active duty peacetime and mobilization training-seat requirements.
 - (2) Manage the selected flow of personnel into Army schools and training centers. Select personnel to attend Army schools, non-Army schools, and training centers. Manage selected AA personnel attending Army schools, non-Army schools and training centers in ATRRS in accordance with TASS. Manage selected AA personnel to attend Army RC training institutions, as appropriate, to leverage all means of TASS.
 - (3) Assign active duty officers to CCCs (except officers within the U.S. Army Medical Command (MEDCOM), Chaplain Corps, and Judge Advocate General’s Corps (JAGC)).
 - (4) Manage quotas and select active duty Army Medical Department (AMEDD) officers, warrant officers, and enlisted personnel to attend designated schools and courses. Assign active duty officers to BOLC, AMEDD Officer Basic Leader Course (OBLC), and/or the AMEDD Officer Career Course.
 - (5) Manage the Advanced Civil Schooling (ACS) Program. Coordinate with HQDA, DCS, G–3/5/7 Training Directorate, to develop AA training requirements for specialized skill and professional military education courses.
 - (6) Review NET plans and DET plans for personnel requirements and shortfalls and, in coordination with HQDA, DCS, G–1, provide comments and recommended solutions to MATDEVs and TNGDEVs when appropriate.
 - (7) Manage the OCS program.
 - (8) Provide administrative support for the ROTC and NDCC programs; manage branch and basic entry specialty selection and selection programs for ROTC graduates.
 - (9) Develop and manage training seat requirements for functional training courses for active duty personnel.
 - (10) Manage WO candidate accessions and schedule attendance at Warrant Officer Candidate School (WOCS) and Warrant Officer Basic Course (WOBC). Manage quotas and schedule active duty WO attendance at Warrant Officer Advanced Course (WOAC), Warrant Officer Staff Course (WOSC), and Warrant Officer Senior Staff Course (WOSSC). Select and assign WOs to serve as WOCS training, advising and counseling (TAC) officers.
 - (11) Develop and manage, in compliance with HQDA, DCS, G–3/5/7, the Basic Noncommissioned Officer Course (BNCOC)/Advanced Leaders Course (ALC), and Advanced Noncommissioned Officers’ Course (ANCOC)/Senior Leaders Course (SLC) training seat requirements.
 - (12) Schedule AA Soldiers to attend BNCOC/ALC and ANCOC/SLC.
 - (13) Support the Sergeants Major Course (SMC) selection system and manage active duty training seats for the SMC.
 - (14) Develop policy governing the Academic Evaluation Reporting System for officer and enlisted students.
 - (15) Exercise responsibility for AR 11–6 and:
 - a) Develop personnel management systems and procedures for the Army Linguist Program.
 - b) Coordinate with the HQDA, DCS, G–2, and users to manage the career program for WOs and enlisted linguist personnel.
 - (16) Develop, coordinate, and issue technical and regulatory guidance concerning management of the Army Learning Center and APT programs.
 - (17) Provides administrative and management control of the Total Army Centralized Individual Solicitation (TAC-ITS) program for HQDA, DCS, G–1.

- (18) Schedule USAR officers for BOLC, CCC, and resident Intermediate Level Education (ILE) Course.
- (19) Schedule USAR warrant officers for WOCS, WOBC, WOAC, WOSC, and WOSSC.
- (20) Manage selected USAR personnel attending non-Army schools in ATRRS
- (21) Develop and manage AA officers to attend the CCC and ILE.
- (22) Develop the BOLC training seat requirements to meet Army officer accession requirements in compliance with HQDA, DCS, G-1.
- (23) Support the Army DL Program—
 - (a) Participate in DL course reviews to validate course impact on personnel readiness.
 - (b) Identify - through the HQDA, DCS, G-1 to the training ACOMs - additional or alternative DL courses to meet personnel readiness requirements.
 - (c) Identify critical personnel readiness requirements that can be supported by DL, and recommends prioritization of requirements via the SMDR and Training Resources Arbitration Panel (TRAP).

2-7. Deputy Chief of Staff, G-2

Deputy Chief of Staff, G-2. The DCS, G-2 will—

- a. Exercise HQDA responsibility for the functional aspects of officer, warrant officer, enlisted, and civilian intelligence and counterintelligence specialist training.
- b. Exercise HQDA oversight for developing policy related to institutional and force intelligence and security training, and opposing forces (OPFOR) training in accordance with AR 350-3.
- c. Exercise HQDA responsibility for cryptologic training in accordance with DODI 3305.09 to include National Security Agency training forums, and general intelligence training and new training requirements in accordance with DODI 3305.02.
- d. Manage the Tactical Intelligence Readiness Training (Foundry, formerly REDTRAIN) program in accordance with AR 350-3.
- e. Serve as the Army's foreign language proponent in accordance with AR 11-6. With HQDA, DCS, G-1 and G-3/5/7, TRADOC, and ASCCs annually review and compile an FLL and an FLL for training. See chapter 8 for additional details.
- f. Exercise HQDA responsibility for Army civilian career management, training, and education within Career Program 35 (Intelligence).
- g. Monitor the development of the Consolidated Cryptologic Program (CCP) to ensure the submission of requirements for training and development support of Major Force Program 3 Consolidated Cryptologic Program Systems.
- h. Act as the HQDA point of contact for the Joint Military Intelligence College and the National Cryptologic School.
- i. Serve as the HQDA voting member of the General Intelligence Training Council.
- j. Exercise HQDA responsibility for developing policy related to the institutional training of foreign disclosure in accordance with AR 380-10.

2-8. Deputy Chief of Staff, G-3/5/7

Deputy Chief of Staff, G-3/5/7. The DCS, G-3/5/7 exercises HQDA supervision for defining concepts, strategies, resources, policies, and programs for Army training, education, and leader development. The DCS, G-3/5/7 will—

- a. Approve Army military and civilian training and education programs and serve as the Army staff proponent for all mandatory training requirements. Approve and publish a list of general subject areas in which Soldiers and leaders must possess a required level of knowledge and skills. Approve and add to the mandatory training list all training requirements directed by law, DOD, the Secretary of the Army, the Army staff, and agencies that have the authority to publish directives that include training requirements.
- b. Coordinate with CG, TRADOC and CG, USAAC; the Superintendent, USMA; the CG, U.S. Army Cadet Command for ROTC; the Commandant, USAIS for Federal OCS; and the DARNG for state-operated OCS to assure standardized training in all commissioning sources.
- c. Ensure Army training resource requirements defined by FSO METL-based CATS are synchronized with ARFOR-GEN Training Templates and EMMs (for those units with HQDA directed templates) so that training is resourced and the Army can train to standard.
- d. Serve as chairman of the STRAC.
- e. Serve as proponent for the Army Sustainable Range Program.
- f. Formulate policies for planning, programming, operating, and managing ranges and training lands.
- g. Formulate policies, program resources and oversee the implementation of policy and programs for Army civilian leader development programs to include the Civilian Education Program.
- h. Ensure the integration of Army civilians into existing military leader development programs wherever practical.
- i. Program resources for range modernization and major training land acquisition projects determined to be a new

mission requirement in accordance with AR 140–483, AR 420–1, DA Pam 415–15, FM 100–22, NGR 415–5, NGR 420–10, NG Pam 415–5, NG Pam 415–12, and NG Pam 420–10.

- j.* Advise the Chief of Staff on Joint interoperability training programs.
- k.* Validate Joint training requirements for officer professional military education, as required by Chairman of the Joint Chiefs of Staff Instruction (CJCSI) 1800.01C.
- l.* Exercise HQDA responsibility for training Soldier and leader tasks and establishing policy for Army Warrior Training.
- m.* Exercise HQDA responsibility for Soldier training courses; the Army physical fitness program; weapons qualification; chemical, biological, radiological, nuclear, and explosive (CBRNE) defense training; personnel recovery training; training in the code of conduct and survival, evasion, resistance, and escape (SERE); and Army modernization training.
- n.* Monitor the JA/ATT Program.
- o.* Exercise HQDA responsibility for amphibious training.
- p.* Exercise HQDA responsibility and publish training guidelines for RC pre- and post-mobilization training requirements.
- q.* Establish policy for training and education programs for military personnel in civilian and industrial institutions.
- r.* Coordinate with the HQDA, DCS, G–1, on development of policies and programs for ACES.
- s.* Serve as the proponent for, exercise HQDA responsibility for, and develop policy for the foreign area officer program (FA 48).
- t.* Serve as the proponent for, exercise HQDA responsibility for, and develop policy for the simulation operations functional area (FA 57).
- u.* Serve as the proponent for, exercise HQDA responsibility for, and develop policy for the strategic plans and policy functional area (FA 59).
- v.* Exercise HQDA responsibility for and develop policy for the Harvard Strategist Program.
- w.* Exercise HQDA responsibility and serve as the point of contact for the following:
 - (1) Defense Language Steering Committee.
 - (2) National Defense University.
 - (3) The in-country training phase of the Foreign Area Officers Program.
 - (4) Information Resource Management College.
 - (5) Institute for National Strategic Studies.
 - (6) Staff and Senior Service Colleges of Other Nations program.
 - (7) Army Fellowships (per AR 621–7).
- x.* Provide HQDA representation for the Defense Management Education and Training Board.
- y.* Provide distribution plans for displaced equipment to the Army staff and the ACOMs.
- z.* Program and budget for the operation of Army Learning Centers and the APT, to include printing and publishing language aptitude and proficiency tests for use throughout DOD.
- aa.* Plan, execute, and manage foreign military training programs outside the Security Assistance Program.
- ab.* Chair the Army Training General Officer Steering Committee (TGOSC), through the Director of Training:
- ac.* Schedule meetings for the Institutional Training COC, Distributed Learning COC, Home Station/Deployed Training COC, Combat Training Centers COC, Munitions Requirements COC, and Training Support WG.
 - (1) Direct the training portions of the operations and maintenance, Army (OMA) program and budget.
 - (2) Monitor the training portions of the ARNG and USAR budgets.
 - (3) Program funds to support approved Army training strategies and master plans.
 - (4) In coordination with CG, HRC, approve training strategies developed for the IRR by CG, TRADOC, and CG, MEDCOM.
 - (5) Serve as the Director of the U.S. Army CTC Program; provide training, policy and management oversight for the CTC program. Serve as the Army staff focal point for all Army/Joint service CTC actions and specify Army directed training required at the CTCs. The HQDA, DCS, G–3/5/7 Director of Training serves as the HQDA G–3/5/7 principle advisor for all CTC matters. Execute additional CTC Program responsibilities in accordance with AR 350–50.
 - (6) Manage Army participation and support of the training aspects of the Joint interoperability program, to include:
 - (a) Managing Army resource support for the Joint Chiefs of Staff (JCS) exercise program.
 - (b) Acting for the HQDA, DCS, G–3/5/7 on resource issues relating to Joint training.
 - (7) Approve ACP proposals for contracted Soldier training courses in coordination with representatives from other Army staff elements and the proponent ACP.
 - (8) Validate and integrate institutional training, unit training, and leader development training requirements into USF.
 - (9) Serve as the HQDA proponent for AMT and related support facilities, and provide guidance and policy for programming and budgeting for the Army Modernization Training Automation System (AMTAS).

- (10) Coordinate AMT issues with HQDA staff agencies.
 - (11) Ensure NET requirements are planned and funded to support Army Warfighting Experiments (AWEs), advanced technology demonstrations (ATDs), and warfighting rapid acquisition program initiatives.
 - (12) Serve as the HQDA proponent for the Army Distributed Learning (DL) Program.
 - (13) Provide the TGOSC with an annual review of the e-Learning Program.
 - (14) Exercise HQDA responsibility for the Defense Foreign Language Program for military personnel.
 - (15) Supervise the programming and budgeting activities to support the Noncommissioned Officer Education System, except for MEDCOM courses administered by The Surgeon General (TSG).
 - (16) Set policy for the management and operation of Training Support Centers, except for policy governing visual information functions.
 - (17) Manage the ITAM program.
 - (18) Ensure proponent institutions are scheduled and funded to receive new equipment to coincide with operational fieldings.
 - (19) Serve as the HQDA proponent for the Army's Institutional Training Travel Program except for those funded/administered by TSG, HQDA, DCS, G-1, and USASOC.
 - (20) Exercise HQDA responsibility for establishment of institutional training travel policies, procedures and standards for executing institutional training travel orders.
 - (21) Program and provide management oversight of institutional training travel funds.
 - (22) Exercise HQDA responsibility for the development, coordination, and implementation of training policies, priorities, and programs in support of the Army's institutional training mission.
 - (23) Determine and direct quarters and subsistence support for Soldiers attending institutional training in coordination with HQDA staff agencies.
- ae.* Responsible for providing management oversight and funding for the CATS and DTMS programs.
- af.* Serve as the Army's senior language authority. With HQDA, DCS, G-1 and G-2, and TRADOC, approve and publish the FLL and the FLL for training annually. See Chapter 8 for additional details.
- ag.* Support the Army Distributed Learning (DL) Program:
- (1) Serve as the HQDA proponent for DL. Responsibilities include policies and procedures required to support implementation and sustainment of DL.
 - (2) Exercise HQDA responsibility for Soldier training and education courses, including those conducted with DL, and provides guidance to the Army on training and educating Army personnel within a DL environment.
 - (3) Coordinate with the HQDA, DCS, G-1 on development of policies and programs for ACES with respect to DL.
 - (4) Direct use of Army Learning Management System (ALMS) throughout the Army.
 - (5) Provide guidance to the field on operating in a DL training environment and ensures standardized training and training development policies and procedures.
 - (6) Resource DL through the PPBES process.
 - (7) Coordinate with HQDA, DCS, G-1, support, and fund the development and implementation of all necessary interfaces among DL, personnel management systems, and training management systems.
 - (8) in accordance with the ARFORGEN model, ensure Army transformation and Army modularity support combining DL and other training support systems into an integrated training system.
 - (9) Coordinate with TRADOC capabilities manager The Army Distributed Learning Program/Army Training Information Systems (TCM TADLP/ATIS) and Chief, Army Training Division, National Guard Bureau (NGB-ART-DL) to develop a standard methodology to measure, collect, analyze, and present utilization information about Army digital training facilities (DTFs) and ARNG DL Classrooms.
 - (10) Coordinate with HQDA, DCS, G-1 and Commander, TRADOC to validate the instructor contact hour (ICH) and student/instructor ratio models for DL.
 - (11) Validate the annual courseware development "1 to N list" submitted by HQ TRADOC.
- ah.* Provide oversight and guidance for funding of the Army's e-Learning Program.
- (1) Encourage Army activities to allow Soldiers and Army civilians' access to Army e-Learning during duty hours for organizational and mission required training to include providing an office location conducive to learning.
 - (2) Encourage Army activities to allow employees' access to Army e-Learning during duty hours for IT, self-development, business, management, on-demand foreign language, legal compliance, and leadership training.
 - (3) Encourage Army activities to revise their training processes and ensure that training plans identify the Army's e-Learning offerings as the primary means to meet all information technology (IT) required skills.
- ai.* Implement and administer the Army e-Learning Program that provides Web-based access to the latest state of the art e-Learning technology for IT skills training and certification preparation and maintenance.
- (1) Establish and maintain the e-Learning links to the AKO and ATRRS, and coordinate placement of link with the ALMS.

(2) Validate with the American Council on Education those courses identified by the contracted Army e-Learning vendor that were submitted, recommended, and approved for college credit recommendations.

(3) Ensure compliance with and enforcement of Army e-Learning policy.

(4) E-Learning waiver. If an Army organization has a compelling reason for not using the Army e-Learning Program, they must submit a waiver request signed by their commander/director (SES or General Officer) to the Army e-Learning Office, at army.elearning@us.army.mil. Waiver requests will be processed within three days. Appeals to the Army e-Learning Project Officer's decision can be made to the Army CIO/G6, Army e-Learning Director, Human Capital Management Division, at the Governance, Acquisition & Chief Knowledge Office. Details for the waiver and appeal process can be found on Army Knowledge Online, by clicking on Self-Service, My Education.

aj. Co-chair the SMDR and participate as a voting member in the TRAP.

ak. Validate all Class 7 equipment requirements.

2-9. Deputy Chief of Staff, G-4

Deputy Chief of Staff, G-4. The DCS, G-4 will—

a. Exercise HQDA responsibility for logistics training and identify strategies and training resources for logistics training.

b. Exercise HQDA responsibility for officer, warrant officer, enlisted, and Army civilian logistics specialist training in compliance with HQDA, DCS, G-3/5/7.

c. Ensure integrated logistics support requirements are validated and included in materiel acquisition processes to support unit set fielding and full materiel release of programs and systems.

d. Monitor, assess, and recommend to the HQDA, DCS, G-3/5/7 Training Directorate appropriate action on AMT as part of integrated logistics support.

e. Review NET Plans and DET Plans for logistical impacts. Provide comments to MATDEVs and TNGDEVs, as appropriate.

f. Exercises HQDA responsibility to ensure the support and maintenance of fielded training support products, as required.

g. Support ARFORGEN equipment fill at appropriate requirement levels across the operational readiness cycles.

2-10. Deputy Chief of Staff, G-8

Deputy Chief of Staff, G-8. The HQDA, DCS, G-8 is responsible for programming, materiel integration, DA studies and analysis, and externally directed reviews. The HQDA, DCS, G-8 will—

a. Develop, independently assess, integrate, and synchronize The Army Program in support of The Army Vision and ACP.

b. Serve as the principal advisor to the CSA on Joint materiel capabilities integration for all DOTMLPF requirements and materiel programs execution over their life cycles.

c. Develop and defend the Army POM; the Future Years Defense Program; and the independent assessment, integration, and synchronization of the Army Program Objective.

d. Publish POM-build guidance that is capability-centric and based on modernizing or transforming by unit sets.

e. Integrate the six program evaluation group (PEG) submissions during the POM build to ensure USF success.

f. Serve as the USF system-of-systems manager in execution of Army Transformation.

g. Coordinate with ACOMs to validate unit set configurations.

h. Approve unit set equipment lists.

i. Support the production, delivery and integration of training and training support for USF and ARFORGEN to include delivery of first production or procurement items of new equipment to proponent schoolhouses.

j. Develop a risk assessment and management process to gain early visibility into technical and program issues affecting program integration, interoperability, and scheduling.

k. Develop and maintain software-blocking policy, and oversee the implementation process to establish and harmonize software upgrades across the Army.

l. Serve as the proponent for, exercise HQDA responsibility for, and develop policy for the operations research/systems analysis functional area (FA 49) and force management functional area (FA 50).

2-11. Director, Army National Guard

Director, Army National Guard. The DARNG will—

a. Serve as the HQDA adviser on ARNG training and education matters.

b. Ensure ARNG units are organized, trained, and prepared for mobilization and commitment to war and other missions in support of the CCDR or as otherwise directed. Certify and approve pre-mobilization training in accordance with to-be-published AR on RC training.

c. Recommend HQDA policy for training the ARNG.

d. Recommend weapons qualification and training policies affecting ARNG.

- e. Provide input for updates of Army maneuver and weapons training strategies.
- f. Program and budget to support ARNG training requirements as defined by Army maneuver and weapons training strategies.
- g. Prescribe programs to maintain physical fitness of the ARNG. Prescribe policy, procedures, and standards for training programs in coordination with Forces Command (FORSCOM), U.S. Army Pacific (USARPAC), USAEUR, USASOC, USARC, and HRC–St. Louis in preparation for PME.
- h. Assist FORSCOM in the development of command training guidance as it pertains to the ARNG.
- i. Coordinate actions concerning units through the Army component commanders who are responsible to train ARNG units.
- j. Coordinate with Army component commanders on the units, which will participate in overseas deployment training (ODT).
- k. Support the States, territories, Commonwealth of Puerto Rico, and District of Columbia in the training of ARNG units.
- l. Provide policy, procedures, and standards for training ARNG AGR program participants.
- m. Establish peacetime military education prerequisites in appropriate ARNG regulations, except for criteria prescribed in AR 135–155.
- n. Recommend policy on professional career development of Soldiers in ARNG.
- o. Establish peacetime initial active duty for training (IADT) requirements for MOS-producing TASS courses for the ARNG.
- p. Represent ARNG in the SMDR process.
- q. Select ARNG personnel to attend Army and DOD schools. Schedule ARNG officers for the Basic Officer Leader Course (BOLC) and Captains Career Course (CCC), and warrant officers for WO candidate school (WOCS), Warrant Officer Basic Course (WOBC), Warrant Officer Advanced Course (WOAC), Warrant Officer Staff Course (WOSC), and Warrant Officer Senior Course (WOSSC). State Adjutants General will control quotas and monitor input for resident NCOES courses conducted by State NCO Academies (NCOA).
- r. Support peacetime training requirements for ARNG Soldiers in TASS courses.
- s. Manage all NGB personnel attending non-Army schools in ATRRS.
- t. Develop, in coordination with the ACOMs, policy for access, use, and management of ATRRS in ARNG.
- u. Establish and provide guidance and direction to the Leadership Training Regiment and the Combat Arms Training Regiment in each TASS region.
- v. Program and budget to support TASS.
- w. Provide planning, programming, and budgeting for the AMT requirements of ARNG:
 - (1) Review and provide input to NET Plans and DET Plans through AMTAS.
 - (2) Ensure ammunition and consumables are requested, authorized, allocated, and forecast to support AMT.
 - (3) Provide installation support for AMT, to include billeting, transportation, and food services.
 - (4) Provide personnel assessments and distribution priorities to ARNG units pertaining to materiel fielding plans.
- x. Support compliance with the DAWIA and DOD directed acquisition position qualifications and certification requirements.
- y. Participate in the NET and displaced equipment training (DET) planning process to include a review of the training strategy as outlined in the STRAP.
- z. Ensure commanders establish operational intelligence training programs IWA AR 350–3.
- aa. Place ARNG institutional training units on an ARFORGEN cycle to increase institutional training capacity when needed.
- ab. Support the Army Distributed Learning (DL) Program:
 - (1) Proponent for DL in the ARNG, and implements the ARNG DL Program.
 - (2) Coordinate with TRADOC for additional resource requirements to deliver DL courses, such as specialized training aids, manpower, and equipment. Supports the SMDR and the TRAP to identify all resource requirements for DL course delivery.
 - (3) Coordinate with TRADOC to develop and implement an automated training and education design capability.
 - (4) Coordinate with TRADOC to develop and implement a DL reach-back and lifelong-learning capability.
 - (5) Serve as the office of primary responsibility for the training and technology components of DL within the ARNG.
 - (6) Ensure interoperability of ARNG DL technologies with TADLP.
 - (7) Provide and sustain ARNG DL technologies.
 - (8) Provide access for U.S. Army active and reserve Soldiers at ARNG DL classrooms in accordance with the cross component resourcing agreement.
 - (9) Synchronize DL courseware development prioritization with TCM TADLP/ATIS.
 - (10) Review DL courseware and provides concurrence for course administrative data (CAD) and POIs.

(11) Use the ALMS to:

(a) Coordinate and schedule the delivery of DL training through ATRRS between the originating sources and receiving locations.

(b) Provide skills-gap analysis associated with tasks and ITPs (skills gap analysis allows commanders, supervisors, instructors, and others to do a database query on any subordinate to determine what skills are associated with the subordinate's assignment, skill level, MOS, and history of received training).

(c) Manage students, as necessary, within DL phases, modules, and lessons.

(d) Manage, assign, and deliver learning resources required to support DL when and where needed.

(12) Provide HQDA, DCS, G-3/5/7 with a quarterly courseware development report. The report is due on the tenth working day following the end of each quarter.

(13) Develop, validate, and maintain ARNG training requirements in ATRRS for DOD and Army schools, and training battalions under TASS.

ac. Support participation of leaders and units in the MSAF program (see app K) and support the assessments that are given by those familiar with the leaders when notified by MSAF instructions.

ad. Provide a representative to the FORSCOM biennial ARFORGEN Training Template and EMM work group to review/revise templates and EMMs in order to ensure continued synchronization with FSO METL/CATS.

2-12. Chief, Army Reserve and Commanding General, U.S. Army Reserve Command

Chief, Army Reserve and Commanding General, U.S. Army Reserve Command. The CAR will—

a. Serve as the HQDA adviser on USAR training and education matters, and coordinates actions concerning units through the Army component commanders who are responsible to train USAR units.

b. Ensure USAR units are organized, trained, and prepared for mobilization and commitment to war and other missions in support of the CCDR or as otherwise directed in accordance with this regulation and AR 10-87. Certify and approve pre-mobilization training in accordance with to-be-published AR on RC training.

c. Establish, in capacity as CG, USARC, HQDA policy for training the USAR.

d. Establish, in capacity as CG, USARC, weapons qualification and training policies affecting the USAR.

e. Provide input for updates of Army maneuver and weapons training strategies.

f. Ensure USAR units train to standard to meet pre-mobilization proficiency goals.

g. Prescribe programs to maintain physical fitness of the USAR. Prescribe policy, procedures, and standards for training programs in coordination with FORSCOM, USARPAC, USAEUR, USASOC, USARC, and HRC—St. Louis in preparation for PME.

h. Coordinate with Army component commanders on the units, which will participate in ODT.

i. Recommend policy on professional career development of Soldiers in the USAR.

j. Ensure HRC—St. Louis executes the Individual Mobilization Augmentee and IRR training programs, strategies, and requirements in coordination with ACOMs, HQDA, and OSD staffs.

k. Establish policy and procedures for the development, validation, and maintenance of the USAR non-prior service and in-service individual training requirements.

l. Provide policy, procedures, and standards for training USAR AGR program participants.

m. Conduct selection boards for professional development courses for USAR Soldiers.

n. Manage USAR personnel attendance at NCOES courses.

o. Represent the USAR in the SMDR.

p. Schedule USAR officers for BOLC and schedule Soldiers for WOCS and WOBC.

q. Develop, in coordination with the ACOMs, policy for access, use, and management of ATRRS in the USAR.

r. Establish and provide guidance and direction through training commands to functional TASS Brigades.

s. Program and budget resources needed to support the TASS.

t. Review and provide input on NET Plans and DET Plans through AMTAS.

u. Participate in the NET and DET planning process and review of the STRAP.

(1) Ensure ammunition and consumables are requested, authorized, allocated and forecast to support training.

(2) Provide personnel support for NET Teams for new and displaced equipment training as required by the new equipment training plan (NETP) or displaced equipment training plan (DETP).

(3) Provide installation support, to include billeting, transportation, and food services for NET and DET training.

(4) Provide personnel assessments and distribution priorities to USAR units pertaining to materiel fielding plans.

v. Support compliance with the DAWIA and DOD directed acquisition position qualifications and certification requirements.

w. Develop, validate, and maintain USAR training requirements in ATRRS for DOD and Army schools, and USAR Training Battalions under TASS.

x. Develop USAR training requirements for formal school training for TPU Soldiers.

- y. Supervise military training and education for TPU officers, AGR Soldiers and Soldiers requiring a higher state of readiness (Individual Warriors).
- z. Ensure commanders establish operational intelligence training programs IWA AR 350–3.
 - aa. Command TPUs and reinforcement of training units.
 - ab. Develop command training guidance as it pertains to the USAR.
 - ac. Implement, review, and provide supplemental guidance on policies for operations, training, mobilization, and deployment.
 - ad. Plan, program, budget, and monitor the use of resources to support USAR training programs.
 - ae. Place Army Reserve institutional training units on an ARFORGEN cycle to increase institutional training capacity when needed.
 - af. Support the Army Distributed Learning (DL) Program:
 - (1) Proponent for DL in the USAR, and implements the USAR DL Program.
 - (2) Coordinate with TRADOC for additional resource requirements to deliver DL courses, such as specialized training aids, manpower, and equipment. Supports the SMDR and the TRAP to identify all resource requirements for DL course delivery.
 - (3) Coordinate with TRADOC to develop and implement an automated training and education design capability.
 - (4) Coordinate with TRADOC to develop and implement a DL reach-back and lifelong-learning capability.
 - (5) Serve as the office of primary responsibility for the training and technology components of DL within the USAR.
 - (6) Provide and sustain DL facilities in support of Total Army School System (TASS) and other training requirements and component-unique programs developed by the USAR.
 - (7) Provide access for active Army and ARNG Soldiers at USAR sponsored facilities in accordance with the cross component resourcing agreement.
 - (8) Synchronize DL courseware development prioritization with TCM TADLP/ATIS.
 - (9) Review DL courseware and provides concurrence for CAD and POIs.
 - (10) Use the ALMS to:
 - (a) Coordinate and schedule the delivery of DL training through ATRRS between the originating sources and receiving locations.
 - (b) Provide skills-gap analysis associated with tasks and ITP (skills gap analysis allows commanders, supervisors, instructors, and others to do a database query on any subordinate to determine what skills are associated with the subordinate's assignment, skill level, MOS, and history of received training).
 - (c) Manage students, as necessary, within DL phases, modules, and lessons.
 - (d) Manage, assign, and deliver learning resources required to support DL when and where needed.
 - (11) Provide HQDA, DCS, G–3/5/7 with a quarterly courseware development report. The report is due on the tenth working day following the end of each quarter.
 - (12) Develop, validate, and maintain USAR training requirements in ATRRS for DOD and Army schools, and training battalions under TASS.
 - ag. Provide a representative to the FORSCOM biennial ARFORGEN Training Template and EMM work group to review/revise templates and EMMs in order to ensure continued synchronization with FSO METL/CATS.
 - ah. Support participation of leaders and units in the MSAF program (see app K) and support the assessments that are given by those familiar with the leaders when notified by MSAF instructions.

2–13. The Inspector General

The Inspector General. The TIG will—

- a. Conduct Army-wide inspections related to training policy and the impacts of training on the readiness and warfighting capabilities of all Army units.
- b. Conduct IG training and sustainment courses in accordance with AR 20–1.

2–14. Chief of Public Affairs

Chief of Public Affairs. The CPA will—

- a. Develop public affairs doctrine that is congruent with public policy and upon which Army public affairs training are based.
- b. Serve as the proponent for, exercise HQDA responsibility for, and develop policy for the public affairs functional area (FA 46).
- c. Coordinate with the Defense Information School in the design and development of Interservice Training Review Organization (ITRO) public affairs training materiel.
- d. Manage public affairs advanced education programs supporting the professional development of public affairs Soldiers and Army civilians.

- e. Establish policy and manage and provide public affairs training and education products to support common core training and education to include mandatory training requirements.
- f. Exercise HQDA responsibility and serve as the point of contact for the Armed Forces Information Service.

2-15. The Surgeon General

The Surgeon General. TSG will—

- a. Establish policy and manage and provide clinical and technical professional medical training and education to support common core training and education to include mandatory training requirements. This includes medical training for individuals and units not in the AMEDD and medical training under special circumstances, such as CBRNE defense conditions.
- b. Develop field medical support concepts, doctrine, training, leader development programs, and user tests.
- c. Provide AMT for medical materiel for medical units.
- d. Monitor, evaluate, and provide guidance for improving the status of medical training readiness as reflected in unit status reports for AMEDD units.
- e. Exercise HQDA responsibility for combat lifesaver training, medical intelligence training, and medical mobilization training.
- f. Provide guidance for medical, physiological, and health areas related to physical fitness and manage CVSP.
- g. Develop, coordinate, and monitor programs for training foreign nationals in MEDCOM schools and facilities.
- h. Maintain HQDA supervision and plan, program, and budget for NET for medical materiel.

2-16. The Judge Advocate General

The Judge Advocate General. TJAG will—

- a. Develop and administer the curriculum, doctrine, standards, and delivery of legal education and training for attorneys, warrant officers, paralegal NCOs and specialists in the Judge Advocate General's Corps (JAGC) and provide input on training requirements to the HQDA, DCS, G-1 in support of the SMDR and TRAP processes.
- b. Advise HQDA, DCS, G-3/5/7 Training Directorate; HQDA, DCS, G-1; and CG, TRADOC, during the development of training and training support products for the Army including training programs mandated by domestic and international law obligations.
- c. Develop training support products for Army-wide legal training.
- d. Assign JAGC to BOLC, JAOBC and either the Judge Advocate Officer's Graduate Course or the Reserve Judge Advocate Officer's Advanced Course.
- e. Exercise HQDA responsibility for training on the law of war.
- f. Administer the Funded Legal Education Program according to AR 27-1.

2-17. Chief of Chaplains

Chief of Chaplains. The Chief of Chaplains will —

- a. Develop and publish the Chaplaincy Training Strategy (DA Pam 165-3).
- b. Develop and publish annual training guidance for the Chaplain Corps.
- c. Establish professional and educational policies and procedures for the Chaplain Corps.
- d. Establish chaplain career training objectives.
- e. Provide professional training for Chaplains, Chaplain Assistants, Chaplain Candidates and Directors of Religious Education.
- f. Select and schedule active duty Chaplains to attend Army and non-Army schools.
- g. Assign active duty Chaplains to attend the Chaplain Basic Officer Leader Course (CH-BOLC), the Chaplains Captains Career Course (C4), and branch functional courses.
- h. Direct training and function of the U.S. Army Chaplain Center and School (USACHCS).
- i. Direct the training and function of the U.S. Army Family Life Chaplain Training Centers.
- j. Program and budget resources to meet training requirements.
- k. Ensure that the Chaplain Corps is trained to provide religious support across the full range of military operations.
- l. Ensure seamless integration of religious support doctrine and training throughout the Army.
- m. Develop and provide training at selected Army schools on topics to include ethics, world religions, moral leadership, spiritual fitness, and Soldier and Family readiness.
- n. Provide specialized training to chaplains in the following areas: Resource Management, and Logistics; Family Life Ministry; Family Life Ministry Supervisor; Clinical Pastoral Education; Clinical Pastoral Education Supervisor (56D); Chaplain Clinical Ethicist; Ethics; World Religions; and Strong Bonds.
- o. Exercise HQDA responsibility for moral leadership training in the Army.

2-18. Chief of Engineers

Chief of Engineers. The Chief of Engineers will—

- a. Exercise HQDA responsibility for engineer training and identify strategies and resources for engineer training.
- b. Exercise HQDA responsibility for functional aspects of officer, warrant officer, enlisted, and Army civilian engineer specialist training.
- c. Develop and coordinate the Army's position on Joint engineer training.
- d. Provide technical advice and assistance to the Army Staff pertaining to facilities, military engineering, and geospatial individual and unit training.

2-19. Provost Marshal General

Provost Marshal General. The PMG will—

- a. Establish policy and provide management and technical oversight of Law Enforcement, Corrections, Antiterrorism, Physical Security, Criminal Investigations and Criminal Intelligence.
- b. Serve as the Department of Defense Executive Agent for the Enemy Prisoner of War/Detainee Program.
- c. Serves as the DA executive agent for all military working dog programs.

2-20. Director, Senior Leader Development Office

Director, Senior Leader Development Office. The Director, SLDO—

- a. Manage the active component population of general officers, colonels and promotable lieutenant colonels in accordance with established laws and policies, at the direction of Army senior leadership to meet national security requirements, (except officers within the Medical Corps, Dental Corps, Veterinarian Corps, Chaplain Corps, Acquisition Corps and Judge Advocate General Corps).
- b. Manage general officer population, program officers to attended developmental opportunities outlined in chapter 3, paragraph 3-42.
- c. Manage colonels and promotable lieutenant colonels and program officers in coordination with HRC and HQDA, DCS, G-3/5/7 Training Directorate for Senior Service College, fellowships, internships, Army schools, and non-Army schools.
- d. Manage officers selected to command at the general officer and colonel level ensuring completion of appropriate command preparation development opportunities.
- e. Institute future programs at the strategic level to encourage officer development; thereby, advancing the inherent talents, experiences, and leadership skills of a combined force of senior leaders at the enterprise level.

2-21. Commanders of Army Commands, Army Service Component Commands, and Direct Reporting Units

Commanders of Army Commands, Army Service Component Commands, and Direct Reporting Units. The commanders of ACOMs, ASCCs, and DRUs will—

- a. Establish AA management plans to support NCOES courses taught in regional NCOAs.
- b. Ensure attendance of qualified Soldiers at NCOES courses, consistent with Army training policies and priorities.
- c. Manage training quotas allocated to their command and Soldier attendance of their personnel attending training TDY and return to those allocations.
- d. Manage Warrior Leader Course (WLC) training seats and attendance.
- e. Ensure Soldiers are aware of the following:
 - (1) The NCOES courses established for their MOS.
 - (2) The importance of NCOES attendance and training to individual MOS proficiency, career progression, cadre development, and unit readiness.
- f. Ensure promotable Soldiers are scheduled to attend resident NCOES courses at the time of selection for promotion in accordance with policies established in this regulation.
- g. Select Soldiers to attend the WLC in accordance with the policies established in this regulation.
- h. Program and budget for associated temporary duty travel costs related to attendance to WLC, BNCOC/ALC, ANCOC/SLC, and functional training.
- i. Ensure Army civilian supervisors attend CES leader development education at the time of selection in accordance with policies established in this regulation.
- j. Ensure subordinate commanders with acquisition workforce personnel take responsibility for the education, training, and career development of their AAC/AAW personnel to include planning for and releasing AAC/AAW personnel to participate in training, education, and developmental opportunities.
- k. Support compliance with DAWIA and DOD directed acquisition position qualifications and certification requirements.
- l. When Commanders receive new, improved, or modified equipment:
 - (1) Develop facility, training support infrastructure, training support, and management support resource requirements to execute USF.
 - (2) Review, update, and provide input to the NETP through AMTAS.

- (3) Assist the MATDEV and TNGDEV to determine prerequisites (MOS, skills, and grade) for attending training conducted by the new equipment training team (NETT).
- (4) Augment, as appropriate, NETT with personnel when beyond MATDEVs or provider's capability (as identified and agreed to in NETP), and request availability and stabilization of personnel receiving NET and designated NETT members in support of the NETP.
- (5) Provide installation support to include billeting, tactical vehicle transportation, and food services to NETT as available and required.
- (6) Ensure personnel receiving training from NETT meet the requirements of DA Pam 600-8.
- (7) Provide an after-action report to MATDEV subsequent to completion of training by NET team.
- (8) Assist combat developer (CBTDEV) in preparing combat developments feedback data and assist MATDEV and TNGDEV in preparing DETPs as required.
- (9) Notify HRC of any MOS or ASI awarded as a result of AMT. For USAR personnel, inform Commander, HRC-St Louis, 1 Reserve Way, St. Louis MO 63132-5200.
- (10) Program, budget, and fund travel and per diem for ACP personnel to attend NET courses (except NET team members), and provide DET information to CAR.
- (11) In conjunction with MATDEV and TNGDEV, manage DET for USAR units, as required. Assist ARNG units receiving DET when required.
 - m.* If the command is proponent for a Soldier training courses listed in paragraph 4-12c, or otherwise designated by HQDA, DCS, G-3/5/7:
 - (1) Develop training support packages (TSPs) for the course and, if requested, provide the TSP to other ACOMs. Course TSPs will be developed following the guidance published in app B of this regulation. TSPs will include standardized course prerequisites and standardized certification tests. The ACP points of contact can secure information about TSPs developed by proponent ACOMs from HQ, TRADOC (ATOM-P), and about TSPs developed by Training/TASS course TSP development from (ATTG-CD), Fort Monroe, VA 23651-5000.
 - (2) Approve any TSPs developed by other ACOMs for the course.
 - n.* If the command uses proponent-developed Soldier training courses:
 - (1) Ensure installations maintain historical records of Soldier training that include:
 - (a) Location of Soldier training courses.
 - (b) Courses taught.
 - (c) Number of students enrolled per course and number of students graduated per course.
 - (d) Costs for each course in terms of dollars, manpower, equipment, and facilities.
 - (2) Ensure installations conduct only Soldier training courses that have been validated by an annual needs assessment. When requested by HQDA, DCS, G-3/5/7 Training Directorate, summarize the needs assessment for each training course contracted by subordinate installations. Address training courses previously approved by HQDA for contracting and any new courses for which authority for contracting has been requested. As a minimum:
 - (a) Identify the performance shortfall and its effect on the accomplishment of the unit's mission essential tasks.
 - (b) Establish training that will correct the performance shortfall.
 - (c) Identify any inefficiency or inability of the unit chain of command to conduct training.
 - (d) Evaluate available training alternatives and document selection of the most cost-effective alternative.
 - (3) Ensure Soldier training courses are developed or approved by the proponent ACP.
 - (4) Establish in local regulations the maximum number of Soldiers per unit that can be trained or cross-trained in each Soldier training course.
 - (5) Regulate the required minimum retention time in the unit after completing a Soldier training course.
 - (6) Regulate the minimum class size, which enables training to be canceled without cost if the minimum course size cannot be achieved.
 - (7) Ensure active duty military personnel employed as off-duty instructors avoid conflicts of interest as stated in DODD 5500.07, Standards of Conduct.
 - (8) When requested, provide HQDA, DCS, G-3/5/7 Training Directorate, a projection of Soldier training course expenditures for the next fiscal year.
 - o.* Conduct amphibious training within the command as required to support operational and contingency missions.
 - p.* Conduct annual training on the Army's fraternization policies.
 - q.* Conduct annual training on sexual assault prevention and response.
 - r.* Conduct pre-deployment and post deployment training on sexual assault prevention and response, as directed in AR 600-20, Chapter 8.
 - s.* Ensure commanders establish operational intelligence training programs in accordance with AR 350-3.
 - t.* Fund unprogrammed instructor TDY costs for MTTs.
 - u.* Provide all equipment requirements at home station to support MTTs.
 - v.* Manage and execute training travel funds in support of AA Soldiers assigned.

w. Commanders of ASCCs, with HQDA, DCS, G-1, DCS, G-2, DCS, G-3/5/7, and TRADOC, will annually review and compile an FLL and an FLL for training. See Chapter 8 for additional details.

x. Support the Army Distributed Learning (DL) Program:

(1) Provide input to HQDA through the TACITS and TRAP into ATRRS for student load requirements for each scheduled DL course in accordance with AR 350-10.

(2) Participate in the DL courseware development prioritization process with TCM TADLP/ATIS.

(3) Ensure unit commanders support attendance of their Soldiers during the duty day at DA directed and quota managed DL courses, and ensures that Soldiers receive timely notification and administrative instructions associated with attending DL courses.

(a) For active component Soldiers, the duty day for DA directed, quota managed, and structured self-development asynchronous DL attendance is defined as 0900-1700 Monday through Friday. The duty day for synchronous DL attendance is defined by the class schedule in ATRRS.

(b) For reserve component Soldiers not on active duty, the duty day will be an inactive duty training (IDT) period or an additional IDT period.

(4) Coordinate with TRADOC for additional resource requirements to deliver DL courses, such as specialized training aids, manpower, and equipment. Supports the SMDR and the TRAP to identify all resource requirements for DL course delivery.

(5) Coordinate DL training development and initiatives with the Army Executive Agent for Training (TRADOC).

(6) Coordinate DL training requirements with HQDA, DCS, G-1 to ensure ATRRS entries include:

(a) Selection of Soldiers for DL courses in accordance with the appropriate priorities and prerequisites.

(b) Verification that Soldiers satisfy prerequisites before participating in DL courses.

(c) Maximum utilization of seats in DL facilities.

(7) Update ATRRS with:

(a) Current and future DL locations and constraints.

(b) Course administrative data (CAD).

(c) DL class schedules.

(d) Student course and phase enrollment information.

(e) Student progress through course phase, module, and lesson.

(f) Student course and phase completion information.

(8) Establish contingency plans to conduct training should an equipment malfunction or site availability problem occurs.

(9) Identify marginal or failing students and notify designated individuals or activities, such as the student, class manager, instructor, and commander.

(10) Coordinate with operational ACP for additional resource requirements to deliver DL courses, such as specialized training aids, manpower, and equipment. Ensure that the SMDR and the TRAPS identify all resource requirements for DL course delivery.

(11) Use the ALMS to:

(a) Coordinate and schedule the delivery of DL training through ATRRS between the originating sources and receiving locations.

(b) Provide skills-gap analysis associated with tasks and ITPs (skills gap analysis allows commanders, supervisors, instructors, and others to do a database query on any subordinate to determine what skills are associated with the subordinate's assignment, skill level, MOS, and history of received training).

(c) Manage students, as necessary, within DL phases, modules, and lessons.

(d) Manage, assign, and deliver learning resources required to support DL when and where needed.

(12) Coordinate with TRADOC to develop and implement an automated training and education design capability.

(13) Coordinate with TRADOC to develop and implement a DL reach-back and lifelong-learning capability.

y. Support participation of leaders and units in the MSAF program (see app K) and support the assessments that are given by those familiar with the leaders when notified by MSAF instructions.

z. Maintain knowledge of AR 340-21, The Army Privacy Act Program, and AR 25-55, The Army Freedom of Information Act Program.

Section II

Army Commands

2-22. Commanding General, U.S. Army Training and Doctrine Command

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

a. Administer training functions outlined in this regulation and AR 10-87.

- b.* Serve as the Army executive agent for the training and leader development processes. Develop training doctrine and execute training policies and procedures as directed by HQDA, DCS, G-3/5/7.
- (1) Designate Army training proponents responsible for the development of unit and individual training and the development of TSPs and products for approved training requirements.
 - (2) Develop and publish training development policy and procedures and serving as the Army's proponent for the Army Training and Education Development process.
 - (3) Develop and publish guidance for the development of training products and training support products.
 - (4) Develop and publish training doctrine field manuals (that is, FM 7-0, FM 7-1) and supporting pamphlets.
 - (5) Develop and implement TASS policies and procedures.
- c.* Serve as the supported commander for the execution of the ALDP:
- (1) Direct the execution of the ALDP to accomplish the endstate established by the Executive Office of the Headquarters (EOH).
 - (2) Develop and forward to HQDA for approval an integrated priorities list (IPL). Use this list to recommend resource requirements for all approved ALDP initiatives in the Program Objective Memorandum (POM) and budget, and recommend year of execution adjustments as part of the midyear review by providing recommended changes to ASA(FM&C). The purpose of the IPL process is to ensure coherency between the leader development program priorities and resourcing decisions.
 - (3) Review supporting commanders' and lead agents' recommended resource allocation changes to the ALDP.
 - (4) Review proposed initiatives for inclusion in the ALDP and provide recommendations to HQDA for inclusion, prioritization, and designation of lead agents. The Commander, TRADOC, is the approval authority for declaring ALDP initiatives complete.
 - (5) Develop and/or review Army policies which will affect the ALDP and provide recommendations to HQDA.
 - (6) Forward, with recommendation, to the EOH any unresolved supporting commanders' or lead agents' recommended ALDP adjustments, policy changes, and initiative disposition for adjudication.
 - (7) Report the status of the ALDP to the CSA and Secretary of the Army semiannually, or as directed.
 - (8) Submit TRADOC resource requirements for the ALDP to HQDA as part of the PPBE process.
- d.* Serve as the Army executive agent for DL implementation, and provide oversight for DL implementation and integration throughout the life of the program.
- (1) Appoint and charter a TRADOC capabilities manager The Army Distributed Learning Program/Army Training Information Systems (TCM TADLP/ATIS) in the office of the TRADOC G-3/5/7.
 - (2) Provide regulatory guidance and processes for the prioritization, design, development, and implementation of DL courseware and delivery methods.
 - (3) Provide recommended times to complete training for students and commanders, based on academic hours and technical content of the course.
 - (4) Approve development of all courseware.
 - (5) Assemble and prioritize the annual courseware development "1 to N list" for the U.S. Army, ARNG, and USAR and submits it to HQDA, DCS, G-3/5/7 for validation.
 - (6) Provide HQDA, DCS, G-3/5/7 with a quarterly courseware development report. The report is due on the tenth working day following the end of each quarter.
 - (7) Direct and coordinate the installation and sustainment of DL facilities and infrastructure with the Program Manager, Distributed Learning System (PM DLS).
 - (8) Coordinate and facilitate the integration of DL facilities.
 - (9) Coordinate DL training requirements with HQDA, DCS, G-1 to ensure ATRRS entries include:
 - (a) Selection of Soldiers for DL courses in accordance with the appropriate priorities and prerequisites.
 - (b) Verification that Soldiers satisfy prerequisites before participating in DL courses.
 - (c) Maximum utilization of seats in DL facilities.
 - (10) Update ATRRS with:
 - (a) Current and future DL locations and constraints.
 - (b) Course administrative data (CAD).
 - (c) DL class schedules.
 - (d) Student course and phase input information.
 - (e) Student progress through course phase, module, and lesson.
 - (f) Student course and phase completion information.
 - (11) Establish contingency plans to conduct training should an equipment malfunction or site availability problem occurs.
 - (12) Establish administrative procedures for tracking student progress through DL course phases, modules, and lessons for input into ATRRS.

- (13) Identify marginal or failing students and notifies designated individuals or activities, such as the student, class manager, instructor, and commander.
- (14) Provide and coordinate requirements with the PM DL to procure, install, staff, and maintain DTFs.
- (15) Provide and coordinate requirements with the PM DL for the development and implementation of the deployed digital training campus (DDTC).
- (16) Coordinate with ACOMs for additional resource requirements to deliver DL courses, such as specialized training aids, manpower, and equipment. Ensure that the SMDR and the TRAPS identify all resource requirements for DL course delivery.
- (17) Ensure that the ALMS is in place to:
- (a) Coordinate and schedule the delivery of DL training through ATRRS between the originating sources and receiving locations.
 - (b) Provide skills-gap analysis associated with tasks and ITPs (skills gap analysis allows commanders, supervisors, instructors, and others to do a database query on any subordinate to determine what skills are associated with the subordinate's assignment, skill level, MOS, and history of received training).
 - (c) Manage students, as necessary, within DL phases, modules, and lessons.
 - (d) Manage, assign, and deliver learning resources required to support DL when and where needed.
- (18) Coordinate the development and implementation of necessary interfaces between DL and existing and future personnel, training, operational, joint, and learning management systems through ATRRS.
- (19) Coordinate the development and implementation of an automated training and education design capability.
- (20) Coordinate the development and implementation of DL reach-back and lifelong-learning capability.
- (21) Coordinate the development and implementation of an Army training help desk supporting DL students.
- (22) Develop ICH and SIR formulas for DL, and submits formulas to the U.S. Army Manpower Analysis Agency for validation. Coordinate with HQDA, DCS, G-1 to implement ICH and SIR formulas in ATRRS.
- (23) Ensure that the Commandant, U.S. Army War College (USAWC):
- (a) Provide and sustain a DL option for USAWC students that will satisfy their senior service college education requirement.
 - (b) Identify projected USAWC DL program annual student load for the SMDR.
 - e. Develop, promulgate, and implement procedures to provide for quality control and quality assurance of Army training doctrine development, training products, and training management programs in accordance with the Army Training Leader and Development Strategy by:
 - (1) Serving as the Army functional proponent for FM 7-0, 7-1, CATS, FSO METL, Digital Training Management System (DTMS), and the Home Station Master Plan. Exercise HQDA responsibility, supervision and management, in compliance with HQDA, DCS, G-3/5/7 TRC, of DTMS providing, technical, functional, and operational support to the Army and DOD.
 - (2) Developing policy and guidance for the management, planning, developing, and implementing collective training and for preparing collective training products.
 - (3) Identifying and prioritizing training resources required by CATS, FSO METL and DTMS.
 - (4) Serving as the Army's collective task manager.
 - (5) Exercising quality assurance and quality control over training development and collective training.
 - (6) Serving as the Army functional proponent for unit training management doctrine (and its automation).
 - (7) Developing unit training management doctrine and associated tactics, techniques, and procedures for both collective and individual training in units.
 - (8) Developing related individual TSPs for individual training in service schools and units.
 - (9) Supporting the evolution of the Joint Training System and its automation.
 - (10) Developing training strategies for the Army by:
 - (a) Developing maneuver and weapons training strategies (CATS and STRAC) for training in units and programs of instruction for TRADOC courses.
 - (b) Identifying training resources required by those strategies.
 - f. Assist HQDA, DCS, G-3/5/7 with administration and integration of the CTC Program. Provide the training model for CTCs to include exercise scenarios, opposing forces models, observer and controller training requirements, assessment criteria, CTC resources, and the CTC master plan. Execute additional responsibilities in accordance with AR 350-50.
 - g. Command the BCTP.
 - h. Manage the enlisted, warrant officer, and officer individual training and military education programs, including courseware, training support products, and TADSS.
 - i. Design, develop, and distribute military and civilian training and education programs and products in support of individual and unit training.
 - j. Provide guidance and direction for operation of the USAWC.

k. Integrate Army leadership doctrine in all training programs of the schools and training centers for officers, warrant officers, noncommissioned officers, and Army civilians at progressive and sequential phases of career development. Manage all leadership training and education programs to include fraternization policy, alcohol/drug abuse, sexual harassment, sexual assault prevention and response, and the implementation of leadership assessment policy in Army schools and training centers.

l. When serving as TNGDEV for AMT:

(1) Identify requirements for multimedia training support products needed for AMT and require them to be validated by the TRADOC proponent and provided by the materiel developer's training developer by the first unit equipped (FUE) date. The training strategy and the required associated multimedia training support products will be documented to provide the TRADOC proponent with the necessary material so the Generating Force is prepared to support the Operational Force by FUE, and Army training activities are enabled with training capabilities at FUE in the materiel requirements document (MRD), integrated capabilities document, capabilities development document, or capabilities production document, and STRAP.

(2) Identify the requirement for a core TSP in MRD and STRAP for a family or fleet of systems that addresses the common task training across the family or fleet and develop the requirements for system-specific TSPs that address the unique training requirements of the system variant.

(3) Require TSPs to use distributed learning technologies whenever feasible and cost effective and support both NET and unit sustainment training.

(4) Coordinate STRAP and MRD with CBT DEV, MATDEV, gaining ACOMs, test agencies, and other organizations as required.

(5) Ensure NET and multimedia TSPs are provided in a timely manner to units conducting AWEs and ATDs in coordination with HQDA, DCS, G-3/5/7 Training Directorate, and MATDEV or provider.

(6) Identify requirements for TADSS to be fielded to the training base prior to the start of a designated Unit Set Fielding window.

(7) Identify institutional training requirements to support USF modernization/modularization training and submit requirements as part of the POM build.

(8) Begin the institutional training portion of AMT no later than 12 months after FUE. Exceptions to this policy will include: systems fielded in such low density that institutional training is not warranted and NET or unit sustainment TSP will satisfy the training needed for the life of the system; or a system that is fielded in such low densities over an extended fielding schedule that it does not warrant beginning institutional training until a significant density level is achieved and NET or unit sustainment TSP will be used in the interim.

(9) Assist MATDEV or provider in preparing and updating NET Plans through the AMTAS.

(10) Determine ammunition requirements to support AMT in coordination with MATDEV for forecasting by the gaining commands.

(11) Assess AMT effectiveness.

(12) Establish mobile training teams or provide DL remedial instruction when approved by HQDA, DCS, G-3/5/7 Training Directorate.

(13) Refer unresolved AMT issues to HQDA, DCS, G-3/5/7 Training Directorate.

m. Exercise HQDA responsibility for the combat development and training development aspects of the Opposing Forces (OPFOR) Program in accordance with AR 350-2.

n. Assist HQDA with the management of TADSS requirements documentation, TADSS assets, the graphic training aid program, TADLP, STRAC, range modernization and standardization, international military training and education under the Security Assistance Training Program, training standardization policy, and TASS.

o. Maintain the capability to advise HQDA, DCS, G-3/5/7 on all matters regarding physical fitness research, policy, and standards and to assist in the execution of the Army Physical Fitness Training Program in units, training base schools, and mobilization sites to include physical training for individuals/units, delayed-entry, initial-entry, pregnancy/post partum, combatives, and water survival. Develop physical fitness doctrine, training programs, and performance standards informed by experienced-based, professional expertise on the theories, principles, techniques and methodologies of physical fitness, human performance, and associated areas of science. Moreover, because personal health and fitness is a critical enabler to effective leadership in an era of persistent conflict, develop and sustain leader enhancements and programs during PME to "reset" and strengthen the resiliency and hardiness of officer, NCO, WO, and Army civilian leaders so that they better understand the linkages of their mental and physical readiness with their professional development; thereby, mitigating the potential effects of operational fatigue. The U.S. Army War College, through the APFRI, will provide leadership in research, training, and education pertaining to mental and physical readiness PME and incorporate the expertise from professional certification from pre-eminent civilian health and fitness organizations like the American College of Sports Medicine, the National Strength and Conditioning Association, the American Council on Exercise, and the Cooper Aerobics Research Institute.

p. Assist the HQDA, DCS, G-3/5/7 Director of Training, to develop, field, and sustain the capability to rapidly adapt training development and training management systems (for example DTMS).

- q. Manage the institutional portion of the Army's leader development program, to include the production and dissemination of leadership training materials and the integration of military and Army civilian development courses.
- r. Establish doctrine and policy for managing individual (enlisted and officer) and unit training.
- s. Maintain ADCON over designated DOD schools.
- t. Exercise HQDA responsibility and manage Army training for foreign military and civilian personnel in the United States.
- u. Ensure the development and production of all Electronic Publishing Management System materials required to support training.
- v. Develop and execute individual training to meet the Army's individual training goal. This includes the development of TASS courseware; extension training products; and TSPs for individual, school, and unit use.
- w. Serve as the Army's individual and collective training task manager and:
 - (1) Receive external training requirements and conduct training needs analyses to determine applicability for individual and collective training.
 - (2) Designate Army training proponents responsible to develop TSPs and products for approved individual and collective training requirements.
 - (3) Manage the development of vertically and horizontally aligned officer (to include pre-commissioning), warrant officer, and noncommissioned officer training.
 - (4) Manage common Soldier shared and branch-specific individual and collective tasks.
 - (5) Semiannually, in compliance with FORSCOM, U.S. Army Accessions Command and the U.S. Army Infantry School, review the relevance of the Army Warrior Training (AWT) Program in support of theater operations. Provide storage of, access to, and distribution of common task information resources.
 - (6) Include common tasks in officer (to include pre-commissioning), warrant officer, noncommissioned officer, and Army civilian training, as appropriate.
 - (7) Ensure the application of common task training throughout TASS to include the coordination of pre-commissioning tasks taught by the U.S. Military Academy and National Guard Academies.
- x. Review POIs for institutional training courses to ensure compliance with established policies. (Exceptions are AMC schools, Army Medical Department Center and School, the U.S. Army Criminal Investigation Laboratory, USASOC schools, and The Judge Advocate General's Legal Center and School.) In accomplishing this responsibility, the CG, TRADOC, will:
 - (1) Serve as the Army member of the Interservice training review organization executive board and review training courses of other services to eliminate duplication, reduce costs, and standardize instruction in compliance with AR 351-9.
 - (2) Coordinate the Training Requirements Analysis System.
 - (3) Coordinate changes in course prerequisites and implementation dates at least 12 months in advance.
 - (4) Ensure approval of proposed changes in course prerequisites, curricula, and course lengths and additions and deletions for training conducted under control of the Army and forward recommendations to HQDA, DCS G-3/5/7, 450 Army Pentagon (Training Directorate), Washington, DC 20310-0400. Course changes that affect course prerequisites, lengths, class sizes, or other major resource changes require 12 months notice.
 - (5) Synchronize ATRRS CAD updates concurrently with approval of new or changed POIs.
 - (6) Identify and notify HQDA, DCS, G-3/5/7 Training Directorate, of the impact of resource deficiencies on unit mission and task performance accomplishment.
 - (7) Obtain HQDA, DCS, G-3/5/7 Training Directorate approval in cases where a course change results in a change of status from TDY to permanent change of station (PCS), or vice versa.
 - (8) Obtain HQDA, DCS, G-3/5/7 Training Directorate approval for course deletions that will have Army-wide implications or when classes are cancelled when a certified instructor or essential equipment is not available.
- y. Establish institutional military leader training courses that provide training in leadership, technical, and tactical tasks relevant to branch missions for the type units students will serve in after training. This requires the CG, TRADOC to:
 - (1) Develop courses taught in other ACP schools.
 - (2) Coordinate with other ACP commanders to establish courses worldwide.
 - (3) Ensure input and graduation data for courses conducted on Army installations are posted to ATRRS in accordance with AR 350-10.
- z. Develop and publish guidance for the development of training products and training support products.
 - aa. Coordinate pre-commissioning military training among pre-commissioning sources.
 - ab. Consult with DARNG and CAR on scheduling courses that are conducted when the preponderance of students are ARNG or USAR.
 - ac. Command and manage Federal OCS, ROTC, and NDCC activities except those functions and responsibilities retained by HQDA.

- ad.* Exercise administrative responsibility to:
 - (1) Supervise, manage, operate, fund, and control the Defense Language Institute Foreign Language Center (DLIFLC).
 - (2) Ensure AIT for language-dependent occupational specialties includes requirements for demonstrating linguistic proficiency.
 - ae.* Supervise the development and implementation of an individual military training integration and standardization program.
 - af.* Review, approve, publish, distribute, and maintain TSPs and products.
 - ag.* Develop school mobilization missions and supporting policy and guidance.
 - ah.* Maintain and distribute career development models in coordination with each career management field proponent.
 - ai.* Serve as the POI proponent for instructional programs at TASS training battalions.
 - aj.* Serve as HQDA, DCS, G-1's executing agent for development of the Mobilization ARPRINT in accordance with AR 350-10.
 - ak.* Through the CG, Combined Arms Center (CAC), serve as the proponent for, exercise HQDA responsibility for, and develop policy for:
 - (1) Information operations functional area (FA 30).
 - (2) Battle command (BC) and command and control (C2) current and emerging systems and technology.
 - al.* Through the CG, Combined Arms Support Command, serve as the proponent for, exercise HQDA responsibility for, and develop policy for the multifunctional logistician functional area (FA 90).
 - am.* Through the U.S. Army Soldier Support Institute, serve as the proponent for, exercise HQDA responsibility for, and develop policy for the human resource management functional area (FA 43).
 - an.* Through the U.S. Army Finance School, serve as the proponent for, exercise HQDA responsibility for, and develop policy for the comptroller functional area (FA 45).
 - ao.* Through the U.S. Army Nuclear and Combating Weapons of Mass Destruction Agency, serve as the proponent for, exercise HQDA responsibility for, and develop policy for the nuclear and counterproliferation functional area (FA 52).
 - ap.* Through the U.S. Army Signal Center, serve as the proponent for, exercise HQDA responsibility for, and develop policy for the telecommunication systems engineering functional area (FA 24) and information systems management functional area (FA 53).
 - aq.* Through the CG, U.S. Army Intelligence Center, serve as the proponent for, exercise HQDA responsibility for, and develop policy for the strategic intelligence functional area (FA 34).
 - ar.* Coordinate with ACP, HRC, DARNG, CAR, and HQDA to develop NCOA tables of distribution and allowance.
 - as.* In coordination with the U.S. Navy (USN) and U.S. Marine Corps (USMC), formulate, develop, recommend, and document new or improved concepts, organizations, doctrine, and materiel requirements for amphibious operations which are peculiar to Army needs and which are not provided for in JCS publications.
 - at.* Ensure the Army fraternization policy contained in AR 600-20 is addressed in training:
 - (1) Assess current initial military training instruction and, if necessary, upgrade training materials.
 - (2) Incorporate fraternization policy as a learning objective into training products for the two common core tasks: Employ Military Justice (181-331-1001), taught in Pre-commissioning, BOLCs, and BNCOCs/ALCs, and Administer Military Justice in a Company (181-333-1001), taught in CCCs.
 - (3) Develop senior-level common core fraternization training for the First Sergeant Course (FSC) and SMC.
 - (4) Coordinate through TJAG with HQDA, DCS, G-1, to ensure the Army's fraternization policy is taught annually as part of military justice common military training requirements.
 - au.* Research and develop the parameters of the operational environment - training conditions - necessary for appropriate training of Soldiers, leaders and units in all training domains. Document the contemporary operational environment for training in a periodically updated pamphlet for use by trainers in establishing training conditions.
 - av.* As the executive agent (EA) for the Army's quality assurance (QA) program, establish a special staff HQ TRADOC QA Office to:
 - (1) Establish the responsibilities, policies, procedures, and objectives for the Army's QA Program in coordination with other major commands and stakeholders.
 - (2) Develop and maintain the policy, guidance, and accreditation standards for assessment of Army learning institutions across the DOTMLPF domains.
 - (3) Serve as the accrediting authority for all Army schools (TRADOC and Non-TRADOC) with the exception of the U.S. Army Military Academy. This involves the eventual accreditation of all Army Schools, to include TRADOC Centers of Excellence and the interim accreditation of centers and their subordinate schools across the DOTMLPF domains. This includes, but is not limited to:
 - (a) Leading, coordinating, and managing all accreditations, to include direct lead of TRADOC center/schools, non-

TRADOC schools, NCOAs, and Reserve Component (RC) multifunctional training battalions/brigades (MFTB) accreditations.

(b) Providing oversight of delegated authority to accredit RC AT/ADT Training Battalions, Drill Sergeants Schools, and the Combat Training Center Program. Involves coordination of MFTB accreditation with appropriate ASCCs, or DRUs.

(c) Accrediting all AA and RC training and education institutions every 3 years in accordance with this regulation and CJCSI 1800.01C.

(4) Seek funding in the POM to support TRADOC's QA Program.

(5) Provide:

(a) Guidance/Assistance to any learning institution in meeting accreditation standards and becoming Learning Institutions of Excellence.

(b) Guidance on the validation and implementation of lessons learned.

(c) Standardized evaluation methods, requirements, tools and software.

(6) Identify and share "best practices" and efficiencies across the Army's learning institutions.

(7) Develop and maintain a QA Program Web site.

(8) Develop and maintain evaluation training and supporting job-aids.

aw. Assist HQDA, DCS, G-2, FORSCOM and the Intelligence and Security Command (INSCOM) to develop and sustain Foundry training programs to support commanders' requirements as outlined in AR 350-3.

ax. Publish warfighting function training standards for mission readiness.

ay. Serve as the responsible official for developing policy and guidance for the management, planning, developing, and implementation of the CATS program.

az. Act as Army Training Enterprise Integrator across the Training Domain of the Warfighter Mission Area. Establish processes through the Training and Leader Development General Officer Steering Council for governance and strategic direction.

ba. Establish Army Training Help Desk as a distributed knowledge center to assist Army, Joint, and outside users with questions related to Army training.

bb. Host the annual BOLC Training Seat Conference.

bc. Exercise HQDA responsibility for non-special operations forces SERE training.

bd. With HQDA, DCS, G-1, DCS, G-2 and DCS, G-3/5/7, and ASCCs annually review and compile an FLL and the FLL for training. See Chapter 8 for additional details.

be. Serve as the proponent for Army Cultural Training and develop a TDA for the TRADOC Culture Center (TCC) and resource the center and its activities through the PPBES process.

bf. Serve as the proponent (plan, program, budget, and supervise), through the Center for Army Leadership at the U.S. Army Combined Arms Center, to administer MSAF support functions.

bg. Serve as the Army executive agent for composite risk management (CRM), and through the TRADOC Safety Office serve as the proponent for CRM integration into leader development.

bh. Provide a representative to the FORSCOM biennial ARFORGEN Training Template and EMM work group to review/revise templates and EMMs in order to ensure continued synchronization with FSO METL/CATS.

2-23. Commanding General, U.S. Army Forces Command

Commanding General, U.S. Army Forces Command . The CG, FORSCOM, will—

a. Train and evaluate Army forces in accordance with this regulation, AR 10-87 and AR 140-1.

b. Provide trained and ready units to meet the needs of CCDRs through the management of sustainment, post-mobilization, pre-deployment, and reconstitution training. Validate that assigned units are prepared for deployment.

c. Provide input and assistance as needed to update the Army's maneuver and weapons training strategies.

d. Command the NTC and the JRTC.

e. Exercise HQDA responsibility for NTC, JRTC and BCTP scheduling.

f. Support the JCS Exercise Program in accordance with AR 350-28.

g. Exercise HQDA responsibility for the CONUS JA/ATT Program.

h. Provide management, policy, quota control and monitor class input for active duty NCOES courses conducted by FORSCOM.

i. Provide equipment support for training programs at TASS organizations, as requested and available.

j. Provide trained units to develop and test Army organization, equipment, and doctrine.

k. Consistent with the mission commander's priorities, execute training support (range operations, Integrated Training Area Management, training support center, and BCTC/LVC integrated training environment operations) at CONUS AA installations.

l. Plan, program, budget, and monitor use of training enabler resources to support Senior Commander's training programs.

- m.* Exercise HQDA responsibility for Overseas Deployment Training (ODT) and publish instructions in accordance with AR 350–9.
- n.* Participate in the TACITS in accordance with AR 350–10.
- o.* Establish priorities to support ARFORGEN training requirements for AA units in the Reset, Train-Ready, and Available force pools.
- p.* Annually, in compliance with TRADOC, U.S. Army Accessions Command and the U.S. Army Infantry School, review the relevance of the WTBD in support of theater operations.
- q.* Serve as ASCC to JFCOM (Joint Forces Command).
- r.* Supported command to execute the ARFORGEN synchronization process.
- s.* Supported command to develop and revise “Training Under ARFORGEN” strategy, guidance and training templates to inform HQDA resource programming (that is, Training Resource Model) for AA, ARNG and USAR CONUS conventional forces.
- t.* As HQDA Executive Agent, execute the Army’s Parent Service Validation responsibilities for deploying CONUS conventional ARNG and USAR units.
- u.* RC Pre-mobilization tasks. Support, upon request, the training of ARNG/USAR units in CONUS in accordance with to-be-published AR on RC training.
- v.* RC Post-mobilization tasks. Establish criteria and oversee/validate predeployment training of ARNG/USAR units in CONUS.
- w.* Oversee the scheduling of the Force Generation Platform Plan to mobilize, train, and deploy RC units.
- x.* Assist HQDA, DCS, G–2, TRADOC and INSCOM to develop and sustain Foundry training programs to support commanders’ requirements as outlined in AR 350–3.
- y.* Develop, in accordance with TRADOC and INSCOM, warfighting function training standards for mission readiness.
- z.* Plan and program military construction, Army (MCA), projects to support Senior Commander’s MCA mission requirements.
- aa.* Assist TRADOC CAC–CAL in scheduling units for assessment events within the MSAF Program and encourage participation throughout FORSCOM.
- ab.* Convene biennial ARFORGEN Training Template and EMM work group to review/revise templates and EMMs in order to ensure continued synchronization with FSO METL/CATS.

2–24. Commanding General, U.S. Army Materiel Command

Commanding General, U.S. Army Materiel Command. The CG, AMC will—

- a.* Establish training functions as specified in this regulation and AR 10–87.
- b.* Establish policy for and manage the Defense Ammunition Center.
- c.* Provide management training in industrial and business activities for the Wholesale Logistics System.
- d.* Function as the quota manager for Defense Management Education and Training Program Courses.
- e.* Coordinate with HQDA, DCS, G–2 (DAMI–OP), Program Executive Office, Program Manager, U.S. Army Intelligence Center and School and Fort Huachuca (USAIC&FH), INSCOM and TRADOC to evaluate cryptology and signal intelligence (SIGINT), Measurements Intelligence, and Human Intelligence (HUMINT) training requirements related to tactical cryptology and National SIGINT systems (when the Army is designated as the system developer).
- f.* Provide materiel acquisition review and analysis of the Project Manager Development Program.
- g.* Through assigned NET managers and in coordination with program and systems managers:
 - (1) Program, budget, and execute NET for assigned systems in accordance with the approved MRD and STRAP, the approved program baseline, and decisions made at milestone reviews governed by AR 70–1. This includes:
 - (a)* Programming and budgeting travel and per diem for NETT personnel attending testing, staff-planner, instructor and key personnel training, and NET courses.
 - (b)* Acquiring system TSPs consisting of multipurpose, multimedia training support products and system technical documentation that support NET and unit sustainment training.
 - (c)* Providing for contractor NET when required. Contractor provided NET will use multimedia TSPs and distributed-learning capabilities to minimize manpower and travel costs associated with NET whenever feasible and cost effective.
 - (d)* Ensuring contractor developed multimedia system training support packages and other training resources necessary to support and execute NET and other AMT requirements are validated by the training proponent. The use of distributed learning and contractor NET to offset Army manpower and other resource requirements is preferred.
 - (2) Produce a NETP for each new, improved, or modified materiel system based upon the approved MRD. Use the AMTAS to coordinate NETP with the TNGDEV, CBTDEV, gaining commands, test agencies, and other agencies as required.
 - (3) Exercise HQDA responsibility for the AMTAS and ensure electronic access to the user community.
 - (4) Coordinate with HQDA to ensure visibility of funds for the acquisition of the system’s training subsystem.

- (5) Resource and update TADSS and TSPs to keep pace with the system engineering change proposals, technology insertions, and block improvements applied to the materiel system.
- (6) Ensure validated system TSPs, to include system TADSS and embedded training, are available to support FUE.
- (7) Assist PM to identify ammunition and consumables necessary to support AMT.
- (8) Review AMT ammunition requirements semiannually with PM.
- (9) Provide training for multiservice systems or equipment for which the Army has been designated the NET manager. Training will be provided upon receipt of a statement of requirements and funding.
- (10) For multiservice systems or items of equipment managed by other military departments, the responsible Army MATDEV will:
 - (a) In coordination with the Army TNGDEV, identify training needs and ensure the lead military department includes the requirement in the appropriate training plan.
 - (b) Program and budget the Army portion of NET unless the lead military department is required to fund.
- (11) Assist TNGDEV in identifying MOS and AOC affected by NET. The affected MOS/AOC will be listed in the appropriate section of NETP.
- (12) In coordination with the gaining command, submit rosters of personnel who received NET directly to Commander, HRC, (AHRC-PLO), Alexandria, VA 22332-0400.
- (13) Provide TNGDEV the first production or procurement item or system and peculiar support equipment to enable institutional training by the first unit equipped (FUE) date.
- (14) In conjunction with TNGDEV, CBTDEV, or procuring agency, ensure NET and technical documentation and supporting training materials are provided to units conducting AWEs and ATDs. Coordinate AMT policy issues with HQDA, DCS, G-3/5/7 Training Directorate, Washington, DC 20310-0400.
 - h. Provide a representative to the FORSCOM biennial ARFORGEN Training Template and EMM work group to review/revise templates and EMMs in order to ensure continued synchronization with FSO METL/CATS.

Section III

Army Service Component Commands

2-25. Commanding General, U.S. Army, Europe and Seventh Army

Commanding General, U.S. Army, Europe and Seventh Army. The CG, USAREUR/7A will—

- a. Command the JMRC and schedule units for training there.
- b. Train and evaluate assigned forces in accordance with this regulation, AR 10-87 and AR 140-1.
- c. Review and provide input for updates to Army training strategies.
- d. Support the JCS exercise program in accordance with AR 350-28.
- e. Support AMT in accordance with this regulation.
- f. Support ODT in accordance with AR 350-9.
- g. Develop USAR training requirements for formal school training in coordination with USARC for TPU members.
- h. Program and budget resources for operation of primary and basic level NCOES course.
- i. Provide a representative to the FORSCOM biennial ARFORGEN Training Template and EMM work group to review/revise templates and EMMs in order to ensure continued synchronization with FSO METL/CATS.

2-26. Commanding General, U.S. Army Pacific

Commanding General, U.S. Army Pacific. The CG, USARPAC will—

- a. Train and evaluate assigned forces in accordance with this regulation, AR 10-87 and AR 140-1.
- b. Review and provide input for updates to Army training strategies.
- c. Support the JCS Exercise Program in accordance with AR 350-28.
- d. Support ODT in accordance with AR 350-9.
- e. Command USAR TPUs and reinforcement training units in USARPAC.
- f. Establish training and evaluation programs for assigned USAR units without an applicable CATS.
- g. Provide quota control policy and monitor class input for Active Army NCOES courses conducted by USARPAC NCOAs and for the USAR TASS school battalions.
- h. Program and budget resources for operation of primary and basic level NCOES courses.
- i. Provide a representative to the FORSCOM biennial ARFORGEN Training Template and EMM work group to review/revise templates and EMMs in order to ensure continued synchronization with FSO METL/CATS.

2-27. Commanding General, Eighth United States Army

Commanding General, Eighth United States Army. The CG, EUSA will—

- a. Train and evaluate assigned forces, to include Army RC forces training in the EUSA area of responsibility (AOR), in accordance with this regulation, AR 10-87 and AR 140-1.

- b. Review and provide input for updates to Army training strategies.
- c. Support the JCS exercise program in accordance with AR 350–28.
- d. Support ODT in accordance with AR 350–9.
- e. Provide course quota control and monitor class input for NCOES courses conducted by NCOA located in respective AOR.
- f. Program and budget resources for operation of primary and basic level NCOES courses.
- g. Command USAR TPU in EUSA.
- h. Provide a representative to the FORSCOM biennial ARFORGEN Training Template and EMM work group to review/revise templates and EMMs in order to ensure continued synchronization with FSO METL/CATS.

2–28. Commanding General, U. S. Army South

Commanding General, U. S. Army South. The CG, USARSO will—

- a. Train and evaluate assigned forces in accordance with this regulation, AR 10–87 and AR 140–1.
- b. Review and provide input for updates to Army training strategies.
- c. Support the JCS exercise program in accordance with AR 350–28.
- d. Support ODT in accordance with AR 350–9.
- e. Program and budget resources for operation of primary and basic level NCOES courses.
- f. Provide a representative to the FORSCOM biennial ARFORGEN Training Template and EMM work group to review/revise templates and EMMs in order to ensure continued synchronization with FSO METL/CATS.

2–29. Commanding General, U. S. Army North

Commanding General, U. S. Army North. The CG, USARNORTH will—

- a. Train and evaluate assigned forces in accordance with this regulation, AR 10–87 and AR 140–1.
- b. Review and provide input for updates to Army training strategies.
- c. Support the JCS exercise program in accordance with AR 350–28.
- d. Support ODT in accordance with AR 350–9.
- e. Program and budget resources for operation of primary and basic level NCOES courses.
- f. Provide a representative to the FORSCOM biennial ARFORGEN Training Template and EMM work group to review/revise templates and EMMs in order to ensure continued synchronization with FSO METL/CATS.

2–30. Commanding General, U.S. Army Central Command

Commanding General, U. S. Army Central Command. The CG, USARCENT will—

- a. Train and evaluate assigned forces in accordance with this regulation, AR 10–87 and AR 140–1.
- b. Review and provide input for updates to Army training strategies.
- c. Support the JCS exercise program in accordance with AR 350–28.
- d. Support ODT in accordance with AR 350–9.
- e. Program and budget resources for operation of primary and basic level NCOES courses.
- f. Provide a representative to the FORSCOM biennial ARFORGEN Training Template and EMM work group to review/revise templates and EMMs in order to ensure continued synchronization with FSO METL/CATS.

2–31. Commanding General, U.S. Army Special Operations Command

Commanding General, U.S. Army Special Operations Command. The CG, USASOC will—

- a. Train and evaluate assigned forces for worldwide deployment in accordance with this regulation, AR 140–1, and AR 10–87.
- b. Establish training requirements and develop products to support training in special operations units on Soldier, leader, and collective tasks.
- c. Review and provide input for updates to Army training strategies.
- d. Support the JCS exercise program in accordance with AR 350–28.
- e. Support AMT in accordance with this regulation.
- f. Support ODT in accordance with AR 350–9.
- g. Exercise HQDA responsibility for special operations forces SERE training.

2–32. Commanding General, U.S. Army Space and Missile Defense Command/Army Strategic Command

Commanding General, U.S. Army Space and Missile Defense Command/Army Strategic Command. The CG, USASMDC/ARSTRAT will—

- a. In accordance with AR 10–87 serve as the Army’s specified proponent for space, high altitude, ground-based midcourse defense (GMD), operational integrator for integrated air and missile global ballistic missile defense.

b. In accordance with G.O. 37 serve as the Army Service Component Commander (ASCC) to CDR, U.S. Strategic Command. The SMDC/ARSTRAT is an operational level Army Force designated by the Secretary of the Army as the ASCC of U.S. Strategic Command (USSTRATCOM). The SMDC/ARSTRAT exercises ADCON authority and responsibility on behalf of the Secretary of the Army and exercises operational control over Army Forces, as delegated by the Commander, USSTRATCOM and serves as the Army integrator for global missile defense; provides mission-related research, development, and acquisition support; and serves as the focal point for desired characteristics and capabilities in support of USSTRATCOM missions. The SMDC/ARSTRAT organizes trains, mans, equips, and deploys Army Space and Ground-based Midcourse Defense forces to conduct worldwide space and ground-based midcourse defense operations in support of USSTRATCOM, Combatant Commands, and other agencies as directed.

c. Serve as the CDR, Joint Functional Component Command for Integrated Missile Defense, as assigned by CDR, USSTRATCOM, responsible for USSTRATCOM integrated missile defense planning and operational support to include operational and tactical level plan development, force execution and day-to-day management of assigned and attached missile defense forces.

d. Serve as the personnel proponent for all FA 40, Space Operations Officers.

e. Establish training requirements, develop and conduct training programs to support proponenty and ASCC responsibilities to include FA40, ASI 3Y, GMD Operators, Joint Tactical Ground Stations, Army Space Cadre and other Army space and missile defense related fields.

f. Establish training requirements and develop products/programs to support training in SMDC/ARSTRAT units on Soldier, leader, and collective tasks.

g. Functions as the Army Space Cadre Office (ASCO), synchronizing and integrating Army Space Cadre efforts across all Army proponents. The ASCO will be the permanent organizational focal point for Army Space Cadre tracking within the Army; however, the ASCO will not have proponent life cycle management responsibilities for the Army Space Cadre other than FA40. Develops training and education programs to support Army Space Cadre development.

h. Support Joint space training and education programs (National Security Space Institute (NSSI), Joint Special Operations University, Naval Postgraduate School, and so forth).

i. Support other TRADOC proponent schools with tailored space training and education.

j. Provide a representative to the FORSCOM biennial ARFORGEN Training Template and EMM work group to review/revise templates and EMMs in order to ensure continued synchronization with FSO METL/CATS.

2–33. Commanding General, Military Surface Deployment and Distribution Command

Commanding General, Military Surface Deployment and Distribution Command. The CG, SDCC will train and evaluate assigned forces in accordance with this regulation and AR 10–87.

Section IV

Direct Reporting Units

2–34. Commanding General, U.S. Army Corps of Engineers

Commanding General, U.S. Army Corps of Engineers. The CG, USACE will—

a. Train and evaluate assigned forces for worldwide deployment in accordance with this regulation, AR 140–1, and AR 10–87.

b. Provide technical advice and assistance to the Army Staff pertaining to facilities, military engineering, real estate, and geospatial individual and unit training.

c. Coordinate with the TNGDEV, MATDEV, and ACOMs to identify MCA requirements to support AMT, and ensure the Facilities Support Plan supports scheduled fielding of materiel systems.

d. Develop and conduct training for civil works programs and for military programs assigned as USACE support functions.

e. Designate a Program Coordinator for Army Training Facilities who will serve as a voting member on the Requirements Prioritization Board and the Configuration Control Board for the Range and Training Land Program.

2–35. Commanding General, U.S. Army Medical Command

Commanding General, U.S. Army Medical Command. The CG, MEDCOM will—

a. Exercise HQDA responsibility on matters pertaining to medical training.

b. Train and evaluate medical personnel for worldwide deployment in accordance with this regulation and AR 10–87.

c. Establish training requirements and develop products to support training in medical units on Soldier, leader, and collective tasks.

d. Support ODT within funding constraints and in support of unit level, mission essential task list (METL) based, collective training opportunities in accordance with AR 350–9.

e. Execute the systematic and progressive education of MEDCOM Soldiers and Army civilian personnel in the health services field and:

- (1) Establish NCOES courses to provide job proficiency training of all MEDCOM enlisted Soldiers.
 - (2) Monitor BNCOC/ALC and ANCOC/SLC quota utilization (class input) for courses conducted at MEDCOM schools.
 - (3) Monitor class input for courses for which TSG is the proponent and ensure:
 - (a) Appropriate prerequisites for enrollment are established.
 - (b) Nonresident MEDCOM NCOES courses are established and maintained.
 - (4) Conduct NCOA instructional programs at the Army Medical Center and School (AMEDDCS) under TSG-approved POI.
 - (5) Monitor class input and NCOES instruction quality control.
- f. Program and budget for TDY-and-return travel related to MEDCOM basic NCOES. The U.S. Army Health Professional Support Agency will program and budget for MEDCOM personnel to attend WLC training.
- g. Act as the Army's MATDEV, CBTDEV, and TNGDEV for medical materiel systems.
 - h. As required, support FORSCOM as supported command for ARFORGEN.
 - i. Provide a representative to the FORSCOM biennial ARFORGEN Training Template and EMM work group to review/revise templates and EMMs in order to ensure continued synchronization with FSO METL/CATS.

2-36. Commanding General, U.S. Army Intelligence and Security Command

Commanding General, U.S. Army Intelligence and Security Command. The CG, INSCOM will—

- a. Plan and conduct training and evaluation in accordance with this regulation, AR 140-1, and AR 10-87.
- b. Exercise program Foundry responsibilities as directed by HQDA, DCS, G-2 in accordance with AR 350-3.
- c. Exercise HQDA responsibility for the foreign materiel training portion of the OPFOR Program in accordance with AR 350-2.
- d. As required, support FORSCOM as supported command for ARFORGEN.
- e. Assist adjacent and subordinate units in developing, fielding, sustaining, and funding Foundry training programs in support of commander's requirements as outlined in AR 350-3.
- f. Ensure the Foundry program supports FORSCOM and TRADOC warfighting function training standards for mission readiness.
- g. Provide unit and functional partnerships in support of the Foundry program.
- h. Provide a representative to the FORSCOM biennial ARFORGEN Training Template and EMM work group to review/revise templates and EMMs in order to ensure continued synchronization with FSO METL/CATS.

2-37. Commanding General, U.S. Army Criminal Investigation Command

Commanding General, U.S. Army Criminal Investigation Command. The CG, USACIDC will—

- a. Train and evaluate assigned forces in accordance with this regulation and AR 10-87.
- b. Operate the U.S. Army Criminal Investigation Laboratory at Fort Gillem, GA, to administer and manage the training and professional development of all USACIDC laboratory technicians.
- c. Provide a representative to the FORSCOM biennial ARFORGEN Training Template and EMM work group to review/revise templates and EMMs in order to ensure continued synchronization with FSO METL/CATS.

2-38. Commanding General, U.S. Army Military District of Washington

Commanding General, U.S. Army Military District of Washington. The CG, MDW will train and evaluate assigned forces in accordance with this regulation and AR 10-87.

2-39. Commanding General, Installation Management Command

Commanding General, Installation Management Command. The CG, IMCOM will—

- a. Execute training support (range operations, Integrated Training Area Management, training support center, and Virtual and Constructive Simulations Center operations) within the 50 states: AA and USAR installations. This will be consistent with the mission commander's priorities.
- b. Provide BASOPS/SRM to support the execution of institutional and unit training strategies by ACP mission commanders.
- c. Coordinate with garrison and mission commanders to ensure that the supporting/supported relationship is understood and met. Garrison commander is supporting and Senior Commander is supported.
- d. Support the installation and sustainment of DL facilities.
- e. Provide a representative to the FORSCOM biennial ARFORGEN Training Template and EMM work group to review/revise templates and EMMs in order to ensure continued synchronization with FSO METL/CATS.

f. Provide garrison BRAC plans and points of contact information to TRADOC G-3/5/7 DLD for digital training facility coordination.

2-40. Superintendent, United States Military Academy

Superintendent, United States Military Academy. The Superintendent, USMA will—

- a. Train and evaluate assigned forces in accordance with this regulation and AR 10-87.
- b. Serve as the proponent for the academy professor functional area (FA 47).

2-41. Commanding General, U.S. Army Network Enterprise Technology Command/9th Signal Command (Army)

Commanding General, U.S. Army Network Enterprise Technology Command/9th Signal Command (Army). The CG, NETCOM/9thSC(A) will—

- a. Train and evaluate assigned forces in accordance with this regulation and AR 10-87.
- b. Provide a representative to the FORSCOM biennial ARFORGEN Training Template and EMM work group to review/revise templates and EMMs in order to ensure continued synchronization with FSO METL/CATS.

2-42. Commanding General, U.S. Army Test and Evaluation Command

Commanding General, U.S. Army Test and Evaluation Command. The CG, U.S. Army Test and Evaluation Command will train and evaluate assigned forces in accordance with this regulation and AR 10-87.

2-43. Director, U.S. Army Acquisition Support Center

Director, U.S. Army Acquisition Support Center. The Director, USAAC will train and evaluate assigned forces in accordance with this regulation and AR 10-87.

2-44. Other commanders and leaders

Other commanders and leaders.

a. Installation, division, State Adjutants General, and USAR major command commanders will exercise command relationship responsibilities by: assigning missions; developing training guidance and master training plans; allocating the necessary resources to effectively implement these plans; evaluating the conduct of training; reducing training detractors; reducing personnel and unit turbulence; and providing subordinate commanders maximum time to train. To improve training, commanders will employ the Digital Training Management System (DTMS), a Web-based system, to plan, resource, and manage unit training.

b. Brigade-level commanders will provide training guidance; set training objectives; sub-allocate resources; reduce training detractors and personnel and unit turbulence; and evaluate training.

c. Battalion-level commanders are the principal training managers and will develop, coordinate, implement, supervise, and evaluate performance-oriented training programs within the guidance and resources provided by higher headquarters; develop specific training plans to correct training deficiencies; reduce training detractors and personnel and unit turbulence; and coordinate resources for subordinate units.

d. Company-level commanders are the primary trainers. As such, they assist the training managers in developing training plans, and prepare and execute the training program.

e. NCOs are the principal trainers of individual Soldiers. Each NCO (and junior officer) must be capable of performing every task required of his or her immediate subordinates and understand the relationship between individual job requirements, Soldiers manuals, and collective tasks.

f. All commanders and leaders will—

- (1) Ensure Soldiers train and maintain required Soldier's Manual task proficiency.
- (2) Continually assess military and Army civilian individual, unit, and organizational training status; provide timely feedback to subordinates; and make appropriate adjustments to the training program.
- (3) Develop subordinate officers, NCOs, and Army civilians to attain that level of professionalism required for currently assigned duties, and to increase their skills for subsequent duties.
- (4) Ensure that, consistent with individual duty and unit mission requirements, Army civilian and military subordinates are given opportunities for professional development through available education programs supplemented by unit and organizational programs.
- (5) Ensure the training program includes preparation for overseas movement, and that Soldiers and units can deploy and fight as combined arms teams.
- (6) Provide feedback to higher headquarters and the institutional training base by recommending improvements to existing training doctrine, literature, and training techniques.
- (7) Insist that all training be performance oriented and designed to correct weaknesses and maintain strengths.
- (8) Conduct continuous individual and collective training throughout the training year.
- (9) Identify and reduce training detractors.

(10) Ensure that Army-approved management tools are used, such as DTMS, the Total Ammunition Management Information System, and the Military Training Service Support program.

(11) Implement mandatory training requirements within their commands.

(12) Support the Army Distributed Learning (DL) Program:

(a) Ensure that time is available during the duty day for Soldiers to complete DA-directed training and structured self-development training.

(b) Establish the DL facility as the Soldier's place of duty during DL training for DA-directed and quota managed training. (Note: for the purposes of this regulation, a DL facility is defined as any location where the capability exists for a Soldier to receive a course as designed.)

(c) Ensure Soldiers are available for DA-directed and quota managed DL training and have no command-directed conflicts that will interfere with their scheduled DL training. Commanders will schedule DL training that supports collective training. Soldiers will accomplish self-development training on their own time unless otherwise directed by their commander.

(d) Through the installation Director of Plans, Training, and Mobilization (DPTM), G-3, or schools, request DL training for qualified applicants through ATRRS to HRC for skills linked to force readiness (for example, NCOES, ASI, and SQI).

(e) Encourage and support Soldiers' participation in self-improvement and civilian education courses, either through DL or Army Correspondence Course Program (ACCP).

(13) Individual leaders are responsible to participate in the MSAF process (see app L) and internalize feedback received from their own assessments. The leaders who have been assessed must expend serious effort to understand their feedback and work diligently to use it for their continued development and for the good of the Army.

2-45. Senior commander and garrison commander duties

Senior commander and garrison commander duties.

a. Senior commander and garrison commander duties are detailed in AR 600-20.

b. To support operation and management of DTFs, senior commanders and garrison commanders will:

(1) Coordinate with HQ TRADOC for relocation, modification, or closure of DTFs. Army installations are not authorized to relocate or close DTFs without approval of TRADOC DCS, G-3/5/7 DLD.

(2) Support the installation and sustainment of DTFs.

(3) Execute operational control over the DTFs and facility managers at installations in CONUS and OCONUS, including property accountability.

(4) Execute funding for relocation, modification, or closure of any DTF. When relocation of a DTF is a result of a MILCON project, the funding for the movement of the DTF must be included in the funding request for the construction project.

(5) Ensure all unfinanced requirements with regards to DTFs are processed through budget or resource management channels. Do not submit unfinanced requirements directly to PM DLS.

(6) Ensure base realignment and closure (BRAC) points of contact account for DTFs before and during BRAC execution through the ACP or DRU to TRADOC.

(7) Ensure all new requirements are vetted through the ACP or DRU to HQ, TRADOC.

(8) Provide subject matter experts for assistant instructors or facilitators at the DTFs when required by the course proponent.

Section V

Proponent School Commandants/Commanders

2-46. Commandants and commanders of Army schools

Commandants and commanders of Army schools. The commandants and commanders of Army schools will—

a. Develop, maintain, store (in Reimer Digital Library), and provide access to training strategies, programs, and doctrine-based instructional materials/resources (CATS, STRAC, STRAPs) for which they are the proponent.

b. Establish requirements for procurement, maintenance, and operation of adequate housing, academic buildings, equipment, training areas, other authorized facilities, and training support products.

c. Develop, review, and validate training support requirements and products to ensure that all individual and collective training requirements throughout the Army and all training domains are documented. All comments and non-concurrences will be reconciled before forwarding the final documentation. If non concurrences cannot be reconciled, document will be forwarded to CAC for a decision before forwarding. Develop and coordinate STRAPs to define training strategies and training support requirements in support of new, improved and displaced equipment and training systems/subsystems, where appropriate. Assist in the development, review and validation of NETPs.

d. Review and evaluate new or revised doctrine, tactics, techniques, and procedures prepared by other Army agencies, other services, and other nations.

- e. Prepare and provide training products to include: course management plans, course administrative material, supporting POIs, TSPs and other materials needed to support training strategies.
- f. Provide training support to the ROTC, NDCC programs, Army units and organizations, and other training activities, as directed.
- g. Support training and leadership research.
- h. Provide training to students of other nations in accordance with AR 12–15. Maintain security of training information in accordance with AR 380–5 and 380–10.
- i. Develop and implement the Student Performance Measurement and Testing Program.
 - (1) Establish testing requirements and determine the type of test to accomplish the purpose for testing.
 - (2) Design, develop, and use criterion-referenced performance tests to measure student competency in accomplishing the objectives of task-based training.
 - (3) Develop a student evaluation plan for each training course.
- j. Furnish personnel, funds, facilities, and other resources in support of Army school training requirements, and furnish subject matter expert support for developing materiel system and system training support products.
- k. Schedule classes, distribute consolidated class schedules, and adjust training loads to meet changing requirements, capabilities, and budgetary considerations.
- l. Evaluate the quality of training, effectiveness of graduates, and the appropriateness of training support materials.
- m. Conduct long-range planning to forecast training needs, identify resource requirements, and program and budget resources.
- n. Assist TRADOC to identify individual tasks required for leaders and principal staff positions, and apply doctrine and Army mission changes to institutional and unit training.
- o. Develop ACCP courses/modules as interactive multimedia instruction for self-development or for part of a TASS course to be completed before, during, or after a resident training phase.
- p. Report output status of all personnel attending training through ATRRS. Report completion of training courses attended by enlisted Soldiers through the ATRRS to the Army/American Council on Education Registry Transcript System Operations Center, (AHRC–PDE–A), 415 McPherson Avenue, Fort Leavenworth, KS 66027–1373. Academic verification will show course completion, the associated college credits, or the recommended college credits.
- q. Ensure that copies of current POIs for resident courses are provided to: American Council on Education, Center for Adult Learning and Educational Credentials; (Military Evaluations); 1 DuPont Circle; Washington, DC 20036–1193. The POIs to be evaluated for college credit will include the designated ATRRS course numbers.
- r. Use proponent-provided training materials and products.
- s. Consider the use of existing schools and courses within other services before establishing a new course or school.
- t. Biennially review all military career management field Career Development Models for potential change.
- u. Develop individual proficiency training, which will result in the award of the appropriate military occupational identifier (AOC, ASI, LIC, MOS, SQI, and SI).
- v. Provide training that is not available elsewhere, or that can be accomplished more economically than in units, other Army installations, or civilian institutions.
- w. Provide administrative and logistical support of staff, faculty, units, and other personnel assigned to the school for duty.
- x. Provide course material (lesson plans, student evaluations plan, course management plan, and tests for implementation by TASS organizations).
- y. Prepare ITPs, which include mobilization plans.
- z. Prepare and review literature for Army-wide distribution.
- aa. Provide training in accordance with approved branch proponent POIs. Exceptions are as stated in paragraph 2–47 of this regulation.
- ab. Develop an instructor certification program for instructors teaching MOS reclassification and for small group instructors teaching leader development courses.
- ac. **Rescinded.**
- ad. Provide Sexual Assault Prevention and Response training in all professional military education courses.
- ae. Establish a special staff Quality Assurance Office (QAO) or quality assurance elements (QAEs) as appropriate.
 - (1) Each learning institution's QAO will:
 - (a) Keep the commander/commandant apprised of functions within the DOTMLPF domains that affect the quality of the organization's doctrine and education/training programs.
 - (b) Ensure lessons learned are identified, validated and incorporated into proponent doctrine and education/training products and material.
 - (c) Provide assistance and guidance to the institution's staff concerning the development, conduct, and support of their education/training programs and support DOTMLPF domains.
 - (d) Conduct internal evaluations that ensure internal quality control/quality assurance processes and procedures are

in place and applied; and conduct a formal-self-assessment of learning institution's compliance against the accreditation standards.

(e) Conduct external evaluations using the TRADOC-provided survey software to assess percentage of tasks trained to standard and identify tasks that need to be added to or deleted from the institution training program. This includes analysis of data and presentation of briefings to Commandants and the institution's leadership on trends, deficiencies, and recommended solutions.

(f) Conduct accreditations of affiliated AT/ADT RC The Army Schools System (TASS) training units (supported by Title XI Program funds).

(g) Provide oversight and guidance to the QAEs of their subordinate schools (as appropriate).

(h) Each non-TRADOC institution will seek funds through the POM process to support its QA function.

(2) Each learning institution's QAE will:

(a) Keep the commander/commandant apprised of functions within DOTMLPF domains that affect the quality of the organization's doctrine and education/training programs.

(b) Provide assistance and guidance to the institution's staff concerning the development, conduct, and support of their DOTMLPF functions, to include education/training programs.

(c) Conduct internal evaluations that ensure internal quality control/quality assurance processes and procedures are in place and applied.

(d) Conduct a formal-self-assessment of their institution's compliance with the accreditation standards in compliance with their respective QAO.

af. Provide a representative to the FORSCOM biennial ARFORGEN Training Template and EMM work group to review/revise templates and EMMs in order to ensure continued synchronization with FSO METL/CATS.

2-47. Approval responsibilities for programs of instruction/courses at special schools

Approval responsibilities for programs of instruction/courses at special schools. Responsibilities concerning POI/course approval at special schools include:

a. Approval authority for Defense Information School POIs/courses rests with the Office of the Assistant Secretary of Defense (Public Affairs).

b. Approval authority for MEDCOM POIs/courses rests with TSG for new POIs/courses and changes that would require additional resources or modify POI/course prerequisites, purpose, or length. Approval authority rests with the CDR, AMEDDCS, for other MEDCOM POIs/courses.

c. The Commanding General, The Judge Advocate General's Legal Center and School (TJAGLCS) approves POIs/courses for legal education courses.

d. The Commandant, USAWC, develops Army War College curriculum and forwards it to CG, TRADOC for review. The Commandant, USAWC, and the CG, TRADOC, coordinate the curriculum to ensure that the education program is consistent with officer education system objectives.

e. The CG, USACIDC, supervises the Army crime laboratory system in accordance with AR 195-2 and operates the Criminal Investigation Laboratory.

f. The President, National Defense University (NDU), approves the curriculum for NDU colleges and institutes.

g. The Commandant, Defense Language Institute Foreign Language Center (DLIFLC):

(1) Approves POIs/courses for foreign language training.

(2) Controls foreign language training POIs/courses, except for those of the service Academies, the National Cryptologic School, and USASOC.

(3) Exercises the responsibilities assigned by AR 350-20 and evaluates the Army Linguist Program and use of language tests; coordinates and provides information to the services on the use of foreign language tests and testing procedures; and programs and budgets for the development of language aptitude and proficiency tests for use throughout DOD.

h. The CG, USACE, approves POIs/courses for training provided by the USACE Professional Development Support Center.

i. The CG, CAC's designated approval authority, CAC-T, approves POIs/courses for training BC and C2 systems.i.

Chapter 3 The Army Institutional Training and Education System

Section I Introduction

3-1. Description

The Army institutional training and education system provides Soldiers, leaders, and the Army Civilian Corps the key knowledge, skills, and attributes required to operate successfully in any environment. Institutional training supports every Soldier and Army civilian in the force throughout his or her Army career. Contributions include pre-commissioning training, initial military training (IMT), professional military (PME) and civilian education, leader development, specialty and functional training, training development, distributed learning (DL), and training support products.

3-2. The Army School System

a. TASS is a composite school system made up of AA, ARNG, USAR, and Army civilian institutional training systems. TASS conducts initial military training (for example, basic combat training (BCT), AIT), Basic Officer Leadership Courses (BOLC I, II, III)); reclassification training (for example, MOS and officer branch qualification); officer, warrant officer, NCO and Army civilian professional development training and education (for example, Officer Education System (OES), Noncommissioned Officer Education System (NCOES), and Civilian Education System (CES)); and functional training (for example, ASI, SQI, SI, LIC). This is accomplished through both standard resident and distributed-learning courses. The RC TASS units are functionally aligned and linked to appropriate training proponents.

b. The Army training proponents (for example, TRADOC, USASOC, MEDCOM, U.S. Army Intelligence and Security Command (INSCOM), U.S. Army Space and Missile Defense Command/Army Forces Strategic Command (SMDC/ARSTRAT), ARNG, and the USAR provide the structure to establish, maintain, and operate TASS education system from a common automated management system. The RC TASS units are functionally aligned and linked to appropriate training proponents. The AA training proponents provide operational links to the RC instructor groups. This ensures quality assurance, instructor certification, TASS courseware, use of the Army Training and Education Development (ATED) process, and a distributed-learning strategy. TASS courseware ensures that all Army Soldiers, regardless of component, receive the same lessons and programs of instruction, regardless of what component schools conduct the training. RC configured courseware is not authorized.

c. The USAR provides component infrastructure organized into Training Commands with functionally-aligned brigades, brigades/regiments, and functionally-aligned battalions. These elements deliver institutional training at multiple geographic resident and distributed-learning locations using TASS courseware approved and distributed by the Army training proponents through USARC.

d. The USARC, with assistance from USAREUR, EUSA, and USARPAC, will identify individual training requirements for USAR units. This allows units and schools to accommodate near-term student requirements, as well as program resources (for example, funding, instructors, equipment, scheduling, and so forth) needed for out year training projections.

e. The ARNG TASS training regiments/battalions have transformed and approached training requirements on a national basis in support of ARFORGEN. Training battalions have been relocated or established geographically based on density of MTOE structure. The ARNG TASS conducts Warrior Transition Course (WTC), OCS, WOCS, MOS reclassification, NCOES, ASI and functional course in the leadership, CA, CS and CSS training lanes. Leadership, CS and CSS lanes are shared with USAR TASS schools. TASS divides the continental United States (CONUS) and territories into five regions based on geographic and demographic data (active and reserve force structure). Each region includes officer education (OCS, WOCS, OPD), enlisted education (WTC, RECLASS, NCOES), functional, ASI and SQI courses. TASS training battalions, subordinate to the brigades/regiments, align with the proponents for each career management field. Battalions manage instructor groups. Each instructor group has multiple teaching sites that ensure the availability of decentralized instruction for all Soldiers. The ARNG TASS training regiments are aligned more closely with their respective States, but provide similar regional coverage for training of Soldiers of all components.

f. All RC training battalions/regiments and AA institutions teach courses to the same standards. RC schools teach courses in phases in order to allow units to better manage student IDT, ADT and annual training (AT) periods. All AA, RC, and Army civilian training requirements are solicited during The Army Centralized Individual Training Solicitation process and are established during the SMDR. Whenever possible, attendance by Soldiers and Army civilians at specific TASS training locations will be determined by the commuting distance from their duty station to the teaching location.

g. TASS training missions are validated during the SMDR process, reflected in the ARPRINT, and documented in ATRRS. Training missions are fully resourced (personnel, facilities, equipment including operational tempo (OPTEM-PO), supplies less training ammunition, and training support) through a deliberate cross component (AA, ARNG, and USAR) affiliation program. Prior to the execution year of training, training program changes are finalized through the Training Resources Arbitration Panel (TRAP), chaired by HQDA, DCS, G-1. TRAP training requirement changes,

once approved by HQDA DCS, G-1, are reflected in ATRRS. The Army School System provides training on a non-reimbursable basis. Schools will not cancel scheduled classes resulting from resource constraints, unless all commands with quotas agree to the cancellation, or HQDA, DCS, G-3/5/7 Training Directorate determines that necessary resources cannot be made available. Approved class cancellations will be announced no later than 46 days before the class start date and posted in ATRRS. Course dates and locations may not be changed once they are within 45 days of the scheduled execution. Should either be necessary, the course will be treated as a non-conduct, and require the same coordination with other commands and approval from the DCS, G-3/5/7 as would a non-conducted course. Course will not be moved from a later date to one that would put them inside a 45 day window without the prior concurrence of all commands with quotas.

(1) In the event of instructor shortages, personnel with the required skills will be provided by the AA and the RC. When reimbursement is necessary, supported commands provide pay and allowances for personnel from supporting commands through a military interdepartmental purchase request (MIPR). Reimbursement is not mandatory. Travel and per diem costs for personnel borrowed from another command are paid using OMA; operations and maintenance, Army National Guard (OMARNG); or operations and maintenance, Army Reserve (OMAR) funds. On a limited basis, TASS training battalions and regiments may also contract civilian personnel using OMA, OMARNG, or OMAR funds when determined to be mission essential and cost effective.

(2) The command scheduled to provide ATRRS listed training furnishes all necessary training facilities, to include billeting and government meals without reimbursement. Billeting is provided to all students from all commands on an equal basis regardless of training status (for example, inactive duty training, annual training, ADT, TDY in route, or TDY and return). When TASS units desire to use facilities not managed by IMCOM, reimbursement costs are made through a MIPR. The use of non-government facilities follows established contracting guidelines.

(3) Procedures for short- and long-term equipment loans required for TASS support are negotiated by the respective command in accordance with AR 700-131. All issue, turn-in, transportation, OPTEMPO, and repair costs are paid by the borrowing command. Accordingly, schools must make a deliberate effort to forecast such expenses as they prepare near-term budget and long-term program resource requirements.

(a) Prior to shipment, borrowed equipment must pass a joint technical inspection at the organizational level. In cases where joint technical inspections are not possible, a memorandum of acceptance between the commands is required. The Army School System training battalions may agree to terms and conditions that differ from normal inspection standards when it is beneficial to do so.

(b) Lowering of standards for return of borrowed equipment is not authorized. Borrowed equipment is to be returned in the same condition as received. Funds may be transferred between commands by MIPR if the borrower does not have a repair capability.

(4) TASS units fund all classes of supply for each ATRRS scheduled course, except:

(a) Unit and organization commanders and supervisors must ensure that Soldiers and Army civilians reporting for training have the required personal clothing requirements as shown in the ATRRS. Commanders must also ensure students meet other course prerequisites using the Pre-execution Checklist-prior to allowing the student to report for training.

(b) The TRADOC will identify training ammunition (Class V) requirements for TASS and submit to HQDA, DCS, G-3/5/7 Training Directorate, for approval and authorization. All Class V requirements are based upon proponent-approved POIs and student loads listed in the ATRRS (including TRAP actions).

(5) Except for certain classified instructional materials provided by the U.S. Army Intelligence Center, all TASS courseware and instructional materials are furnished to TASS training units by TRADOC, or other Army training proponent for local reproduction.

(6) Units requesting "pop-up" courses or phases (for example, those not scheduled in ATRRS during SMDR/TRAP process-usually to remedy a readiness deficiency) may be asked to assist with resources and funding in support of such training.

h. To avoid duplication of effort and potential conflicting guidance, the USARC and ARNG should designate specific TASS units to serve as lead coordinators with the respective training proponents. Those lead coordinator units will collect consensus among similar mission units for recommendation to the training proponents. Typically these recommendations will focus on programs of instruction (to include phasing), waivers, instructor qualifications, TASS accreditation, and so forth. Such two-way interaction between training proponents and TASS units will be coordinated through respective standard requirements code managers at USARC and NGB.

i. Training developers and instructional designers will be especially cognizant of phasing requirements within the RC TASS courseware so as to avoid unnecessary administrative, logistic, transportation, repair, and resource expenditures (for example, training on specific equipment, computers, or other training aids which can be completed in a single phase should be so contained in the TASS program of instruction-thereby reducing geographically dispersed movement of equipment between IDT and ADT phases).

3–3. Training proponents

The TRADOC is the Army’s proponent for the training and leader development process and is the accrediting authority for Army institutions conducting training and leader development. Training proponents:

- a.* Develop courses based on established training and education goals and objectives as well as the duties, responsibilities, and missions their graduates will be assigned.
- b.* Develop, evaluate, and train leader, technical, and tactical tasks that focus on missions for the size or type units or organizations to which graduates will be assigned.
- c.* Provide progressive and sequential training. Provide personnel serving at the same organizational level with training consisting of the same tasks, conditions, and standards.
- d.* Provide leader, technical, and tactical training that affords Soldiers and civilians an opportunity to acquire the skills and knowledge needed to perform more complex duties and missions of greater responsibility.
- e.* Develop, produce, store, maintain, and distribute training support products to institutions, units, and individuals.
- f.* Coordinate development of all individual and collective training products, enablers, and systems with CAC to ensure that tasks and live, virtual and constructive considerations have been considered and integrated for the most cost effective means of training.

Section II Administration

3–4. Army Quality Assurance Program requirements

a. This regulation establishes the Army Quality Assurance (QA) Program for all Army schools (TRADOC and non-TRADOC, military and Army civilian) and designates the HQ, TRADOC QAO as the executive agent for the Army.

(1) The QA mission is to assist commanders in assessing the quality of the institutional Army’s ability to meet the needs of the operational Army. This program will provide oversight of doctrine and training and education provided by all Army schools (TRADOC and non-TRADOC, military and civilian, except the U.S. Military Academy). It involves the accreditation of Army training and education institutions against a prescribed set of standards with measurable criteria that cross the Doctrine, Organization, Training, Material, Leader Development, Personnel and Facilities (DOTMLPF) domains, to include Initial Military Training, Professional Military Education, Civilian Education System, and functional training. It employs quality controls, assessment processes, and statistical measurements. The QAO will function as an integral part of the Army Team by providing decision makers and stakeholders’ feedback and guidance to ensure Army learning institution DOTMLPF domains effect quality doctrine, education, and training to ensure Army readiness. This program will help ensure the development and implementation of current, relevant, efficient, and effective doctrine, training and education to meet unit, Soldier, Army civilian and leader competency needs throughout the Army.

(2) The QA Program goals are to provide:

- (a)* A sound, viable, flexible QA Program that meets the needs of the Army.
- (b)* Quality, standardized, current, and relevant education, training, and institutional leader development across Army components, branches, and learning institutions.
- (c)* Equivalent AA/RC training and education.
- (d)* Army “learning institutions of excellence” that foster a spirit of continuous improvement and shared best practices.
- (e)* Quality assurance feedback/support to commanders and stakeholders in the operational environment and the learning institution.
- (f)* Accredited learning institutions whose DOTMLPF domains support the education/training of Soldiers, Army civilians, and leaders.

(3) The QA program supports the Commander’s responsibility to conduct organization assessment as described in FM 7–0. The MSAF program (see app K) can provide periodic aggregate reports about trends in leadership behaviors. These aggregate reports can assist in evaluating leadership instruction and updating curriculum.

b. Organization and responsibilities. Each Army training and education institution (commands, centers, schools, units) will maintain a special staff QA Office or position in its respective Command Group that reports directly to and serves as the “eyes and ears” of the Commanding General, Deputy Commanding General, Commandant, Assistant Commandant, or Commander as appropriate. This function can be performed by existing personnel in RC TASS Battalions and Multifunctional Training Brigades; QA responsibilities should be reflected in position descriptions.

(1) As Executive Agent, the TRADOC QAO will manage the Army QA Program as defined in Chapter 2 of this regulation.

(2) Army learning institution (including TRADOC Centers of Excellence) QA Offices will have the autonomy and credibility needed to function as the eyes and ears of the commander. The office must keep the chain of command informed on the status of the functions within the DOTMLPF domains that promote learning institutions of excellence. They also are responsible to meet TRADOC QAO reporting requirements.

(3) The TRADOC Centers of Excellence with subordinate schools will establish a special staff QAE within each school. The QAE will serve as the eyes and ears of the respective school's commandant. The QAO will maintain oversight of supporting QAEs.

(4) The USARC and NGB will identify appropriate organizations or identify a POC that will provide the QA functions. The responsibilities of this QA organization includes coordination with TRADOC centers and schools in the development of RC courses/products and with their aligned center/school QAO for RC TASS unit accreditations (and with the TRADOC QAO for TASS Multi Functional Training Brigade accreditations). This QA organization also will use the TRADOC-provided automated TASS Readiness Reporting System for instructions certification and scheduling validation.

(5) The ASCCs and DRUs will identify appropriate organizations or POCs for coordination/ oversight of institutional accreditation as appropriate.

c. The QA Program functions.

(1) Evaluations are the training proponent's quality control mechanisms and a primary function of the Army's QA Program. Evaluations:

(a) Identify deficiencies and efficiencies in center/school operations, for example, management; DOTMLPF functions and processes; and training and education implementation, products, and materials.

(b) Determine the value, content validity, and efficiency and effectiveness of the learning institutions training and education.

(c) Provide the means for learning institutions to assess and improve DOTMLPF functions and products.

(d) Include internal evaluation, external evaluation, and accreditation (with assistance as a key component of all events).

(2) Internal Evaluations. Internal evaluation includes daily/routine quality assurance/quality control measures within the management and conduct of DOTMLPF functions as well as formal self-assessment against the DOTMLPF accreditation standards. Internal evaluation:

(a) Evaluates school's/center's management and support of DOTMLPF functions.

(b) Improves the quality and effectiveness of the learning institution by providing sufficient, high-quality data to decision makers upon which they can make sound, informed decisions about the DOTMLPF functions.

(c) Identifies weaknesses/problems, as well as strengths, of the DOTMLPF functions, to include TD and instructional systems.

Note. Do not confuse this internal evaluation with the internal evaluation defined in FM 7-0. FM 7-0 evaluation applies to unit training conducted in MTOE units. The internal evaluation referred to here applies to evaluation of DOTMLPF functions and processes in the Army's training and education institutions.

(3) External Evaluation. External evaluation is the evaluation process that provides the Army the means to determine if the training and education received meets the needs of the operational Army. This evaluation ensures that the system continues to efficiently and cost-effectively produce graduates who meet established job performance requirements — it determines if the Soldiers and Army civilians need all of the instruction they have received and identifies the need for additional instruction. External evaluations are a quality improvement process, ensuring Soldiers and Army civilians meet established job performance requirements. External Evaluations include but are not limited to:

(a) Managing training feedback programs (that is, providing feedback to improve doctrine, training and education and supporting products). Feedback must be proactively acquired from multiple sources, including but not limited to Center for Army Lessons Learned (CALL), Combat Training Centers, conferences, Collection and Analysis Teams (CAATs), Reserve-CAATs, unit commanders, Soldiers, Army civilians, course graduates/first line supervisors, and studies.

(b) Determining if Soldiers, leaders and Army civilians were trained to perform individual critical tasks to prescribed standard. This involves use of Army Research Institute's external evaluation survey tool, AUTOGEN, to gather and analyze feedback from course graduates and supervisors.

(4) Accreditation is a QA Program function that helps to assure the command that the learning institution's DOTMLPF domains meet the competency needs of today's Army and the operating force. It is a forcing function that focuses the commander's attention on the state of the learning institution's programs and processes across its DOTMLPF domains against TRADOC-approved, Army accreditation standards. Accreditation is:

(a) The Army's formal recognition given to a training and education institution which recognizes its ability to meet established Army standards across the DOTMLPF domains.

(b) A critical process that has shown over the years it can greatly improve the currency and relevancy of our training and education, to include AA and RC course equivalency.

(c) Preceded by a self-assessment that serves as a catalyst to improve communication both within and between center/school departments and even between the schools and their higher headquarters. It also increases ownership as the learning institution's staff and faculty identify and fix problems or develop plans to fix those they cannot fix before the accreditation team arrives.

(d) The means to ensure quality, standardized, current and relevant training and education (based on current and relevant critical tasks) across all Army training and education institutions.

(e) Used to determine if Army learning institutions efficiently and effectively conduct DOTMLPF functions; provide doctrine as well as relevant, efficient and effective individual and collective training and education that meet the needs of operational forces (Soldiers, leaders, Army civilians, and units); and have the necessary organizational structure, programs, and resources required to perform mission.

Note. The QA Program accreditation against DOTMLPF TRADOC-approved, Army accreditation standards is different from the accreditation provided by civilian education institutions. In addition to the Army accreditation, schools may elect to have accreditations by civilian accreditation organizations such as the Council on Occupational Education or regional accreditation bodies. Though not accreditations, American Council on Education (ACE) assessments result in ACE recommendation for college credits earned for graduation from an Army course.

3–5. Course information

a. Information concerning Army training courses is available through the ATRRS (Army Training Requirements and Resources System), established by AR 350–10 under direction of the HQDA, DCS, G–1. The ATRRS is a centralized management database of individual training courses taught by and for Army personnel. The system provides the capability to monitor the individual training program for all courses taught by Army schools.

b. The ARPRINT generated by ATRRS provides all formal courses of instruction conducted by or for Army military and Army civilian personnel. The ARPRINT includes training courses conducted by ACOMs, other services, nonmilitary schools, and foreign military services.

c. The ATRRS course catalog lists formal courses offered by Army schools and training centers. It provides general course descriptions and information concerning course prerequisites, special administrative requirements, frequency of training, and training locations. It also provides descriptions of interservice training courses and DOD courses for Army personnel.

d. The ATRRS will be used as the system to record training requirements, availability, and historical course and student data: <https://www.atrrs.army.mil/atrrsc>.

3–6. Training locations

a. Resident training will be conducted at centralized training sites that have the necessary facilities (classrooms, housing, subsistence, and so forth) and equipment to support all training requirements (for example, Army schools and training centers). Priority for conducting resident training will be determined by the training ACP.

b. Distributed Learning (DL) will be conducted at locations that have the resources needed to support the target population for the training. Off-site training may be delivered in DL classrooms (fixed and deployable), at the unit, at the organization, in Army Learning Centers, or at home.

c. The RC training battalions are authorized to conduct training in accordance with approved training strategies and proponent courseware.

d. Training ACOMs, proponent schools, or HQDA, DCS, G–3/5/7 approve all waivers for class size, instructor-to-student ratios, and instructor qualification requirements. Waiver requests are required via e-mail or memorandum.

3–7. Mandatory training in institutions

a. Mandatory training in institutions consists of HQDA-selected general subject areas in which individual Soldiers and Army civilians must be proficient to perform satisfactorily in a military organization. Training conducted in institutions is based on validated needs.

b. Proficiency in mandatory training subject matter is necessary for all Soldiers, regardless of branch/career field or rank/grade. Mandatory training requirements are limited to those subject areas directed by law and HQDA. The HQDA, DCS, G–3/5/7, maintains centralized control over mandatory directed training requirements and reviews them biennially. Appendix G and table G–2 summarize mandatory training requirements for students in training institutions.

3–8. Conduct of instruction

a. Small group instruction (SGI) is the preferred method of conducting resident training in all training and leader development courses except BOLC.

(1) Officer and Warrant Officer Candidate School commandants may use SGI methodology as permitted by local resources.

(2) Small group leader-to-student ratios range from 1:12 to 1:16, with the exception of WLC and the CES Basic, Intermediate and Advanced courses which are conducted at 1:6 to 1:8, and ILE and USAWC, which will maintain ratios in accordance with Joint Professional Military Education (JPME) requirements in CJCSI 1800.01C. As an exception, manpower survey data may validate a larger or smaller group size because of equipment, facilities, availability of certified instructors, or other factors. Also, ratios may be expanded when approved by HQDA, DCS, G–3/5/7 Director of Training.

b. The SGI shifts the teaching methodology from “what to think” to “how to think.” This type of instruction places responsibility on the student through group participation and assignments as discussion leaders. The SGI:

- (1) Improves the learning environment by increasing interaction between and among students and the small group leader who serves as a leadership mentor, role model, and training facilitator for students throughout the course.
 - (2) Facilitates counseling, coaching, and team building.
 - (3) Enables instructors and students to share experiences and lessons learned.
 - (4) Fosters long-term professional relationships.
 - (5) Encourages instructor tactical and technical competence.
 - (6) Fosters self-learning through group participation.
 - (7) Improves student communicative skills.
- c.* Courses comprise leader, technical and tactical tasks, and supporting skills and knowledge that Soldiers or Army civilians must perform to accomplish their duty position requirements. Training and education tasks will reflect the reality of operational environments.
- d.* Conditions for conducting and evaluating training will approximate operational environments for projected peacetime and wartime missions.
- e.* Performance standards will equal requirements for successful performance of tasks and related missions in projected operational environments. Standards will include requirements for students to recognize and respond to situational and condition changes by planning and executing doctrine-based initiatives within the commander's intent to accomplish the assigned mission.
- f.* Training environments will enhance learning, encourage student initiative, and require students to demonstrate high levels of discipline. The environment must be well defined, enforce standards, and maintain a steady focus on preparing students to lead subordinates during training, maintenance, deployment, sustained operations, and redeployment. Instructional materials, facilities, and equipment will be used to support realistic training scenarios.
- g.* When used, TADSS will be up-to-date, available in adequate quantities, and maintained in safe and fully operable condition. Training facilities will be maintained to ensure proper training occurs under safe conditions. Tasks that must be performed in the field should be trained in the field, or in a simulated field environment.
- h.* Requests for exceptions to policy or for changes in training standards will be addressed to the proponent.
- i.* Graduation or course-completion requirements will comply with the student evaluation plan prepared for each course.

3-9. Eligibility

- a.* The following categories of personnel are eligible to attend Army schools and DOD schools operated by the Army:
- (1) Military and Army civilian personnel who meet criteria and course prerequisites.
 - (2) Military personnel of other services and civilian personnel of other military departments who meet course criteria and prerequisites.
 - (3) Military and civilian personnel from other nations that meet course criteria and prerequisites.
 - (a) When taking part in the security assistance program.
 - (b) When such training is determined to be in the best interest of the United States.
 - (4) Personnel employed by non-DOD government agencies, local and state government agencies, on a space available and reimbursable basis, unless otherwise specified by formal agreement or directive.
 - (5) Industrial or research organization personnel under contract to the Government when such training:
 - (a) Is not otherwise available.
 - (b) Is essential for fulfillment of the contract.
 - (6) Qualified service academy and ROTC cadets and midshipmen.
 - (7) Spouses of commander and command sergeant major designees selected for attendance at the Pre-Command Course (PCC) or the CSM Battalion and Brigade Pre-Command Course, respectively, may attend spouse designated courses.
 - (8) Family members may attend or audit Army courses of instruction on a space available basis. Approval must be obtained from the school commandant and will be based on the following conditions:
 - (a) No additional expense will be incurred by the Army because the Family member is in attendance, except as stated above.
 - (b) The training or education is not available at a civilian training or education facility within a reasonable commuting distance of the Family member's residence.
 - (c) Family members of another service student attending Army schools will be charged user fees consistent with the provisions of Defense Finance and Accounting Service - Indianapolis (DFAS-IN) REG 37-1.
- b.* The HRC will maintain a list of active duty officers eligible for attendance at Army, Joint, and other services' schools and colleges for which they may not apply personally. Assignments to these schools will be monitored to ensure an order of precedence for attendance is maintained and the most highly qualified officers attend in the proper sequence of their career pattern.
- c.* Army officers will be board selected for the following institutions:

- (1) Joint colleges, including:
 - (a) National War College
 - (b) The Industrial College of the Armed Forces (ICAF)
 - (c) Joint Advanced Warfare School (JAWS)
- (2) Army service colleges, including:
 - (a) U.S. Army War College (USAWC)
 - (b) Command and General Staff College (CGSC) (specialty branches and Reserve Component resident attendance only)
- (3) Other courses, including:
 - (a) Inter-American Defense College
 - (b) Senior service fellowships
 - (c) Senior colleges of other services
 - (d) Any senior service colleges of other nations
 - (e) Selected DOD schools
- d. Army civilians will be board selected for the following institutions:
 - (1) Joint colleges
 - (a) National War College
 - (b) The Industrial College of the Armed Forces
 - (2) USAWC
- e. Army attendees of the DSLDP will be board selected for the following institutions:
 - (1) Joint colleges
 - (a) National War College
 - (b) The Industrial College of the Armed Forces
 - (2) USAWC
 - (3) Other service colleges
 - (a) Air War College
 - (b) Naval War College
- f. Army civilians will complete the CES Advanced Course as a prerequisite for attendance at any senior service college.
- g. Officers will complete the Captains Career Course (CCC) or Warrant Officer Advance Course (WOAC) as a prerequisite for attendance to any ILE or equivalent school/course.
- h. Army graduates of one resident U.S. service college are not eligible to attend an equivalent-level resident course at another U.S. service college.
- i. Army civilian graduates of one resident Senior Service College or USAWC DE are not eligible to attend an equivalent-level course at another service college.
- j. Army graduates of the resident Air Command and Staff College, the Naval College of Command and Staff, the JAWS, or the Marine Corps Command and Staff College and equal-level foreign military schools will not be allowed to attend any of the following:
 - (1) Air War College
 - (2) College of Naval Warfare
 - (3) Marine Corps War College
 - (4) Equal-level foreign military schools
 - (5) Joint Advanced Warfare School
 - (6) Senior Service College (SSC) Fellowships
 - (7) Industrial College of the Armed Forces
 - (8) National War College
- k. Students will be enrolled in Army school courses through ATRRS, with the following exception: Senior leader courses (officers and civilians). Students will be enrolled through the SLD Office or Civilian Senior Leader Management Office.
- l. The ILE students will be enrolled in both common core (DL) and the Advanced Operations Course (DL) in ATRRS and online at <https://cgsc2.leavenworth.army.mil/nrs>.
- m. Unit commanders will ensure that students enrolled in training are eligible, meet all course prerequisites, and are in compliance with Army standards. School commandants and/or commanders will provide a school welcome packet that identifies individual equipment and materials needed for course attendance. Students who report for training and have not met all course prerequisites will be returned to their units/organizations.
- n. Officers and NCOs who volunteer or are selected for Inspector General duty must undergo a nomination process outlined in AR 20-1. Once TIG approves an Inspector General nomination, the registrar of the U.S. Army Inspector

General School (TIGS) at Fort Belvoir, VA, will enter the student's name into ATRRS. The TIGS registrar is the only official authorized to enter an Inspector General student into ATRRS.

a. Students must satisfactorily complete all mandatory requirements, to include DL, identified in the student evaluation plan to graduate from the course. Commanders and supervisors will ensure students are exempt from all other duties.

3-10. Incurred obligations

a. Attendance at service schools will conform to stability guidelines. HRC may direct early termination or extension of military duty tours to accommodate school assignments in conjunction with a PCS.

b. Graduates of service schools and colleges normally will complete an intervening tour of non-student duty before attending another service school or college.

c. Officers attending military schooling incur service obligations in accordance with AR 135-91 (RC) and AR 350-100 (AA).

d. Warrant officer obligations are governed by AR 350-100.

e. Service obligations for NCOES graduates are governed by AR 614-200 (AA) and AR 135-200 (RC). The TIS requirement must be met prior to departure for the course. A Declination of Continued Service Statement (DA Form 4991-R) is required for Soldiers serving on their second or subsequent enlistment, selected for an NCOES course, but who do not have sufficient TIS remaining, decide not to extend their term of enlistment, or do not reenlist. Instructions for completing a Declination of Continued Service Statement are in AR 601-280.

f. In accordance with the Code of Federal Regulations, Title 5 Army civilians incur continued service obligations at least three times the length of training, to begin upon the employee's return to duty following training completion.

g. Army civilians attending senior service colleges are obligated to take a follow-on assignment to a position that provides full utilization of leadership skills and competencies acquired at training. Policy memorandum can be viewed at: <http://cpol.army.mil/library/train/tld-060503.html>.

3-11. Selection of Soldiers and Army civilians for training and education

a. Selection of Soldiers for leader training and education courses is linked to promotions, future assignments, and career management. Selection of Army civilians for leader development and education courses is linked to current position responsibilities and career progression. Selection for functional and specialty courses is linked to operational assignments that require skills and knowledge not trained in the OES, NCOES, or CES courses, as applicable. Prerequisites for courses are in the ATRRS course catalog.

b. The HQDA, DCS, G-3/5/7 Training Directorate, will publish annual guidance for Army students to attend senior level PME at Army schools and other service schools senior leader training and education. Specialty training requirements/seat allocations for course attendance in a TDY and return status will be identified by Command through ATRRS for reservation acceptance and verification. The HRC will identify Soldiers and make reservations for course attendance in ATRRS.

c. The AA officers who want to attend the intermediate-level schools and colleges listed below should make their request known to their respective assignments officer prior to the closing date. With respect to resident intermediate level college, selection boards are no longer conducted for Army competitive category (ACC) officers. However, selection boards will continue for the specialty branches and Reserve Component Officers. The respective branches will conduct selection boards and slate fully qualified officers of the MEDCOM, Chaplain Corps, and JAGC to attend these schools and colleges based on quotas determined by HQDA, DCS, G-3/5/7. The DARNG will select ARNG officers and the CAR will select USAR officers not included in the AA end-strength to attend the schools and colleges based on quotas provided by HQDA, DCS, G-3/5/7. Intermediate-level schools and colleges are:

- (1) U.S. Army, Command and General Staff College
- (2) Air Command and Staff College
- (3) Marine Corps Command and Staff College
- (4) Naval College of Command and Staff
- (5) Western Hemisphere Institute For Security Cooperation
- (6) Foreign equivalent schools (see app D) approved by HQDA, DCS, G-3/5/7 Strategy, Plans and Policy Directorate

d. The HQDA Senior Service College Selection Board will select active duty officers and Army civilians to attend SSCs and fellowships based on SSC criteria and a best-qualified basis. The DARNG and the CAR will select ARNG and USAR officers, respectively. The DOD SSCs are:

- (1) United States Army War College
- (2) National War College
- (3) Industrial College of the Armed Forces
- (4) Air War College
- (5) Naval War College

- (6) Marine Corps War College
 - (7) SSC Fellowships
 - (8) Foreign equivalent schools (see app D) approved by HQDA, DCS, G-3/5/7 Strategy, Plans and Policy Directorate
 - (9) JAWS conducted at Joint Forces Staff College, Norfolk, VA
- e.* Officers may apply for either of the following:
- (1) Specialized schools when interest or aptitude is a factor in selection or when attendance is restricted to volunteers.
 - (2) Courses that provide training on tasks and the supporting knowledge, skills, and experience required for a duty assignment or specialty under provisions of the Officer Personnel Management System.
- f.* Army civilians are eligible to attend functional training offered at TRADOC courses traditionally offered for military personnel when the following conditions are met:
- (1) Seat otherwise filled by military would remain vacant.
 - (2) Student possesses the qualifications and meets the prerequisites to take the course.
 - (3) Course registration must be completed through ATRRS.
 - (4) Travel and per diem costs are the responsibility of the commands.
- g.* Upon announcement of a change in assignment, a general officer (GO) is scheduled for inter-assignment training through the SLD Office. This training consists of briefings from selected HQDA, ACP, OSD, and DOD personnel. The GOs may attend specific training courses managed by SLD to further support their transition into the new assignment. The SLD provides the coordination and funding guidance necessary to affect this training.
- h.* Upon completion of WOCS (BOLC I) training, new warrant officers are contingently appointed to WO1 until they have successfully completed WOBC (BOLC III). HRC schedules warrant officers in the grade of CW2 or CW3 to attend the WOAC, CW3 or CW4 to attend the WOSC, and CW4 or CW5 to attend the WOSSC. The goal is to afford officers the opportunity to attend schools earlier in their careers rather than later as was previously done.
- i.* The NCOES is a functional component of the EPMS. Under the EPMS, the training of qualified NCOs is ensured through a combination of centralized management by HRC (AHRC-EPT-FN) and decentralized management by field commands. Selection for NCOES leader development courses represents a considerable resource investment by the Army. It is an excellent career opportunity and advantage for selected individuals. Therefore, individuals will be selected for these courses in accordance with the following guidelines:
- (1) Individuals must meet course prerequisites and have demonstrated high levels of performance, mental capacity, aptitude, and self-discipline that clearly indicate potential for continued development.
 - (2) Individuals must be fully qualified to perform tasks at their current skill level, be recommended by their chain of command, have their personal and financial affairs in order, have required clothing and equipment, and be mentally and physically prepared for all course requirements.
- j.* Enlisted Soldiers who have been selected for promotion and are performing in, or pending assignment to, duty positions for which the training is designed will be scheduled to attend NCOES courses. Attendance will be on a priority basis as allocations become available. The following training priorities ensure that the NCOES meets the needs of the Army and the development needs of the NCO:
- (1) The first priority is for Soldiers who have been selected for promotion and are performing in duty positions for which the training is established.
 - (2) The second priority is for Soldiers who have been selected for promotion and are pending assignment to a duty position in their primary MOS for which the training is established.
 - (3) The third priority is for Soldiers who have not been selected for promotion and are pending assignment to a duty position in their primary MOS for which the training is established.
- k.* Unit commanders select specialists (SPC) for promotion to sergeant (SGT). This selection serves as notification for attendance at WLC. Individuals are placed on the order of merit list (OML), which governs the timing for course attendance in accordance with the priorities described in paragraph 3-46 of this regulation.
- l.* The Commander, HRC will maintain a worldwide OML for AA Soldiers recommended for or promoted to staff sergeant (SSG) and schedule these Soldiers for BNCOC/ALC.
- m.* HRC centrally manages AA Soldier selection for, and schedules attendance at, the ANCOCs/SLCs and the SMC.
- n.* Unit commanders select and submit requests through command channels for Soldiers to attend FSC and Battle Staff Noncommissioned Officer Course (BSNCO). Centralized school managers at the installation, division, or ACP approve requests and make ATRRS reservations.
- o.* Reserve Component commanders use the same criteria as the AA to select and schedule Soldiers to attend NCOES courses.
- (1) Within the RC, only Soldiers selected for promotion or those who must become qualified at their current grade to be eligible to attend the next level of NCOES will attend NCOES courses. Selectees must meet the course prerequisites and standards outlined in the ATRRS course catalog.
 - (2) The DARNG/CAR selects and schedules RC Soldiers to attend the SMC.

- (a) The Director, Army Reserve Active Duty Management Directorate selects and schedules USAR AGR Soldiers.
- (b) The Commander, HRC–St Louis, selects and schedules Individual Mobilization Augmentee and IRR Soldiers.
- (c) USAR Major Subordinate commands/units select all other USAR Soldiers' courses.
- (3) State Adjutants General; commanders of USAR major subordinate commands; and the Commander, HRC–St Louis will select and schedule RC Soldiers for all other NCOES.
- p. To meet the demands of deploying units and deploying Soldiers, unit commanders are encouraged to select Soldiers with demonstrated potential for early attendance at WLC and, in compliance with HQDA G–1, BNCOC/ALC during unit RESET periods. Selection and attendance of quality PFCs and non-promotable SPCs for WLC and non-promotable SGTs for BNCOC/ALC will provide the individual valuable skills needed during deployment and provide the unit a bench of trained Soldiers for promotion during the deployment.

3–12. Physical fitness and height and weight requirements for military institutional training

a. This paragraph provides policy concerning physical fitness and body fat standards applicable to institutional training. All Soldiers attending institutional training courses are expected to meet the physical fitness standards of this regulation and body fat standards in accordance with AR 600–9. Policy governing the Army Physical Fitness Program is in Chapter 1.

b. Soldiers flagged for APFT failure or weight control will not be selected, scheduled, or attend institutional training. Once Soldiers meet standards, they will be considered eligible for military schools and institutional training courses.

c. Army Physical Fitness Test.

(1) Soldiers attending professional military education and functional training courses beyond IMT that are 8 weeks or longer will be administered the APFT as a course requirement. Courses less than 8 weeks may require completion of the APFT at the discretion of the commandant or commander.

(2) One retest is allowed. It will be administered no earlier than seven days after the initial APFT failure.

(3) Soldiers who fail to meet the APFT standards will be considered an academic course graduate, but item 11C of their DA Form 1059 will be marked “Marginally Achieved Course Standards” and item 14 will be marked “Failed to Meet APFT Standards”.

(4) The APFT requirement is waived for Soldiers returning from combat operations/ Global War on Terrorism (GWOT) deployment and reporting directly to a PME course with 30 or fewer training days. School commandants will ensure Soldiers returning from combat operations/GWOT deployment, reporting directly to a PME course for more than 30 training days, meet the APFT standards prior to graduation.

(5) For recruiter, drill sergeant, airborne, and ranger courses, Special Forces assessment and selection, and other schools requiring separate physical fitness standards, the CG, TRADOC will recommend physical fitness standards to HQDA, DCS, G–3/5/7 for review and approval. Soldiers who fail to meet these standards will be denied enrollment and returned to their unit of assignment.

d. Height and weight screening and body fat standards.

(1) Policy for height and weight screening standards and body fat standards are contained in AR 600–9 (The Army Weight Control Program).

(2) Soldiers attending military schools and institutional training courses, in either a PCS or TDY status, which require preparation of a DA Form 1059 will be administered height and weight screening as a mandatory course requirement.

(3) One re-screening is allowed. It will be administered no earlier than seven days after the initial failure to meet body fat standards.

(4) Soldiers who fail to meet the body fat standards of AR 600–9 will be considered an academic course graduate, but item 11C. of their DA Form 1059 will be marked “Marginally Achieved Course Standards” and item 14 will be marked “Failed to Meet Body Fat Composition Standards”.

e. Soldiers who meet academic course requirements but fail to meet the Army standards for both the APFT and body fat will not be removed from the course, nor will they be required to re-attend the course if all other course requirements are met. Soldiers will be considered an academic course graduate, but item 11C of their DA Form 1059 will be marked “Marginally Achieved Course Standards” and item 14 will be marked “Failed to Meet APFT Standards and Failed to Meet Body Fat Composition Standards”.

f. Unit Commanders/Command Sergeants Major are expected to counsel Soldiers and take appropriate actions to correct deficiencies for all Soldiers failing the APFT and/or body fat standards at institutional training.

g. Soldiers who were enrolled in institutional training courses from 10 August 2006 to 30 September 2006 and who failed the APFT retest or body fat standards will be grandfathered and will have their DA Form 1059 marked “Marginally Achieved Course Standards”. Soldiers enrolled in institutional training courses from 2 October 2006 to 31 March 2007 who failed the APFT retest or body fat standards will have their DA Form 1059 marked as having achieved course standards, in accordance with message, HQDA, DTG 0610301256Z, SUBJ: The Army Weight Control Program, which granted a six month period of no adverse personnel actions on Soldiers enrolled in schools.

h. This policy does not apply to initial military training, Duty Military Occupational Specialty Qualification training, and Soldiers attending reclassification training.

i. OES policy clarifications.

(1) Lieutenants who are delayed within the training base 30 or more days for any reason (for example: Class recycles, medical holds, security clearance problems, Uniform Code of Military Justice (UCMJ), and so forth) beyond the initial TDY period will be diverted from their initial PCS assignment and assigned in a PCS status at their TDY location effective the date HRC is notified of the requirement to divert the Soldier. CDR, HRC will notify the order-issuing official of diversion so TDY order can be amended to stop per diem entitlements effective the date HRC is notified. Those delayed fewer than 30 days will remain in a TDY status and the order-issuing official notified to amend the order extending per diem entitlements.

(2) Officers will meet height and weight standards in accordance with AR 600–9 and will pass a record APFT prior to graduating from their final BOLC course (phase II or III as applicable). In the case of officers whose profile prevents them from taking the APFT or alternate APFT, the APFT requirement may be waived if the officer in question has passed a record APFT within one year prior to the date of graduation for that final BOLC course. If there is no record APFT within the one year time period, the officer will be retained at TRADOC until he/she either passes the APFT or is separated from military service.

(3) Candidates enrolling in WOCS or OCS must pass the standard three-event APFT as an enrollment requirement; the alternate APFT is only authorized with HQDA, DCS, G–3/5/7 approval. The walk event on the alternate APFT is the only authorized alternate event used as an enrollment requirement. The Soldier must also be able to walk the 6.2 mile ruck march for WOCS or the 12 plus miles for OCS with 48 lbs. or more in their rucksack within school time parameters. If a Soldier enrolling in WOCS or OCS fails the initial APFT, the Soldier will be denied enrollment but allowed one retest with a subsequent class. Soldiers failing the second APFT will be considered ineligible for enrollment and must reapply for OCS or WOCS selection.

j. Civilian attendance at military schools. Physical fitness and weight standards do not apply to civilian personnel. These students may participate in physical fitness programs on a voluntary basis. Failure to achieve the minimum passing score on the physical fitness test will not be noted on the academic report, but voluntary participation and passing test scores may be noted.

k. Departmental and International students. Members of other military departments and international students must meet the physical fitness standards of their service/country when attending an Army course of instruction, except for specialized courses such as Airborne, Ranger, and Special Forces courses where they will be required to meet the same standard as Soldiers attending those courses.

3–13. Physical profiles

a. Profiles. Soldiers with medical profiles (temporary or permanent) due to operational deployment will be permitted by their immediate commanders to attend PME within the guidelines of their profile. Soldiers must arrive at the aforementioned courses of instruction with a copy of their current profile and a memorandum signed by their commander stating the profile is a result of injuries sustained due to operational deployment.

b. Soldiers with temporary profiles that are not a result of operational deployment prevent full participation in a course will be removed from school attendance consideration by their immediate commander until the temporary profile is removed.

c. Soldiers with a permanent designator of “2” in the physical profile must include a copy of DA Form 3349 (Physical Profile) as part of the course application. They will be eligible to attend appropriate courses and train within the limits of their profile provided they can meet course graduation requirements. Soldiers with a permanent designator of “3” or “4” in their physical profile must include a copy of DA Form 3349 and the results of their Military Medical Review Board (MMRB) as part of the course application.

d. Soldiers who have been before an MMRB, awarded medical limitations, and allowed to retain their occupational classification will be eligible to attend appropriate courses (to include PME) and train within the limits of their profile. Commandants will not disenroll nor deny enrollment of Soldiers into training based on physical profiles in accordance with MMRB rulings.

e. Soldiers receiving temporary or permanent physical profiles limitations after enrolling in resident training courses will be evaluated by school commandants and commanders for continued enrollment. Soldiers who:

(1) Have met, or will be able to meet graduation requirements, will continue to be trained within the limits of their profile.

(2) Are unable to meet graduation requirements will return to their unit or proceed to their PCS unit, and may, if eligible, be enrolled in a later course.

3–14. Student dismissal

a. Under certain conditions, students may be dismissed from courses before course completion. To protect students from unfair, illegal, or prejudicial practices, school commandants and commanders will publish policies and establish

procedures to determine if students should be dismissed from training. Policy and procedures will ensure timely execution of review.

b. Students may be considered for dismissal from courses for the following reasons:

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

(2) Negative attitude or lack of motivation is prejudicial to the interests of other students in the class.

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

(4) Illness or injury (as determined by a physician), or added physical profile limitation.

(5) Compassionate reasons.

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

c. In establishing student dismissal procedures:

(1) Ensure fair and equitable processes to adjudicate individual cases.

(2) Adhere to Army policies and standards.

(3) Inform students of the course and training completion requirements prior to the start of the training and education.

(4) Obtain servicing Office of the Staff Judge Advocate (OSJA) review of dismissal procedures prior to promulgation.

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

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

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

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

(a) Appeals will be forwarded to the school commandant or commander who will refer the proposed action and the appeal to the Office of the Staff Judge Advocate to determine legal sufficiency of the dismissal decision. All appellate actions will become part of the student's case file. Commandants and commanders will make their final decision on dismissals after considering the supporting OSJA recommendation. In cases where a OSJA is not available, the commandant or commander will forward appeals to the commander who has general court martial convening authority (GCMCA) for review and final decision.

(b) Students who elect to appeal will remain actively enrolled in the course pending disposition of their appeals. In cases where the decision of the appeal is delayed, students will participate in graduation ceremonies; however, the DA 1059 will be withheld until final adjudication.

f. Dismissals for misconduct, lack of motivation, academic deficiency, or failure to maintain physical fitness or height and weight standards (for officers) will be recorded on the individual's DA Form 1059, if applicable, in accordance with AR 623-3. Foreign student dismissals will be handled in accordance with AR 12-15.

(1) In accordance with AR 600-8-2, officers, warrant officers, and enlisted Soldiers disenrolled for disciplinary reasons may be flagged. Enlisted Soldiers disenrolled for misconduct may be barred from reenlistment in accordance with AR 601-280 and AR 140-111. Commanders may initiate separation proceedings in accordance with AR 635-200, AR 600-8-24, AR 135-175, and AR 135-178.

(2) Disenrollment for illness, injury, compassionate transfer, or other reasons beyond the control of the individual will be made without prejudice. The school commandant or commander will provide a written statement to the student's unit or organization stating the reason for termination and that the student will be eligible to re-enroll as soon as conditions that led to disenrollment no longer exist.

(3) Soldiers disenrolled from WLC for disciplinary or motivational reasons will not be eligible for further NCOES training for a period of six months.

(4) NCOES disenrollment policy is as follows:

(a) Soldiers disenrolled from WLC for academic deficiency may apply to reenter the course when both the unit commander and the school commandant determine that the student is prepared to complete the course.

(b) The AA Soldiers disenrolled from BNCOC/ALC for other than compassionate or medical reasons may be reconsidered for course attendance once they reappear before the local promotion board. The RC Soldiers disenrolled from BNCOC/ALC for other than compassionate or medical reasons may be reconsidered for course attendance once the Commander determines that the student is prepared to complete the course.

(c) The AA Soldiers disenrolled from ANCOC/SLC for other than compassionate or medical reasons may be reconsidered for course attendance by the HQDA selection board. The RC Soldiers disenrolled from ANCOC/SLC for other than compassionate or medical reasons may be reconsidered for course attendance once the first general officer in the chain of command determines that the student is prepared to complete the course.

(d) Soldiers disenrolled from the U.S. Army Sergeants Major Academy (USASMA) for any reason other than compassionate or medical reasons will not be eligible to re-enter the course. The school commandant will notify the Soldier's career management branch of the recommendation that the Soldier be rescheduled for training for those courses where scheduling is accomplished by HRC.

(5) Soldiers eliminated from NCOES who later re-enroll must take the complete course.

(6) Students dismissed from training for academic deficiency may be considered by their chain of command for retraining in their present occupational specialty or training for reclassification in another occupational specialty.

(7) Army National Guard Soldiers eliminated from NCOES courses for other than compassionate or medical reasons may not attend another NCOES course unless selected by a subsequent promotion selection board.

(8) Army National Guard Soldiers disenrolled from SMC may not re-enter the course.

g. The UCMJ does not apply to ARNG Soldiers on full-time training duty under Title 32, U.S. Code. Accordingly, school commandants and commanders will forward an ARNG Soldier's case to the state Adjutant General for appropriate disposition.

h. School commandants and commanders will ensure student records are complete and audit trails are maintained for all personnel actions.

i. School commandants and commanders will report all AA NCO dismissals and enrollment denials to: CG, HRC, (AHRC-EPT-FN), 200 Stovall Street, Alexandria, VA 22332-0400. Upon completion of the DA Form 1059, commandants and commanders will forward a copy electronically to the NCOES Branch, HRC. The following information will be provided:

(1) Full name and current grade

(2) Social Security Number

(3) Date of enrollment denial or dismissal.

(4) Complete address of the student's unit of assignment.

(5) A brief synopsis of the reason(s) for enrollment denial/dismissal.

j. The school will make an appropriate ATRRS entry on all students dismissed from courses within two duty days of the day the dismissal is approved.

k. Dismissal of USAR Soldiers in IADT, ADT, and AGR status will be reported to the appropriate convening/promotion authority for TPU Soldiers.

l. Dismissal of the ARNG AGR Title 10 Soldiers will be reported to the DARNG and to the appropriate state Adjutant General for other ARNG Soldiers.

m. If appropriate, school commandants and commanders shall coordinate with the USARC, G-7 or the relevant state Adjutant General to ensure that the dismissed RC Soldiers are properly released from active duty or full-time National Guard duty, as appropriate.

n. The Commandant, CGSC, will disenroll students from the nonresident ILE under the following conditions:

(1) Students transferred to inactive status unless they voluntarily request to continue participation in the course in accordance with AR 140-10.

(2) Students who resign or are discharged from the service.

(3) Students who become academic failures or who fail to complete the academic requirements of the course within 36 months. These students will be permanently disenrolled.

(4) Students found to have been enrolled based on false information regarding eligibility criteria.

(5) Students who fail to comply with the college's published ethical standards.

(6) Students who request disenrollment for compassionate reasons.

(7) The following cases will be reasons for permanent disenrollment:

(a) Students who become academic failures or who fail to complete the academic requirements of the course within 18 months.

(b) Students found to have been enrolled based on false information regarding eligibility criteria.

(c) Students who fail to comply with the college's published ethical standards.

o. The Commandant, USAWC will establish procedures for the disenrollment of students from the USAWC Resident or Distance Education Programs. Students may be disenrolled:

(1) For cause.

(2) For academic failure or lack of academic progress. If a student falls behind in the course to the extent that, in the judgment of the commandant, there is insufficient time remaining before each summer resident phase to complete the year's work, the student may be disenrolled.

(3) At the student's request. Students will send requests for voluntary disenrollment directly to the Commandant, USAWC, Carlisle Barracks, PA 17013-5050.

p. Students who have been disenrolled from the USAWC Distance Education Program may not reapply or be re-enrolled unless:

(1) The student's original disenrollment was voluntary and not the result of a lack of academic progress, failure to maintain academic standards, or misconduct.

(2) The student receives no constructive credit for any previously completed work.

q. When dismissal of a military student of another nation is contemplated, a complete report will be submitted to the TRADOC Security Assistance Training Field Activity, Fort Monroe, VA 23651-5000. Final authority for dismissal of military students of other nations rests with the CG, TRADOC in accordance with AR 12-15.

3-15. Removal from course consideration or selection lists

Soldiers may be removed from course consideration or course selection lists for disciplinary reasons or substandard performance of duty. The following procedures apply:

a. A flagging or removal action may be initiated by any commander in the individual's chain of command, or for Army civilians, the appropriate first line supervisor.

b. A flagging or removal action must contain a statement that the individual has been—

(1) Notified in writing of the proposed action.

(2) Informed of the consequences of flagging or removal.

(3) Afforded a reasonable period of time (generally not fewer than five duty days after receipt of the notification) in which to submit a rebuttal.

c. The decision concerning flagging or removal action will be made by an officer exercising GCMCA over the Soldier after that officer has considered any timely submitted rebuttal.

d. The unit of assignment will report approved removal actions on AA personnel to HRC, (AHRC) (appropriate career branch), 2461 Eisenhower Avenue, Alexandria, VA 22331-0400. Report USAR Officer, Warrant Officer and AGR removals to Commander, HRC, (ARPC) (appropriate career branch), 1 Reserve Way, St. Louis, MO 63132-5200. Report Troop Program Unit Soldier removals to the appropriate convening/promotion authority. Report ARNG removals to DARNG, (NGB-ARP), 111 S. George Mason Dr., Arlington, VA 20244-1382, and the respective state Adjutant General. The following information will be provided by electronic means:

(1) Name and grade.

(2) Social Security Number.

(3) The list from which the Soldier is removed and the date of removal (not needed for flags).

(4) A brief synopsis of the reason(s) for flagging or removal.

e. An Army civilian's removal from course consideration will be determined by the individual's supervisor or commander.

3-16. Deferment

Soldiers and Army civilians selected to attend courses will attend the class for which selected, unless deferred by the selection authority. There are three categories of deferment: compassionate, medical, and operational. Requests for deferment will be processed in the following manner:

a. Compassionate deferment.

(1) Compassionate deferment will be in accordance with AR 614-200.

(2) Soldiers selected to attend NCOES courses in a TDY-enroute status who request deferment for compassionate or emergency reasons will submit the request and supporting information through command channels to HRC, (AHRC)(-appropriate career branch), 2461 Eisenhower Ave., Alexandria, VA 22331-0400.

(3) Requests for compassionate deferment for Soldiers attending BNCOC/ALC or ANCOC/SLC courses in TDY-and-return status will be submitted through command channels to AHRC-EPT-FN for BNCOC/ALC or HRC, (AHRC) (appropriate career branch) for ANCOC/SLC.

(4) Requests for deferment for active duty personnel selected to attend the SMC will be submitted through command channels to HRC, (AHRC-EPT-FN).

(5) Students enrolled in the Sergeant Major Nonresident Course may request deferment to a later class in the resident phase for emergency or medical reasons. Requests for deferment will be forwarded through command channels to the DARNG: NGB-ART-I or the CAR, as appropriate.

b. Medical deferment.

(1) Deferment for medical reasons may be requested when the individual's physical condition will not allow full participation in the selected course.

(2) Medical deferments will be processed following the procedures for enrollment denials outlined in paragraph 3–9. Individuals receiving a medical deferment will be eligible for enrollment when the condition leading to the medical deferment no longer exists.

c. Operational deferment.

(1) Operational deferment will only be granted for unit deployments. Enlisted Soldiers may be deferred one time for operational reasons by any commander in the grade of colonel or higher. The reason for deferment will be provided to HRC, (AHRC–EPT–FN), 200 Stovall Street, Alexandria, VA 22332–0400, in accordance with instructions on the Standard Trainee Management System Roster Letter of Instruction.

(2) Subsequent requests for operational deferment must be fully justified by the first general officer in the chain of command and submitted directly to HRC, (AHRC–EPT–FN). The request may be disapproved at any level in the ACP, ASSC or DRU chain of command.

d. Army civilians selected for a SSC will submit compassionate, medical and operational deferment requests and supporting information through command channels to the Office of the Assistant G–1 for Civilian Personnel, Training Management Office, (DAPE–CP), 2461 Eisenhower Avenue, Alexandria, VA 22331.

(1) Deferment for compassionate reasons will be considered on a case by case basis.

(2) Deferment for medical reasons may be requested when the individual’s physical condition will not allow full participation in the selected course.

(3) Deferment for operational reasons will be considered for Army civilians selected to a new appointment in Army within six months of senior service college (SSC) notification. Selection to a position outside Army will be considered a declination. Requests must be received by HQDA before 31 May of the academic year for consideration.

(4) Students enrolled in the USAWC Distance Education Program may be deferred for operational or compassionate reasons from the summer resident courses for exceptional circumstances. However, the student is required to complete both summer resident courses. A student cannot attend both summer resident courses during the same academic year. Requests for deferment will be forwarded through command channels to the AG–1 CP, and the Registrar, USAWC, 122 Forbes Ave, Carlisle, PA 17013.

e. Officers will submit compassionate, medical and operational deferment requests and supporting information through command channels to:

(1) The Commander, HRC (HRC–OPB–D), 200 Stovall Street, Alexandria, VA 22332–0400, for AA officers. The CG, HRC can grant up to a one year deferment.

(2) Chief, National Guard Bureau (NGB–ART–I), 111 South George Mason Drive, Arlington, VA 22204–1382 for ARNG officers.

(3) Chief, Army Reserve (DACR–PE–P), 2400 Army Pentagon Washington, DC 20310–2400, for USAR officers.

(4) Students enrolled in the USAWC Distance Education Program may be deferred for operational or compassionate reasons from the summer resident courses for exceptional circumstances. However, the student is required to complete both summer resident courses. A student cannot attend both summer resident courses during the same academic year. Requests for deferment will be forwarded through command channels and through the Registrar, USAWC, 122 Forbes Ave, Carlisle, PA 17013.

3–17. Declinations

a. Declinations of PME courses by WOs will not be favorably considered.

b. Declinations from NCOES courses will not be favorably considered for AA Soldiers.

(1) The AA Soldiers who decline to attend the SMC as a PCS are subject to the separation policies contained in AR 635–200.

(2) Soldiers who incur a service remaining requirement to attend a NCOES course must reenlist or extend; or decline the service remaining requirement in accordance with AR 601–280.

(3) Soldiers who decline NCOES attendance are subject to the provisions of AR 600–8–19 as it pertains to continued promotion eligibility criteria.

(4) Soldiers who decline attendance to the SMC are subject to the provisions of AR 614–200.

c. The AA officers declining ILE or SSCs will forward statements of declination through their respective career branch to the CG, HRC, except for Judge Advocates where TJAG maintains the authority. The officers will be removed from any future consideration for the course.

d. Army civilians declining a SSC will forward statements of declination through their chain of command to the Office of the Assistant G–1 for Civilian Personnel, Training Management Office (DAPE–CP), 2461 Eisenhower Avenue, Alexandria, VA 22331. Army civilians declining selection will be removed from any future consideration for a SSC.

e. The ARNG and USAR declinations will be processed under procedures established by the ASA (M&RA), DARNG, and CAR, respectively.

3-18. Course credit

a. Individuals who meet the applicable course prerequisites and are otherwise eligible to attend a course may qualify for the following types of course credit:

(1) Constructive credit may be granted to individuals in lieu of course attendance based on previous leadership experience and/or past academic/training experiences. In all cases TRADOC or the proponent school will assess the individual's past comprehensive military or civilian experience against established course critical tasks. Individuals must possess the same skills and qualifications as course graduates.

(2) Equivalent credit may be granted to individuals in lieu of course attendance based on courses possessing comparable critical tasks. Critical task assessments are performed by TRADOC or the respective proponent school. Individuals must possess the same skills and qualifications as course graduates.

(3) Operational credit may be granted to individuals in lieu of course attendance based on operational experiences (see para G-23).

b. Personnel awarded course credit will be considered for promotion, assignment, or other personnel actions on the same basis as graduates of the course concerned.

c. Military personnel: Requests for credit will be submitted on a DA Form 4187 and include an outline of the individual's prior leadership and technical training and experiences as they relate to the critical terminal learning objective, with supporting documentation. Individuals requesting course credit will submit the request through command channels and through the course proponent to be forwarded as follows:

(1) AA: Commander, HRC (AHRC-OPB-D) (officer and warrant officer courses) or (AHRC-EPT-FN)(NCOES courses). For Judge Advocate courses send the request to CG, TJAGLCS.

(2) U.S. Army Reserve: HQ, USARC, (ARRC-TRI).

(3) Army National Guard: DARNG, (NGB-ART-I) (officer and warrant officer courses) or (NGB-ARH-S) (NCOES courses).

d. Army civilians: Army civilians may be granted course credit as outlined in (1) and (2) below with exception to individuals hired after 30 September 2006. The Foundation Course is required for all interns, team leaders, supervisors and managers hired after 30 September 2006.

(1) Individuals who have completed equivalent military or civilian legacy training as described in paragraphs 3-54, 3-55, 3-57, and Table I-5 may be awarded CES course credit as outlined therein. Requests for equivalency credit must be submitted electronically providing a course completion certificate, training form or copy of ATRRS training record to HQDA G-3/5/7, Civilian Leader development at e-mail: civilianleaderdevelopment@hqda.army.mil.

(2) Requests for constructive credit must be submitted electronically to TRADOC at: monr.ces@us.army.mil.

(a) For education/training received through private industry training program, another military department, federal agency, or through university study submit a memorandum signed by your supervisor or appropriate authority, along with a transcript, certificate or letter from an institution verifying course completion date. Also required is a course description or syllabus to include, as a minimum, course objectives.

(b) For work experience inside the Federal government and outside (private industry), submit a memorandum signed by your supervisor or appropriate authority, along with a resume and job description(s) documenting 5 or more years of leading, supervising and/or managing employees.

e. The appropriate personnel command (or TRADOC for Army civilians) will forward request to the HQDA, DCS, G-3/5/7 (Training Directorate) with recommendation for action. The HQDA, DCS, G-3/5/7 is the final approval authority for granting constructive and equivalent credit.

f. NCOs promoted to their current rank prior to 1 October 1992 are considered qualified in the NCOES course commensurate with that rank. Soldiers promoted to the rank of Sergeant Major before 1 October 1992 and appointed as Command Sergeants Major after 1 October 1992 must complete SMC.

g. Individuals will be granted credit for successfully completing institutional training conducted either through a training battalion, a proponent resident school, or distributed learning when the conditions, listed below, are met. Course-completion documentation in individuals' records will not identify how instruction is presented or learning acquired.

(1) Instructors are proponent certified.

(2) Proponent-developed, -certified, and -approved TASS courseware is used. Reserve Component Soldiers will receive credit for successfully completing proponent developed, certified, and approved courses using Reserve Component Configured Courseware until TASS courseware is fielded.

(3) Proponent-developed, -certified, and -approved DL courseware is used (when applicable). Reserve Component Soldiers will receive credit for successfully completing proponent developed, certified, and approved courses in DL modality or a combination of DL and TASS.

3-19. Early release/early graduation from the Officer Education System/Noncommissioned Officer Education System courses and schools.

a. Early release/early graduation will be considered at the discretion of the HQDA, DCS, G-3/5/7 from the following schools: CCC, ILE, SSC and USASMA. Release from other courses not listed above is not authorized.

b. Early release/early graduation will only be authorized in support of field commanders/operational needs and may be granted on a case by case basis during a time of war, intensified operations, or other urgent need.

c. It is the Army's intent that those who are taken from a school leave with full graduation credit or that a written plan is in place to return the Soldier to training, within the Soldier's career timeline, to achieve graduation credit. This plan should be carried out no later than 12 - 18 months from the time the Soldier leaves the school.

d. Process for requests:

(1) Requests for Soldiers to miss two weeks or less of a course may be approved by the Commandant. The TRADOC and HRC (Leader Development Division (LDD), Officer Personnel Management Directorate (OPMD)) will inform the HQDA, DCS, G-3/5/7. Requests are made by the gaining unit commander or by the functional area manager through CDR, HRC, Leader Development (LDD, OPMD), to TRADOC. Each request must contain the following:

(a) Justification for the early release/graduation.

(b) A general officer endorsement.

(c) Normal graduation date.

(d) Report date requested. (The Soldier must be allowed no less than 3 weeks from notification of transfer to report date. This is intended to allow no less than 1 week for out processing and 2 weeks to arrive at the new duty station with leave enroute.)

(e) Paragraph, line number and brief duty description of slated position.

(f) Date the slated position will become vacant.

(2) Requests for Soldiers to miss more than two weeks of a course will be considered for approval by the DCG, TRADOC with input from HRC (LDD, OPMD) and other agencies as appropriate, and will inform HQDA, DCS, G-3/5/7.

(a) Requests are made by the gaining unit commander or by the functional area manager through CDR, HRC, Leader Development (LDD, OPMD), to the HQDA, DCS, G-3/5/7, Training Directorate.

(b) Upon receipt of the request from HRC, HQDA, DCS, G-3/5/7 will gather input from TRADOC, the proponent and/or other agencies as appropriate. The staffing and decision process takes a minimum of 14 days to complete. Each request must contain the following:

1. Justification for the early release/graduation.

2. A general officer endorsement.

3. Normal graduation date.

4. Report date requested. (The Soldier must be allowed no less than 3 weeks from notification of transfer to report date. This is intended to allow no less than 1 week for out processing and 2 weeks to arrive at the new duty station with leave enroute.)

5. Paragraph, line number and brief duty description of slated position.

6. Date the slated position will become vacant.

7. TRADOC will provide a summary of the information (terminal learning objective/enabling learning objectives) that the student will miss if the release is approved.

8. TRADOC will provide educational impacts (for example, master's degree will not be attained, ASI will not be awarded).

e. Requests must be received 45 days prior to requested report date to ensure proper staffing and adequate time for notification of the officer.

f. Under some circumstances, Soldiers who are released early may be required to return to the course to complete the educational program. Upon determination by the Army G-3/5/7, HRC will receive notification of the requirement to re-instate the officer for the course. If required, the student will restart the course at the point they were ordered to leave.

g. Report date may be adjusted by the Army G-3/5/7 based on input from the college with regard to educational considerations.

3-20. Education and training evaluation

Army training and education evaluation applies to courses, products, and institutions. Evaluations provide the means for identifying performance deficiencies and efficiencies. Army learning institutions must routinely conduct evaluations to improve how they train and educate Soldiers and Army civilians through the systematic collection, analysis, and application of feedback concerning the relevance and effectiveness of education/training. To achieve this, the Army learning institutions must:

- a. Incorporate the feedback generated by the internal and external evaluations conducted in coordination with the QAO/QAE.
- b. Employ quality control actions to ensure the quality of the education/training products and materials.
- c. Provide each graduate of a course the opportunity to complete an “End-of Course Critique” prior to graduation to solicit feedback that may help improve the presentation of the learning material. This requirement includes both Distributed Learning (DL) and resident phases of a course.
- d. Apply the evaluation results to improve the quality of the education/training provided as appropriate.

3-21. Student education and training records

- a. Individual-student training records will be maintained by the school for at least 12 months after the completion of training (24 months for Soldiers dismissed from a course). These records will include:
 - (1) Student observation reports.
 - (2) Counseling records.
 - (3) Leadership position evaluations.
 - (4) APFT results.
 - (5) Other student performance evaluations.
 - (6) Academic Evaluation Report (AER) (DA Form 1059-1).
- b. No entry will be made on student training and personnel records that indicate the course was taken in residence or by distributed learning.

3-22. Documentation of course/training completion

The primary source for course completion documentation for the Army is ATRRS. All course completion documentation will be completed in ATRRS and will conform to the timelines established in ATRRS policies and regulations. Documentation of course/training completion, other than for pre-commissioning training where AR 145-1 prescribes policy, will be governed as follows:

- a. Diplomas or certificates of completion will be issued to all students on successful completion of courses. The issuance of diplomas to ROTC cadets is governed by policies of the respective colleges and universities.
 - (1) Diplomas and certificates will include the student’s full name, grade, and complete course or phase title.
 - (2) Diplomas and certificates issued will not reflect “nonresident,” “Reserve Component,” or other similar remarks, to preclude resident courses or courses taught at AA schools from being recognized more favorably than other courses.
 - (3) Certificates of equivalent knowledge may be issued, at the discretion of the appropriate school commandant or commander, when the required level of knowledge has been demonstrated based on tests or other appropriate means.
 - (4) No certificate will be issued for individuals failing to achieve course completion requirements.
 - (5) Certificates of completion may be awarded to military and civilian students of other nations receiving training in accordance with AR 12-15.
- b. For MEDCOM functional and NCOES courses, the regions will report graduation data in accordance with the timelines established in ATRRS policies and regulations
- c. Schools conducting AIT, one station unit training (OSUT), or occupational reclassification training will certify those tasks successfully completed by the student using DA Form 5286 (Individual Basic Training (BT), Advanced Individual Training (AIT), and One Station Unit Training (OSUT)).
- d. All individual unit and collective training in units will be documented in individual training records (ITRs) utilizing DTMS. All individual and collective training in TRADOC institutional schools will be documented in the Resident Individual Training Management System (RITMS). Further details on maintaining training records are found in appendix F.
- e. Unit training by civilian personnel will be maintained in training records using DTMS and ensure documentation in Defense Civilian Personnel Data System (DCPDS).
- f. Course credit and retirement points, as established by AR 140-1 and AR 140-185, will be awarded RC personnel for successful course completion.
- g. The ACE evaluates resident and nonresident service school courses in terms of academic credit. Soldiers (in accordance with AR 621-5) and Army civilians seeking academic recognition for service school courses will furnish documents specified in the ACE guide to the civilian school from which they want credit. AR 621-5 also requires that eligible Soldiers receive transcripts documenting their military training and experience, along with the recommended college credit, in accordance with the Army/American Council on Education Registry Transcript System. Army Education Center personnel will assist Soldiers in obtaining documentation for non-traditional learning from civilian schools. Civilian schools determine ACE credit recommendations and the number of hours to be credited.

3-23. Academic evaluation report

- a. Army students completing leader training, education, and development courses will be evaluated in accordance with AR 623-3, using the appropriate AER form for Service school, civilian institution, or SSC (DA Form 1059

(Service School Academic Evaluation Report), or DA Form 1059–1 (Civilian Institution Academic Evaluation Report), respectively).

(1) The AER provides a qualitative and quantitative assessment of student's abilities. Therefore, input is required from all instructors and evaluators who have had professional contact with the student.

(2) Entries will reflect the student's performance and potential for absorbing higher levels of training, education, and development and performing more complex duties with greater responsibilities. School commandants and commanders will ensure the objectivity and accuracy of AER ratings and supporting comments. Standard computer generated entries are not authorized. Comments on DA Form 1059s will match those found on the Soldier's developmental counseling form maintained by the school.

(3) Graduates will be provided a copy of their AER.

b. Military students of other nations will be evaluated in accordance with AR 12–15.

c. Army civilian students completing course work and programs other than leader development courses will be evaluated by each institution. Evaluations will be documented in the individual's official record in accordance with performance plan objectives during the rating period that the training occurred.

Section III

Initial Military Training and Warrior Transition Course

3–24. Initial Military Training

Initial Military Training (IMT) provides an orderly transition from civilian to military life. It is the first step to transforming volunteers into Soldiers. It teaches Soldiers the tasks and supporting skills and knowledge needed to be proficient in required skills at the first unit of assignment. Initial entry training produces technically and tactically competent Soldiers who exemplify Army Values, live the Warrior Ethos and are prepared to take their place in the ranks of the Army. IMT includes all initial mandatory training each member of the U.S. Army (both officers and enlisted Soldiers) must complete regardless to qualify for a military occupational specialty (MOS) or branch.

a. In accordance with 10 U.S. Code, Section 671, a Soldier may not be assigned to active duty on land outside the United States and its territories and possessions until the Soldier has completed initial military training within the Army. In time of war or a national emergency declared by Congress or the President, the period of required initial military training may not be less than 12 weeks. This mandated time period does not apply to Soldiers who have been credentialed in a medical profession or occupation and are serving in a health-care occupational specialty.

b. Army Competitive Category Officer and Warrant Officer IMT consists of BOLC Phases II and III. For aviators, IMT includes BOLC II and III plus either initial entry rotary wing or initial entry fixed wing, depending on the officer's career path.

c. Specialty Branch Officers:

(1) *Army Medical Department.* Select AA/RC 70B/67J and AA 65D officers will attend BOLC II, followed by AMEDD BOLC III. Those officers who do not attend BOLC II will attend the AMEDD Officer Basic Leader Course (OBLC).

(2) *Judge Advocate General's Corps.* All Judge Advocates, unless TJAG waives the requirement, regardless of component, will attend Judge Advocate General's Corps (JAGC) Officer Basic Course, which is BOLC III for the JAGC. Active Army officers in the JAGC participate in the BOLC Direct Commission Officer (BOLC–DCO) Course and BOLC II unless waived by TJAG in accordance with paragraph 3–24. RC JAGC participates in the BOLC–DCO Course and will integrate into BOLC II in the 1st Quarter FY 09 unless waived by TJAG in accordance with paragraph 3–24. The BOLC–DCO Course is primarily designed to provide direct commission JAGC officers with the leadership and tactical skill set acquired by officers attending BOLC I or who have prior military service, to ensure their successful completion of BOLC II. Active Army and RC ROTC Education Delay JAGC officers will attend BOLC–DCO. TJAG has final disposition authority of Judge Advocates including recycling and separating. TJAG maintains his statutory authority to personally manage, that is, control, JAGC personnel (10 U.S. Code (USC) Section 3037c2).

(3) *Chaplain Corps.* Chaplain Corps officers do not participate in BOLC II due to the extensive rifle marksmanship, weapons familiarization, and combatives training conducted in the course. The mission of the Chaplain Corps as noncombatants is considerably different than the mission of other officers thus requiring a different training philosophy, consisting of the following courses in progression: four weeks of Chaplain Initial Military Training (which contains all of the non-combatives type training that is conducted in BOLC II) followed by Chaplain BOLC (CH–BOLC) consisting of three phases of functional training (9 weeks total). Chaplains accessioned on active duty (AD) who have successfully completed Chaplain Initial Military Training and CH–BOLC Phase I within 5 years while serving as a Chaplain Candidate should only attend CH–BOLC Phase II and Phase III.

d. Enlisted IMT is called initial entry training (IET), consisting of BCT and AIT, or OSUT, and any other formal Army training received prior to the awarding of an initial MOS. Graduates of AIT or OSUT will meet the standards of AR 611–1, AR 40–501, AR 600–9, and FM 21–20 (FM 3–22.20). TRADOC Regulation 350–6, Enlisted Initial Entry Training (IET) Policies and Administration, defines IET graduation requirements.

e. IET training-seat prioritization:

(1) Priority of training seats for BCT and OSUT for Soldiers in the training base who are waiting to enter training (hold unders) is in the following order:

- (a) Critical fill for AA and RC deploying units.
- (b) Split Training Option, Phase 1 (STO-1).
- (c) Hard-Start MOS (defined as class starts of one each month or less).
- (d) Fitness Training Unit graduates.
- (e) HQDA-designated critical MOS fill.

(f) Hold unders (RC then AA) and recycles (RC then AA). A hold under Soldier has priority over a recycle Soldier if the hold under has been in the training base longer than the recycle. A recycle has priority over a hold under if the recycle has been in the training base longer than the hold under.

- (g) RC trainees.
- (h) AA trainees.

(2) Priority of training seats for AIT for Soldiers in the training base who are waiting to enter training (hold unders) is in the following order:

- (a) Critical fill for AA and RC deploying units.
- (b) AA reclassification.

(c) The RC Split Training Option, Phase 2 (STO-2); however, if the STO-2 Soldier is in jeopardy of missing their 24-month mandatory deadline to achieve the duty military occupation specialty qualification, the STO-2 Soldier has priority over AA reclassification.

(d) Hold unders (RC then AA) and recycles (RC then AA). A hold under Soldier has priority over a recycle Soldier if the hold under has been in the training base longer than the recycle. A recycle has priority over a hold under if the recycle has been in the training base longer than the hold under.

- (e) RC trainees.
- (f) AA trainees.
- (g) Prior service (RC then AA).

(3) In addition to the priorities established above, component personnel managers will assist in reducing the potential for backlog conditions by ensuring ARFORGEN readiness targets are considered when prioritizing seat requests. This is particularly critical for prior service trainees. Allocating seats to prior service trainees for units outside their ready or available cycles before more critical training requirements are met exacerbates constrained conditions at TRADOC schools without producing a readiness benefit. RC liaison teams at TRADOC centers and schools play a central role in coordinating reservations and seats between personnel commands and TRADOC schools and centers to ensure optimum use of training seats in support of ARFORGEN objectives.

3-25. Warrior Transition Course

The Warrior Transition Course (WTC) replaces the traditional Army BCT course used to train prior service personnel. All prior service Air Force, Navy or Coast Guard personnel (including their Reserve Components) who have not completed a U.S. Army BCT course or U.S. Marine Basic Training course are required to attend this course. Those with a break in service of more than 3 years, regardless of prior service affiliation, are also required to attend the WTC. The course is designed to produce a disciplined, motivated, fit Soldier who understands the Army's values, is embedded with the warrior ethos, and is prepared to take or reclaim his or her place in the ranks of the Army.

Section IV

Officer Training and Education

3-26. The Officer Education System

a. The goal of the OES is to produce a corps of leaders who are fully competent in technical, tactical, and leadership skills, knowledge, and experience; are knowledgeable of how the Army runs; are prepared to operate in Joint, interagency, intergovernmental, and multinational (JIIM) environments; demonstrate confidence, integrity, critical judgment, and responsibility; can operate in an environment of complexity, ambiguity, and rapid change; can build effective teams amid organizational and technological change; and can adapt to and solve problems creatively. The OES also produces warrant officers who are highly specialized experts, trainers, and leaders who are fully competent in technical, tactical, and leadership skills; creative problem solvers able to function in highly complex and dynamic environments; proficient operators, maintainers, administrators, and managers of Army equipment, support activities, and technical systems. Officer leader development is a continuous process that begins with pre-commissioning/pre-appointment training and education.

b. OES is a sequence of professional military education (PME) for professionals in subjects that enhances knowledge of the science and art of war. PME is a progressive education system that prepares leaders for increased responsibilities and successful performance at the next higher level by developing the key knowledge, skills, and attributes they require to operate successfully at that level in any environment. PME is linked to promotions, future

assignments, career management models, and applies to all officers. The MSAF program allows individuals designated for selected OES courses to obtain feedback about their leadership skills. Students are notified to participate in an MSAF assessment prior to starting an OES course. Individualized feedback from MSAF will allow the student to give attention to known strengths and developmental needs corresponding with course learning objectives. See app K for additional MSAF information.

c. The OES prepares Officers and Warrant Officers for increased responsibilities and successful performance at the next higher level. It provides pre-appointment/pre-commissioning, branch, functional area, and leader-development training that prepares officers to lead platoon, company, battalion, and higher level organizations. It also produces technically and tactically competent commissioned warrant officer leaders for assignment to platoon, detachment, company, battalion, and higher-level organizations.

d. The OES consists of branch-immaterial and branch-specific courses that provide progressive and sequential training throughout an officer's career. Regardless of branch affiliation, functional area, or specialty, the common thread, which ties all OES courses together, is common-core training. Common-core training is approved by TRADOC and incorporated into OES courses.

e. The OES includes:

(1) Pre-appointment/pre-commissioning training to qualify individuals to serve as officers (O-Grade and W-Grade). This is known as BOLC Phase I.

(2) The BOLC Phases II & III to provide officer initial entry and branch qualification training.

(3) The WOAC to provide advanced branch-specific technical training and staff skills.

(4) The CCC to provide advanced branch-specific and branch-immaterial staff process training.

(5) The WOSC to provide advanced branch technical/functional training and common leader and staff skills.

(6) The ILE to provide advanced branch, functional area, and branch-immaterial command and staff training.

(7) The WOSSC to provide senior warrant officer level professional education and leader development training.

(8) The Senior Service Colleges or Fellowships to provide senior-level professional education and leader-development training.

(9) General officer training described in paragraph 3-42.

(10) Advanced civil schooling in appropriate disciplines and areas of concentration.

f. Army OES is in compliance with the officer professional military education policy (OPMEP), CJCSI 1800.01C. The requirement for Joint education stems from the Goldwater-Nichols DOD Reorganization Act of 1986. The Goldwater-Nichols DOD Reorganization Act of 1986 makes the Chairman, Joint Chiefs of Staff (CJCS) the principal official to assist the Secretary of Defense in JPME matters, including the joint curricula at Service schools. Further, as prescribed in Title 10, Section 663, the Secretary of Defense, with advice and assistance from CJCS, periodically reviews and revises the curricula of joint education programs. Intermediate and senior staff college Army institutions are accredited by the Chairman, Joint Chiefs of Staff JPME programs. Graduates meet the requirements for Joint Professional Military Education.

g. The CJCSI 1800.01C defines CJCS objectives and policies regarding the Army educational institutions that comprise the officer PME and JPME systems. The OPMEP also identifies the fundamental responsibilities of the major military educational participants in achieving those objectives. The Army provides officer PME and JPME to eligible Armed Forces officers, international officers, eligible federal government civilians and other approved students. The Army operates its officer PME system primarily to develop officers with expertise and knowledge appropriate to their grade, branch and occupational specialty. Incorporated throughout PME, officers receive JPME from pre-commissioning through General/Flag Officer rank.

h. Joint Professional Military Education (JPME) is a CJCS-approved body of objectives, outcomes, policies, procedures and standards supporting the educational requirements for joint officer management. JPME is imbedded in Army programs of instructions and in concert with PME produces desired outcomes in support of the Joint Officer management System. JPME is a three-phase joint education program taught in the Army Intermediate Staff College (Fort Leavenworth), the United States Army War College, at other Service intermediate- or senior-level colleges, the Joint Forces Staff College, and at the National Defense University for the CAPSTONE course.

i. The Army operates the officer PME system primarily to develop officers with expertise and knowledge appropriate to their grade, branch and occupational specialty. Embedded within the PME system, however, is a program of JPME overseen by the Joint Staff and designed to fulfill the educational requirements for joint officer management as mandated by the Goldwater-Nichols Act of 1986. Incorporated throughout Army PME, officers receive JPME from pre-commissioning through G/FO. Army PME is structured in five military educational levels to support five significant phases in an officer's career.

(1) *Pre-commissioning*. Military education received at institutions and through programs producing commissioned officers and officers in the grade of WO1 upon graduation.

(2) *Primary*. Education typically received at grades WO1 through CW3 and O-1 through O-3.

(3) *Intermediate*. Education typically received at grades CW4 and O-4.

(4) *Senior*. Education typically received at grades CW5, O-5 or O-6.

(5) *General/Flag Officer*. Education received as a G/FO. All Army branch and functional area officers will complete pre-commissioning, primary and intermediate PME (JPME I). Award of JPME credit is dependent on completion of PME appropriate to the grade, branch, and functional area.

j. Officers will not enroll in other than Army schools without written approval of the Human Resources Command and the HQDA, DCS, G-3/5/7 Director of Training. Officers successfully completing other Services' Intermediate Staff Colleges and Senior Service Colleges accredited in accordance with CJCSI 1800.01C (OPMEP) will be awarded JPME credit accordingly.

3-27. Warrant officer education requirements

a. The educational goal for WOs is a branch specialty-related associate degree, or its equivalent, before entry into career status for AA WOs, and prior to completing 8 years of WO service for RC personnel. WOs are encouraged to obtain baccalaureate degrees prior to promotion to CW4 and to obtain advanced degrees to further enhance their qualifications and abilities.

b. The MEDCOM education requirements are determined by the MEDCOM Commander's Requirements Review Process.

c. The education policy for ARNG WOs is defined in ARNG regulations.

d. Education requirements for criminal investigation WO special agents (specialty 311) are addressed in AR 195-3.

3-28. Officer education requirements

a. No officer above the grade of first lieutenant in the AA or RC, or federally recognized above the grade of first lieutenant in the ARNG may be appointed, unless that person has been awarded a baccalaureate degree. However, in accordance with section 512 of the National Defense Authorization Act (NDAC) for FY02, the Secretary of the Army may, on a case by case basis, waive the baccalaureate degree requirement of 10 USC 12205(a) for any officer who was commissioned through Army Officer Candidate School. The waiver may be in effect for no more than 2 years after the waiver is granted. Officers who have not earned a baccalaureate degree at the end of the period in which the waiver was granted are subject to discharge from active duty. This policy has no expiration date and is codified as 10 USC 12205(d).

b. Officers are encouraged to earn a graduate degree. Requirements exist for officers with graduate degrees as determined by ACOMs and Army personnel proponents using the Academic Evaluation Reporting System or the MEDCOM Commander's Requirements Review Process. If officers with appropriate degrees are not available to fill these requirements, qualified officers may receive Army-funded, post-graduate education to fill requirements in—

(1) A discipline that supports the officer's designated branch or functional area, or supports universal officer proficiencies.

(2) A discipline determined to be required by the MEDCOM Commander's Requirements Review Process.

3-29. Pre-appointment and pre-commissioning programs

a. Pre-appointment and pre-commissioning programs educate and train cadets, officer candidates, and warrant officer candidates, assess their readiness and potential for commissioning as second lieutenants or appointment as warrant officer ones, and prepare them for progressive and continuing development. Pre-commissioning and pre-appointment sources share a common goal that each graduate possess the character, leadership, integrity, and other attributes essential to a career of exemplary service to the nation. Responsibilities for the administration and coordination of programs leading to the appointment of warrant officers and the commissioning of officers in the U.S. Army and ARNG are established in Chapter 2 of this regulation. These programs are as follows:

b. Basic Officer Leader Course (BOLC) Phase I.

(1) Warrant Officer Candidate School. The WOCS is a branch-immaterial course that provides enlisted Soldiers an opportunity to earn an appointment as a warrant officer one in the AA, USAR, and ARNG. The WOCS is divided into 2 phases. Phase 1 of WOCS is available as either distributed learning DL or resident training (11 training days).

Attendance at the Phase 1 (Resident) course is mandatory for all Soldiers in the grade of E-1 through E-4 and for E-5's that are not WLC (Primary Leadership Development Course) graduates. Phase 2 is a resident phase (25 training days) that trains the warrant officer candidate in officership, ethical leadership, Army operations and tactics, effective communication, military history, structure of the Army, warrior tasks and battle drills, and field leadership applications. This course incorporates a high stress environment, designed to challenge the warrant officer candidate from day one. Additionally, it is used to evaluate and develop the candidate's potential as a U.S. Army warrant officer, while providing the basic skills necessary to meet the future Army challenges. Active Army WO candidates attend WOCS at Fort Rucker, AL. The ARNG runs a Reserve Training Institute (RTI) 3 Phase WOCS course that allows both ARNG and the USAR WO candidates to attend WOCS by completing the DL phase (Phase 1), attending one weekend a month for 5 months (Phase 2), and completing the last two weeks of WOCS during their annual training time (Phase 3). The RTI training standards are the same as the Fort Rucker resident WOCS. WO candidates are appointed to WO1 upon graduation from WOCS. Qualified applicants are selected to attend WOCS by centralized U.S. Army Recruiting

Command boards, specified branch proponents, or state Adjutants General. Policy governing warrant officer selection and appointment is contained in AR 135–100.

(2) The USMA provides a 4-year curriculum leading to a Bachelor of Science degree and commissioning as a second lieutenant. Selection for attendance is through various appointment programs. Policy guidance is contained in AR 351–17.

(3) The ROTC program offers college students an opportunity for commissioning as second lieutenants through 2-, 3-, and 4-year curricula leading to a baccalaureate-level degree. Policy guidance is contained in AR 145–1.

(4) The OCS is a branch-immaterial course that provides WOs and enlisted Soldiers an opportunity to earn commissions as second lieutenants in the AA, USAR, and ARNG/ARNGUS. Training takes place in a physically and mentally demanding, high-stress environment. The Federal OCS is conducted by the USAIS at Fort Benning, GA. The ARNG State OCS is conducted by the OCS battalion of ARNG/ARNGUS leadership brigades/regiments. The OCS also provides a rapid expansion capability for officer training upon mobilization. The Commandant, USAIS, in coordination with the DARNG, will maintain the OCS POI.

(a) Policy guidance for the Federal OCS is contained in AR 350–51.

(b) Policy guidance for ARNG/ARNG State OCS is contained in ARNG Regulations.

3–30. Basic Officer Leadership Course Phases II & III

a. The BOLC II and III are IMT and branch-specific qualification courses (including the Initial Entry Rotary Wing Qualification Course and the Initial Entry Fixed Wing Course) that provide newly commissioned officers an opportunity to learn the leadership, tactical, and technical tasks and supporting skills and knowledge required to lead platoon-sized units. The BOLC trains newly commissioned lieutenants and warrant officers to:

- (1) Prepare, lead, manage and train platoons, squads, teams, and their equipment for operational missions.
- (2) Control, lead, supervise, discipline, train, and develop subordinate leaders.
- (3) Care for subordinate leaders, Soldiers, and their Families.
- (4) Plan, schedule, supervise, execute, assess, and assign responsibility for mission training.
- (5) Plan, initiate, supervise, and assign responsibility for platoon-level personnel, administrative, and supply actions.
- (6) Plan, supervise, assess, and assign responsibility for the safe use, maintenance, security, storage, and accountability of personal equipment and organizational equipment and materiel.
- (7) Advise the commander on the status of platoon and squad training, discipline, equipment maintenance, and personnel readiness.

b. The Army goal is for officers to attend BOLC within 90 days after commissioning. Requests for waivers will include a request for course credit in accordance with procedures explained in paragraph 3–18 of this regulation.

c. The BOLC develops technically competent and confident leaders grounded in leadership and field craft, regardless of branch, who embody the Army values and warrior ethos, and are physically and mentally strong. To achieve this objective, BOLC capitalizes on experience-based training, logically structured to build upon and reemphasize previous lessons learned.

(1) *The BOLC–II (Experiential Leader Training)*. BOLC II is a rigorous, branch-immaterial course, physically and mentally challenging, with 84 percent of the training conducted via hands-on in a tactical or field environment. Focusing on the platoon, a cadre of officers and NCOs will continuously evaluate each student's performance in a series of leadership positions, under various conditions/situations. The student officers also participate in several peer reviews and self-assessments. The curriculum includes advanced land navigation training; rifle marksmanship; weapons familiarization; practical exercises in leadership; CBRNE operations training; use of night vision equipment; and culminates in squad and platoon situational-training exercises using contemporary operating environment scenarios (including urban terrain). Students must negotiate confidence courses that challenge them to overcome personal fears. Junior officers will depart BOLC–II with greater confidence in their abilities to lead small units, an appreciation for the branches of the combined arms team, and a clear understanding of their personal strengths and weakness. Warrant officer integration into BOLC II is currently scheduled to begin in FY09.

(2) *BOLC–III (Branch-Specific Training)*. Conducted at the proponent schools, officers will receive technical training (specialized skills, doctrine, tactics, and techniques) associated with their specific branch specialties. Upon graduation, officers may attend additional assignment-oriented training (Airborne, Ranger, Language School, and so forth) or will proceed to their first unit assignments. Follow-on functional training in conjunction with IMT requirements in a TDY status is authorized and encouraged, but only when the course of instruction starts within 14 days of the BOLC III class graduation date. Requests for functional training that fall after the 14 day window will be scheduled at a later date. Because warrant officers are selected to attend BOLC III at the same time they are selected to attend BOLC I, failure to successfully complete BOLC III may result in termination of the WO appointment (See AR 600–8–24).

d. Graduates will be identified by award of military education level (MEL) code 7.

3–31. Warrant Officer Advanced Course

The WOAC consists of common core and branch-specific training that builds upon the skills, knowledge, and

experience developed through previous training and assignments. This course provides chief warrant officers in the grade of CW2 or CW3 with the leader, tactical, and technical training needed to serve in company and higher level positions. The primary focus is directed toward leadership skill reinforcement, staff skills, and advanced branch-specific training. The WOAC consists of two components:

a. A mandatory nonresident phase that must be completed prior to attending branch/proponent WOAC training. The Action Officer Development Course (AODC) is currently the resource for this distributed learning phase. It provides WOs serving in CW2 or higher duty positions relevant training in management techniques, communication skills, preparing and staffing documents, conducting meetings and interviews, problem solving, writing, coordinating, and ethics. All CW2s have the flexibility to enroll between 24 and 48 months of total WO service. This prerequisite distributed learning phase must be completed within 1 year of enrollment and prior to attending WOAC at their proponent school. Common core subjects that are shared with Captains Career Courses will be implemented through an online Officer Career Common Core Course (OCE4).

b. A resident course consisting of branch proponent developed and administered branch-specific technical training and branch-immaterial training that includes leadership, ethics, communication skills, military law, and personnel management.

c. Graduates will be identified by award of MEL code 6.

3-32. Captains Career Courses

The Captains Career Course (CCC) provides captains with the tactical, technical and leader knowledge and skills needed to lead company-size units and serve on battalion and brigade staffs. The course emphasizes the development of leader competencies while integrating recent operational experiences of the students with quality institutional training. It facilitates life-long learning through an emphasis on self-development. The curriculum includes common core subjects, branch-specific tactical and technical instruction, and branch-immaterial staff officer training.

a. The Captains Career Common Core Course (C5) consists of the common core lessons approved by TRADOC for conversion to DL. It is a requirement for both AA and RC officers attending either an AA or RC version of the CCC. Officers are eligible to enroll in the C5 upon completion of BOLC III and promotion to First Lieutenant. Completion of C5 is not a prerequisite for attendance at either the AA or RC version of the CCC, but it is a requirement for graduation. Officers can begin and potentially complete C5 prior to attendance at the resident portion of CCC. However, resident time will be allotted for completing C5, if necessary. Officers are encouraged to complete as much of C5 as possible prior to attending the resident phase. The C5 is listed in the Army Training Requirements and Resources System (ATRRS) as a separate course, 01A-C22 (DL). Consequently, all AA and RC officers must enroll in C5 separately from the rest of the CCC.

b. AA officer CCC attendance is an assignment action by HRC. RC CCC attendance is scheduled by the unit in the Army Training Requirements and Resources System (ATRRS) at <http://atrrs.army.mil>. All resident CCC attendance is in a PCS status with the exception of the MEDCOM which is attended in a temporary duty (TDY) status.

c. The RC CCC provides the same educational outcomes as the CCC (AA) in roughly the same amount of time as the former RC Officer Advanced Course and RC Combined Arms and Services Staff School. The RC CCC now follows a 13-month model which includes the C5, two 15-day resident periods, and 11 months for completing branch specific DL phases. Branches may include a technical prerequisite DL phase prior to the first resident phase. Officers have the flexibility to complete the DL at home station.

d. Coordinating Staff Modules (S1, S2, Asst S3, S4, S5, and BMO) exist to provide assignment oriented training for AA and RC officers preparing to serve in these staff positions. Each module is approximately 35 hours of DL.

e. Active Army and AGR officers normally will attend their branch-specific CCC in residence:

(1) As soon as practical after promotion to captain.

(2) As soon as possible after completing 4 years of active Federal commissioned service (AFCS).

(3) Prior to the 7th year of Federal commissioned service.

f. The RC officers may enroll in the RC CCC upon completion of BOLC III and promotion to First Lieutenant. Those who desire to enroll prior to this time require a waiver by the unit commander, or by the Commander, HRC-St Louis for members of the IRR. The RC officers must enroll in the CCC prior to completing 8 years of commissioned service. The RC officers must satisfy the following prerequisites for enrollment into the CCC:

(1) Be a commissioned officer in the grade of first lieutenant or captain.

(2) Meet the standards of AR 140-1, AR 600-9, and this regulation.

3-33. Warrant Officer Staff Course

The WOSC is a branch-immaterial resident course conducted at the Warrant Officer Career Center (WOCC), Fort Rucker, AL. The course focuses on the staff officer and leadership skills needed to serve in CW4 positions at battalion and higher levels. Instruction includes decision-making, staff training built upon the military decision making process, organizational theory, systems integration, management, operational and tactical awareness, and team building skills. A follow-on phase may be required by some proponent branch centers and schools to ensure senior warrant officers

receive the latest technical/functional training within their career field. Graduates will be identified by award of MEL code Q.

3-34. Intermediate level education

a. The Army Intermediate Staff College program of professional military education (PME) instruction is ILE. Effective in August 2005 and for officers in year group (YG) 1994 and subsequent year groups, ILE replaced the existing Command and General Staff Officers Course (CGSOC). The ILE consists of a common core (CC) curriculum that includes Joint Professional Military Education (JPME) Phase 1 requirements and the required Branch and/or Functional Area specialized education or qualification course. Successful completion of the ILE CC and the respective qualification course is required for award of JPME Phase I credit. JPME Phase I is that portion of the ILE common core concentrating on instruction of joint matters. Officers must complete JPME Phase I to be eligible to attend JPME Phase II or a Senior Service College. Completion of ILE is recognized by award of MEL Level 4.

b. The final Command and General Staff Officer Course (CGSOC) Board (4th Quarter FY04) for ACC officers was for officers in YG 93. The YG 93 and earlier YG officers must have been board selected to attend ILE in residence. Efforts are being made to ensure all CGSOC Board selected officers have the opportunity to attend the resident course at Fort Leavenworth. The YG 93 and earlier YG officers not select for resident CGSOC attendance are afforded the opportunity to complete ILE via DL. Officers in YG 93 and earlier, selected for promotion to LTC who are not CGSOC graduates, must complete ILE CC within 18 months of the date of the publication of the selection list; attendance is to be coordinated with the appropriate personnel office. Officers in YG 93 and earlier will be awarded JPME Phase I credit upon completion of Legacy CGSOC or the ILE common core. Year Group 93 and earlier Functional Area (FA) designated officers are required to complete the FA credentialing course as directed by the FA proponent.

c. All ACC branch and functional area officers will complete ILE prior to the 15th year of commissioned service.

(1) To be eligible for attendance, all Army officers must have completed a branch Captains Career Course or equivalent, have successfully served in branch leader development positions at the grade of captain and have completed 8 years of active AFCS. On a case by case basis the 8 years of AFCS requirement is waivable for non-due course special branch officers. Targeting multiple ACC year groups for ILE attendance and allowing a 5 year completion window following functional designation facilitates career advancement and control of the attendance backlog. This policy also allows officers to receive an intermediate staff college education earlier in their careers, enhances Army readiness posture, and supports Army force generation.

(2) The ACC officers will normally attend ILE in residence. By exception, the HQDA, DCS, G-3/5/7 may approve ACC officers to complete ILE through DL when operational requirements prevent attendance in residence. Completion of ILE by ACC officers in other than a resident status must be coordinated among the HQDA, DCS, G-3/5/7, HQDA, DCS, G-1 and the U.S. Army Human Resources Command (HRC).

(3) Special branch officers will continue to be board selected for resident ILE attendance. Special branch proponents will determine completion requirements and timelines for special branch officers.

(4) Reserve Component officers will continue to be board selected for resident ILE attendance. Reserve Component officers will complete ILE prior to their 15th year of commissioned service.

d. Officers in YG 94 and subsequent year groups will be afforded the opportunity to complete the ILE CC in one of four ways:

(1) In residence at the 10 month course at Fort Leavenworth (delivered primarily for Branch officers, select RC officers, the traditional complement of sister service and international officers, select functional area and special branch officers).

(2) In residence at satellite campuses (delivered primarily for Functional Area designated officers, by exception Branch officers, officers designated for attendance at other than Army intermediate staff college and other service schools, board selected RC officers, and Special Branch officers).

(3) Through nonresident DL (delivered primarily for RC and special branch officers; by exception ACC officers). The nonresident ILE common core is equivalent to the resident course for satisfying career schooling requirements. It is presented in two formats and must be completed within 18 months of enrollment.

(a) The Web-based DL format is organized into three sequential phases consisting of a number of modules or subcourses. Each module or subcourse is a self-contained block of instruction containing one or more examinations graded by the Department of Distance Education (DDE), a department within the Command and General Staff College's Command and General Staff School. Several modules or subcourses require submission of written requirements that are graded based on established objective criteria.

(b) The Reserve School format is presented in the TASS training battalions at teaching locations throughout the world. This option is also organized into three sequential phases with modules or subcourses corresponding to those in the Web-based DL format. Each module or subcourse contains written requirements and one or more examinations. Many of the requirements are graded by the training battalions that report grades to the DDE.

(4) Through a Blended Learning approach that combines DL with some form of in-residence program. The in-resident phase or phases are typically at the resident site/Fort Leavenworth, but can be conducted at satellite facilities.

e. The qualification course for branch officers is the Advanced Operations Course and is completed immediately following the ILE CC at Fort Leavenworth. The DL version of the Advanced Operations Course must be completed in 18 months and is comprised of four modules: the history and leadership pre-requisite module, the operational warfighting module, the division operations module, and the brigade combat team operations module. Officers must complete the ILE CC and all four DL the Advanced Operations Course modules to be ILE complete and receive an award of JPME Phase I credit. The FA and Special Branch qualification courses are designated by the proponents. The FA qualification courses range from 4 to 179 weeks. For some FA and Special Branch officers, this tailored educational experience will also include ACS.

f. Branch officers will receive qualification course credit and award of JPME Phase I credit upon completion of the other than Army intermediate staff colleges that are accredited in accordance with CJCSI 1800.01C. Branch and functional area officers selected for attendance at other services or Joint resident intermediate staff colleges must first complete the two week ILE preparatory course, the ILE common core at a satellite campus or the ILE common core through the non-resident DL program. Officers attending the Air Command and Staff College at Maxwell Air Force Base (AFB), AL, and the College of Naval Command and Staff at Newport, RI, are afforded the opportunity to participate in the ILE preparatory course upon arrival at those locations. The remaining officers attending other than the Army Intermediate Staff College are afforded an opportunity to participate in ILE preparatory course at Fort Leavenworth, KS. Branch and functional area officers selected for attendance in other service DL, blended learning or nonresident intermediate staff colleges programs and/or selected for attendance at other nation's intermediate staff colleges must first complete the ILE common core at a satellite campus. Functional area and special branch officers may attend international and sister service schools, but must still attend their respective qualification courses to be credentialed ILE.

g. Eligible officers may qualify for constructive or equivalent credit in accordance with paragraph 3–18. Constructive credit may be granted in lieu of course attendance based on duty-assignment history and past academic experiences. Equivalent credit may be granted in lieu of course attendance based on assignment as a course faculty member. Individuals awarded constructive or equivalent credit must possess the same skills and qualifications as course graduates. Officers awarded constructive or equivalent course credit will be considered for promotion, assignment, or other personnel actions on the same basis as graduates of the course concerned. The HQDA, DCS, G–3/5/7 is the approval authority for constructive and equivalent credit. Requests for credit will include a crosswalk of requestor's military and academic experiences as they relate to the ILE terminal learning objectives, an outline of the individual's prior leadership and technical training and experiences with supporting documentation attached to DA form 4187 (personnel action). Individuals will submit the request through command channels for approval to the appropriate personnel command. The appropriate Personnel command will forward request to the HQDA, DCS, G–3/5/7 (Training Directorate) with recommendation for action. Submit request to:

(1) AA: CDR, HRC (AHRC–OPL–L), 200 Stovall Street, Alexandria, VA 22332.

(2) U.S. Army Reserve: CDR, United States Army Reserve Command (AFRC–TRI), 1401 Deshler Street SW, Fort McPherson, GA 30330–2000.

(3) Army National Guard: Chief, National Guard Bureau (NGB–ART–I), 111 South George Mason Drive, Arlington, VA 22202.

h. Requirements for RC officers to enroll in ILE are found in AR 135–155. Active Army warrant officers and enlisted Soldiers with a reserve commission (dual component control group) may enroll, but must attend training at their own expense or on TDY if their headquarters will fund this training. Enrollment requirements are listed in the ATRRS course catalog.

i. Army civilians, GS–11 or equivalent pay bands, whose duties require knowledge of the course subject matter may enroll in the nonresident DL format course. The application for enrollment must be accompanied by a memorandum of recommendation from the applicant's senior rating official.

j. Defense contractors are not eligible to enroll in the nonresident DL format course.

k. Requests by international military personnel who meet eligibility requirements to enroll in or audit the nonresident course must be processed through the Security Assistance Office of the country concerned to HQ, TRADOC (ATFA), Fort Monroe, VA 23651–1047.

l. The records of ILE graduates are coded by HRC St. Louis, HRC Alexandria, and Chief, National Guard Bureau to reflect PME completion and an award of JPME Phase I credit.

3–35. Advanced Military Studies Program

a. The Advanced Military Studies Program (AMSP) provides advanced education in military arts and science for selected ILE graduates. The school emphasizes planning and executing campaigns at the tactical, operational, and strategic levels of war.

b. The AMSP prepares officers to plan and conduct future operations across the wide range of military operations. Successful completion of the AMSP curriculum leads to award of a Military Arts and Sciences Degree. Following

graduation, students complete the final part of the program by serving on a division or corps staff or in an operational staff position designated by the Commander, USASOC.

3-36. Pre-command courses

Brigade and battalion command preparation is a multiphase program that provides focused leader development opportunities for all of the Army's future senior leaders. Active Army and AGR brigade and battalion-level command selectees will attend a three or four phase pre-command continuing training and education program, depending on type and level of command prior to assuming command. Phase I is the branch immaterial pre-command course (PCC) at Fort Leavenworth, KS, followed by two or more of the following PCC phases prior to assuming command. Phase II is training for specific command categories (MTOE Operational, IMT, Garrison, Recruiting, Acquisition Corps and Corps of Engineers Division/ District Commands). Phase III is branch/functional training. Phase IV is the senior officer's legal orientation course at The Judge Advocate General's Legal Center and School, Charlottesville, VA. Prerequisites for the branch-immaterial PCC and the Tactical Commanders Development Program (TCDP) are outlined in the Army Training Requirements and Resources System (ATRRS) at <http://atrrs.army.mil>. Attendance at PCC is scheduled by the Human Resources Command (HRC), the SLD Office, or the Army National Guard (ARNG) as appropriate unless otherwise stated. Spouses of future battalion and brigade commanders are authorized to attend the Command Team Seminar (CTS), conducted concurrently with the PCC.

a. Phase I. Phase I is branch immaterial instruction conducted by the School for Command Preparation (SCP) at Fort Leavenworth, KS. Attendance is mandatory for all AA and AGR command designees. RC Tradition Member designees may attend on a space and funding available status with priority to those in a mobilized status preparing for deployment. The course focuses on providing future commanders time to reflect on their upcoming duties as it pertains to developing strategic leader capabilities. This is accomplished through senior leader facilitated discussions of up-to-date information on Army policies, programs, and the following items of special interest:

- (1) Leader development
- (2) Training management
- (3) Doctrine
- (4) Command team seminar
- (5) Safety and composite risk management
- (6) Sexual Assault Prevention and Response
- (7) Law of Land Warfare and Detainee Operations
- (8) Building Commander/CSM Teams
- (9) Soldier/Family Support Systems
- (10) Commander/Spouse Self Assessment

b. Phase II.

(1) *Operational Commands*. The TCDP is mandatory for all AA operational MTOE command designees. The RC Tradition Member designees may attend on a space and funding available status with priority to those in a mobilized status preparing for deployment. The program is a graduate level seminar that provides opportunities for future brigade and battalion commanders to critically assess and intellectually prepare for command. The TCDP provides an intellectual foundation in terms of synchronizing the warfighting functions across full spectrum operations at the organizational level of leadership.

(2) *Modular Brigade Combat Team Commands*. Officers slated to command Infantry, Heavy, and Stryker brigade combat teams will attend the Brigade Combat Team Commander Development Program (BCTCDP) and must complete this course prior to assuming command. BCTCDP provides an intellectual foundation and practical application experiences across the full spectrum of operations. BCTCDP is conducted in three phases. Phase 1 is the intellectual foundation at Fort Leavenworth, Phase 2 is the immersive commander's environment at Fort Leavenworth, and Phase 3 is the interaction with the various centers of excellence. This course satisfies Phase 3 requirements. BCTCDP is three weeks in length and satisfies the requirement to attend TCDP at Fort Leavenworth and traditional branch pre-command attendance at Fort Benning or Fort Knox (PCC phase 3 requirements).

(3) *Initial Military Training Commands*. This PCC prepares IMT brigade and battalion command designees and CSM designees for assignments to BCT, AIT, or OSUT organizations. Additionally, IMT command designees attend both their branch-specific PCC and the branch-immaterial PCC. The AA and AGR command designees attend prior to assuming command. RC Tradition Member selectees are encouraged to attend.

(4) *Garrison Commands*. The Garrison PCC, taught at Fort Belvoir, VA, is attended by colonels and lieutenant colonels, (as well as selected civilian executive assistants) centrally selected to command garrisons, area support groups, and base support battalions. Senior civilians selected as Deputy Commanders attend Garrison PCC. The Garrison PCC focuses on installation, ACP, and HQDA-level leadership, management and relationships. The curriculum focuses on existing and emerging issues affecting and influenced by people, resources, facilities, logistics, organizations, and doctrine.

(5) *U.S. Army Corps of Engineers commands*. The U.S. Army Corps of Engineers PCC, conducted by HQ, USACE, Washington, DC, prepares officers to command USACE Divisions and Districts. Attendance is mandatory for all

District command designees and recommended for all Division command designees who have not commanded in USACE. Travel to support the USACE PCC is centrally funded by Headquarters, USACE.

(6) *Acquisition Corps Commands*. Command designees, to include civilian equivalents, will attend Acquisition specific instruction as assigned by HRC. In addition, AA commanders will sequence attendance of the specific branch PCC that pertains to their particular program/command. POC: HRC AC/LDD.

(7) *Recruiting Commands*. Selectees will complete non-resident instruction prior to attending resident Recruiting PCC training at Fort Jackson, SC. POC: HRC OPMD, LDD.

(8) *Other Commands*. Command designees assuming non-IMT TRADOC commands attend the branch-immaterial and branch-specific PCCs only.

c. Phase III.

(1) *Maneuver Enhancement Brigade Commands*. Command designees will attend the MEB PCC at Fort Leonard Wood, MO. The MEB PCC is a multifunctional branch phase that focuses on leadership, technical, tactical, and administrative skills required in commanding an MEB.

(2) *Brigade Special Troops Battalion Commands*. Command designees will attend the BSTB PCC Fort Leonard Wood, MO. The BSTB PCC is a multifunctional branch phase that focuses on leadership, technical, tactical, and administrative skills required in commanding a BSTB.

(3) *Other Commands*. Command designees will attend the PCC Phase III branch-specific instruction at the officer's branch school. It focuses on tactical and technical aspects of command. Special areas of interest include antiterrorism and force protection and those required by the branch commandant. Attendance is mandatory for all command designees of TO&E and IMT units.

(4) *General information*. All branch PCC will coordinate with the SCP to synchronize programs in order to eliminate redundancy.

d. Phase IV. All Commanders with Special Court-Martial Convening Authority will attend the Senior Officer Legal Orientation Course, held at The Judge Advocate General's Legal Center and School, Charlottesville, VA. This course acquaints senior Army officers with the legal responsibilities and issues commonly faced by installation, brigade, and battalion commanders.

e. USARC conducts Brigade and Battalion Pre-Command courses for USAR Commanders and CSMs. Attendance is mandatory; this requirement can be met by attending AA PCC.

3-37. Warrant Officer Senior Staff Course

The WOSSC is the capstone for WO PME conducted at the WOCC, Fort Rucker, AL. The course focuses on the staff officer and leadership skills required to serve in CW5 positions at brigade and higher levels. Instruction includes force integration, joint military operations, leadership, logistics, and management skills. A follow-on phase may be required by some proponent branch centers and schools to ensure these master level warrant officers receive the latest technical/functional training within their career field. Graduates will be identified by award of MEL code L.

3-38. Senior Service Colleges

a. The resident SSCs listed in paragraph 3-11.d, above are at the same military educational level and lead to award of MEL code 1 upon completion. The eligibility requirements for officers are:

(1) DA Board selected

(2) Must be JPME Phase 1 complete

(3) Must be LTC or above

(4) Will have less than 25 years of AFCS. Promotion list service determines years of service for AA officers (except MEDCOM). The AFSC is the governing factor for MEDCOM officers and for other-than-RA officers.

b. Military and Army civilian positions that require Senior Service College education are defined as follows: A military member, LTC and above, or Army civilian, GS-14 and above or National Security Personnel System (NSPS) pay band 3 and above, who occupies a leadership position (both command and staff) that requires a thorough knowledge of strategy and the art and science of developing and using instruments of national power (diplomatic, economic, military, and informational) during peace and war. This knowledge is necessary in order to perform Army, Joint, or Defense Agency operations at the strategic level (ACP, ASCC, DRU, Field Operating Agency, Joint Task Force or higher).

3-39. U.S. Army War College

The capstone of professional military education is offered by the various SSCs. The Army's SSC is the USAWC at Carlisle Barracks, PA. The mission of the USAWC is to prepare selected current and future military, civilian, and international leaders for the responsibilities of strategic leadership in a joint, interagency, intergovernmental, and multinational environment; produce self-aware, agile senior leaders and adept practitioners of the strategic art conversant with the development and employment of land power in a JIIM environment; to support the operational and institutional Army, Joint and multinational forces, and the broader national and international security community; to research, study, and provide advice to the national security community on strategic leadership, security issues, and the

evolving theory and practice of strategy and war; to contribute to the development, dissemination, and teaching of Army and Joint doctrine; and to support the Army's strategic communication efforts. The USAWC conducts both a resident education program (REP) and a distance education program (DEP). Successful completion of either program results in the awarding of a USAWC Diploma and a Master of Strategic Studies Degree. (USAWC is accredited by the Middle States Commission on Higher Education). The REP graduates also receive Joint Professional Military Education Phase II (JPME II) credit. The DEP graduates receive JPME I credit.

a. The USAWC is to conduct resident, nonresident, and other educational programs to enable military, Army civilian, and international leaders to:

- (1) Distinguish the uniqueness of strategic-level leadership and apply competencies required by strategic leaders.
 - (2) Use strategic thought processes to evaluate the national security challenges and opportunities facing the United States in the 21st century.
 - (3) Evaluate the theory of war and strategy.
 - (4) Evaluate DOD, joint, interagency, intergovernmental, multinational, and nongovernment organization (NGO) processes and relationships, including Army contributions to the nation in peace and war.
 - (5) Evaluate the role of landpower in joint, interagency, intergovernmental, and multinational operations.
 - (6) Synthesize theater strategies, estimates, and campaign plans to employ military power in a unified, joint, interagency, intergovernmental, and multinational environment.
 - (7) Synthesize critical elements, enablers, and processes that define the strategic environment in peace and war.
 - (8) Study and confer on the American military profession and guide its future direction.
- b.* Conduct additional related educational courses, programs, and seminars.
- c.* Conduct an International Fellows Program for selected senior officers of foreign nations.
- d.* On behalf of HQDA, DCS, G-3/5/7, administer the Senior Service College Fellows Program.
- e.* Maintains close and continuing working relationships with TRADOC and HQDA, DCS, G-3/5/7 to ensure synchronization of OES goals.
- f.* Maintains liaison with other elements of the military education system and civilian educators.
- g.* Through the APFRI, supervise the PME program that facilitates understanding of the linkage of officer, NCO, warrant officer, and civilian mental and physical readiness with their professional development; thereby, mitigating the potential effects of operational fatigue while also addressing the long-term challenges of sustaining leader health and fitness.

3-40. Senior Service College Fellowship Program

a. The primary goal of all fellowships is professional development. Officers who participate in the Senior Service College Fellowship Program forgo any other opportunity for SSC education. SSC credit will be granted to senior Army officers who successfully complete at least a nine-month program. The program must be academically structured to provide an educational experience requiring fellows to study and evaluate critically broad national security policy, strategy, interagency, and operational issues to substantially enhance their ability, as senior Army leaders, to participate effectively in the formulation and implementation of national security policy.

b. Advanced Operational Art Studies Fellowship is a two-year SSC-level course that prepares operational planners for assignment to unified commands. The fellowship includes graduate-level college courses, visits to unified command headquarters, and practical exercises in campaign planning. Graduates of the fellowship are identified by award of MEL code 1. In the second year, fellows instruct in the School of Advanced Military Studies.

c. Other Senior Service Fellowships are governed in accordance with AR 621-7. The proponent for Army fellowships is HQDA, DCS, G-3/5/7 Strategic Leadership Division.

d. Fellowship opportunities are designed to provide unique personal and professional educational experiences to Army officers that are not available through traditional Professional Military Education. Fellowships enhance the officer's capabilities to meet specific requirements for Army leaders that serve at the highest levels of the national security establishment.

e. Fellows are expected to serve as Army representatives within various universities, private institutions, international, and governmental agencies, and become a vehicle for strategic outreach to facilitate cross-agency networking.

f. Fellows exist for three reasons: to provide select skills required by the Army for a specific follow-on assignment; personal enhancement and individual development for future higher-level assignments; and outreach with organizations outside of the military system including U.S. Local, State and Federal Governments, corporate, political, academic and international agencies and institutions. Each fellowship should be unique, but all strive to encompass the three purposes in varying order of priority and emphasis.

3-41. Schools of other nations

a. The HQDA, DCS, G-3/5/7 Strategy, Plans and Policy Directorate is the proponent for the schools of other nations (SON) program, which sends U.S. Army officers to staff and senior service colleges of other countries. The SON program is a U.S. Army security cooperation program with an aim to develop closer U.S. Army/foreign army relationships by placing U.S. Army ILE and Senior Service College eligible officers in foreign command and staff

colleges and in war or national defense colleges. These foreign schools have a priority in order to fulfill the Army's security cooperation objectives.

b. Incorporation of a foreign school into SON is approved by the HQDA, DCS, G-3/5/7, based upon an evaluation of the U.S. Army's security cooperation objectives as set forth in the Army Security Cooperation Plan.

c. The annual HRC message announcing the SSC selection board will contain a listing of the foreign schools for which the board will select qualified students to attend. (See app D.) The announcement of the SSC Selection Board results will list the foreign schools and the officers selected to attend them.

d. Selections for foreign Intermediate Staff College-level schools will occur during normal assignment rotations when officers are due to start the ILE process.

e. Officers selected to attend a foreign school will be assigned to the U.S. Army Student Detachment, Fort Jackson, SC, and be attached to the U.S. Army Military Attaché in the host country for supervision and local administration. The U.S. Army Military Attaché serves as the country SON administrator.

f. Officers attending a school conducted in a foreign language will receive foreign language incentive pay, provided they have taken the foreign language test within the preceding 12 months for the language in which they are studying, and meet foreign language proficiency pay requirements. (See AR 11-6.)

3-42. General officer training

a. The scope of responsibilities incurred in General Officer (GO) positions requires post-War College training and individualized professional development. The GO Continuing Education Program has three components: mandatory training, executive development, and inter-assignment transitions. They are described below:

(1) The mandatory training component provides information on current high-priority Army and DOD policies, programs, plans and problems. The training includes:

(a) The Army Strategic Leadership Development Program-Basic (ASLDP-B) course. A mandatory course for all BG/BG Selects that assists in the transition to generalship by offering discussion and insight on the strategic, operational, and individual issues associated with generalship. Attendees gain an understanding of the strategic leadership requirements of general officers; general officer personal and professional responsibilities; general officer professional development; and the goals, status, and major issues of current Army programs. Spouses are invited to attend training with the General Officer and receive training specific to their new role.

(b) The Enabling Battle Command Workshop is designed to provide Senior Leaders insights and understanding of critical technological enablers that they will use on a continuing basis. The workshop focuses on the networked information systems and technologies that play an integral part in the Army's transformation. Attendees get acquainted with the technologies that make the "Network" happen and gain an in-depth understanding of its true power.

(c) The Capstone Course is offered by NDU at Fort Lesley J. McNair, Washington, DC. Classes consist of small groups of general and flag officers of the Armed Forces and the U.S. Coast Guard, SESs of the Central Intelligence Agency (CIA), and the State Department. The course enhances student understanding of the employment of U.S. forces in joint and combined warfare. Students travel throughout the U.S. and selected overseas areas (Pacific, Europe, Western Hemisphere/Central America/South America). Active Army officers should complete the course within approximately 2 years from confirmation of selection to brigadier general.

(d) The Senior Executive Diversity Awareness Training/Equal Opportunity Training course for newly selected brigadier generals is offered in Washington D.C. or in conjunction with the Army Strategic Leadership Course - Basic. The course should be completed within one year of confirmation of selection to brigadier general for AA GOs or within 2 years for RC GOs. The course is also mandatory training for every corps, division, and training center commander prior to taking command.

(2) Executive development courses offer training and education in areas of relevance to a wide range of GO positions. These courses are:

(a) The Army Strategic Leadership Development Program-Intermediate (ASLDP-I) course prepares general officers to manage change strategically as they pursue professional military obligations in service to the Nation. The course is conducted throughout the year and teaches the principles of strategic leadership with emphasis on vision, change management, and transformation. Army Strategic Leadership Development Course-Advanced (ASLDP-A) course is a three-day follow on course to the Army Strategic Leadership Development-Intermediate Course.

(b) There are several professional development programs available in specific fields of study and serves as a means of keeping GOs abreast of developments in their fields. The training is geared toward specific grade levels and corresponds to the civilian sector. Program examples include: the Program for Executives in Logistics and Technology and the National Security Studies Program (National Security Leadership Course and the National Security Decision Making Seminars).

(3) Inter-assignment transitions provide specific skills and knowledge required by GOs to function effectively in their next assignment.

(a) Selected GOs attend functional technical courses designed to prepare them for certain positions and include the:

1. Joint Flag Officer Warfighting Course
2. Joint Forces Land Component Commanders Course

3. Army Communication Workshop
4. General Officer Installation Command Course
5. General Officer Legal Orientation
6. Individual Terrorism Awareness Course
7. Level IV Antiterrorism Seminar
8. Force Integration/Management for Senior Leaders
9. Defense Institute of Security Assistance Management Executive Course
10. Pinnacle Course
11. Joint Forces Air Component Commander Course
12. Joint Maritime Component Commander Course
13. Senior Joint Information Operations Application Course
14. Systems Acquisition Management Course

(b) Upon announcement of a change in GO assignments, General Officer Management Office (GOMO) contacts the individuals concerning inter-assignment training. Inter-assignment training courses and briefings are designed to provide GOs with insights into their new positions. As necessary, GOMO will assist with the coordination necessary to affect this training. Briefings and visits may be provided by Joint and Army Staff agencies, Human Resources Command, Congressional Liaison Office, State Department and other agencies, as necessary.

b. The following continuing education programs offered at the USAWC are available to RC GOs:

(1) The Adjutants General National Security Seminar at Carlisle Barracks updates State Adjutants General on national security issues and allows the exchange of ideas with members of the resident USAWC class on issues affecting the Army and those confronting the National Guard senior leadership. It also provides them an opportunity to participate in an executive wellness program.

(2) The senior RC Officer Course is a resident course held annually at Carlisle Barracks for RC general and flag officers of all services. Full integration with the resident USAWC class affords attendees opportunities to exchange ideas with the resident students on issues affecting the force and the challenges to and capabilities of the RC.

Section V

Noncommissioned Officer Training and Education

3–43. Noncommissioned Officer Education System

a. The goal of NCO training and the NCOES is to prepare noncommissioned officers to lead and train Soldiers who work and fight under their supervision, and to assist their leaders to execute unit missions.

b. NCOES is linked to promotion to SSG, SFC, MSG, and SGM. This ensures NCOs have the appropriate skills and knowledge required before assuming the duties and responsibilities of the next higher grade.

c. The NCOES provides noncommissioned officers with progressive and sequential leader, technical, and tactical training relevant to the duties, responsibilities, and missions they will perform in operational units after graduation. Training is based on the tasks, supporting skills and knowledge, attitudes, and experience needed. The MSAF program allows individuals designated for selected NCOES courses to obtain feedback about their leadership skills. Students are notified to participate in an MSAF assessment prior to starting an NCOES course. Individualized feedback from MSAF will allow the student to give attention to known strengths and developmental needs corresponding with course learning objectives. See appendix K for additional MSAF information.

d. The NCOES includes:

- (1) Basic, branch-immaterial, leadership training, provided by the WLC.
- (2) Leader training and basic branch-specific, squad and platoon-level training, provided by the Basic Noncommissioned Officer Course (BNCOC) (soon to be the ALC).
- (3) Advanced, branch-specific, platoon and company-level training, provided by the ANCOC (soon to be the Senior Leaders Course (SLC)).
- (4) Senior-level, branch-immaterial, staff training, provided by the SMC.

3–44. Noncommissioned Officer Education System requirements

a. Commandants and commanders of NCOES training schools will enforce the following attendance and completion requirements:

(1) Soldiers may complete their respective BNCOC/ALC Technical Tract Training prior to BNCOC/ALC Common Core Training. They will complete both modules satisfactorily before receiving course credit. Those Soldiers possessing MOSs that do not offer TASS technical tract BNCOC/ALC are considered graduates after BNCOC/ALC Common Core Training completion. Commandants conducting BNCOC/ALC Common Core Training will verify those MOSs not offering technical tract training using ATRRS and note this on the Soldier's academic report. The DARNG and CAR may waive MOS-specific attendance for Soldiers in MOSs that do not have a current Total Army Training System courseware (TATS-c).

(2) Soldiers in the RC will complete BNCOC/ALC in a maximum 36 months from start date. Should the Soldier's BNCOC/ALC MOS technical track require more than one phase of training the soldier will be given an additional 12 months for each additional phase. Soldiers attending ANCOC/SLC are allowed 12 months to complete each technical tract phase. These established timelines may be extended if the delay is through no fault of the Soldier. The Soldier's commander must submit a memorandum requesting an extension, with justification for the delay, through command channels to the first GO in the Soldier's chain of command. The GO may allow up to an additional 12 months.

(3) All training required by a reclassification action will be accomplished in accordance with AR 614-200 and AR 611-1.

(4) Until proponents develop senior-level MOS transition courses, existing procedures for reclassification of senior-level Soldiers will continue to be followed. Upon development of senior-level MOS transition courses, completion of the appropriate senior-level transition course will be mandatory before the award of a new MOS above skill level 10, unless alternate methods are authorized by AR 611-1.

b. School commandants and commanders will complete DA Form 1059 for all students in accordance with AR 623-3.

c. Promotion points for completion of NCOES courses will be awarded in accordance with AR 600-8-19.

3-45. Noncommissioned officer academies

a. The NCOAs provide NCOES training at the appropriate skill level to prepare NCOs for future operational assignments.

b. The NCOAs will be established in accordance with CG, TRADOC and HQDA, DCS, G-3/5/7 policies.

c. The designation of NCOAs and the division of the training base into NCOA geographic regions are discussed in appendix E.

d. The USASMA accredits NCOAs and NCOES courses. Proponent schools assist in the accreditation process of the technical tract training for their respective BNCOCs/ALCs and ANCOCs/SLCs. Final accreditation is determined jointly by the USASMA and the responsible proponent school.

e. Students attending NCOA courses will be placed in a live-in learning environment during the resident portion of the course. Students will maintain high standards of military courtesy, conduct, and physical fitness.

f. All ARNG and USARC NCOAs teach BNCOC/ALC Common Core and functional courses. TASS regiments (such as combat arms (CA), combat support, combat service support, and health services) teach MOS-specific courses, including BNCOC/ALC and ANCOC/SLC (Technical Tract Training). All courses must be accredited and approved by the appropriate branch proponent-school, ACP, or its designated accrediting authority.

(1) The RC Army School System training battalions will conduct BNCOC/ALC Common Leader training. BNCOC/ALC and ANCOC/SLC Technical Tract Training will be conducted via DL, IDT, ADT, or annual training modes as specified by applicable POI.

(2) The FSC, BNCOC/ALC, and ANCOC/SLC are conducted at selected regional academies only.

g. The NCOA courses will not award an MOS, ASI, or higher skill level.

3-46. Warrior Leader Course

a. The Warrior Leader Course (WLC) is a branch-immaterial course that provides basic leadership training. The WLC provides Soldiers an opportunity to acquire the leader skills, knowledge, and experience needed to lead team-level size units. It is the foundation for further training and development.

b. Soldiers who qualify for WLC are placed on an OML by the unit commander as follows:

(1) First priority. Staff Sergeants promoted without WLC.

(2) Second priority. Sergeants that are non-WLC graduates.

(3) Third priority. SPC promotable (P). These Soldiers are prioritized within this category as follows:

(a) SPC (P) who have met the cut-off score.

(b) SPC (P) in MOSs which would have had additional promotions if more promotable SPCs had been available and identified as "STAR MOS" by monthly HRC Promotion Cut-Off Memorandum.

(c) SPC (P) in other MOS serving in an authorized NCO position based on the highest number of promotion points.

(d) All other SPC (P) on a recommended list based on the highest number of promotion points.

(4) Fourth priority. SPC in leadership positions. In order to fill all WLC training seats, non-promotable SPC with demonstrated leadership potential may attend WLC only when all higher OML categories are exhausted.

(5) Fifth priority. PFC with leadership potential may attend WLC only when all higher OML categories are exhausted.

c. The ACOMs, ASCCs, USARC and Chief, NGB commanders establish a quota management plan to support WLC and ensure attendance of fully qualified Soldiers. In order to be consistent with established Army training priorities installations will manage quotas to ensure that all Soldiers in a higher OML category attend WLC prior to Soldiers with lower priority.

d. As NCOES transitions from BNCOC and ANCOC to ALC and SLC, content for WLC will include materials for

success at both the team and squad levels and include relevant parts of the old BNCOC. Scope of tasks/competencies addressed in WLC will provide both the team and squad-level perspective, where appropriate, and build upon experience gained in previous training and operational assignments.

3–47. Basic Noncommissioned Officer Course (soon to be Advanced Leaders Course)

a. The BNCOC is a branch-specific course that provides Soldiers selected for promotion to SSG with an opportunity to acquire the leader, technical, and tactical skills, knowledge, and experience needed to lead squad-size units. Training builds on experience gained in previous training and operational assignments. Branch schools and selected training battalions conduct this course in a live-in learning environment, where possible.

b. Content for the ALC will include materials for success at both the squad and platoon level and will include relevant parts of the old ANCOC. The scope of tasks/competencies addressed in ALC will provide both the squad and platoon level perspective, where appropriate, and build upon experience gained in previous training and operational assignments.

3–48. Advanced Noncommissioned Officer Course (soon to be Senior Leaders Course)

a. The ANCOC is a branch-specific course that provides an opportunity for Soldiers selected for promotion to Sergeant First Class (SFC) to acquire the leader, technical, and tactical skills, knowledge, and experience needed to lead platoon-size units. Training builds on experience gained in previous training and operational assignments. Branch schools and selected training battalions conduct this course in a live-in learning environment, where possible.

b. Content for the SLC will include materials required for success at both the platoon and company level. Relevant parts of the First Sergeants Course will be migrated into the SLC. The scope of tasks/competencies addressed in SLC will provide both the platoon and company level perspective, where appropriate, and build upon experience gained in previous training and operational assignments.

3–49. Sergeants Major Course

a. The U.S. Army Sergeants Major Course is the capstone of enlisted training. Master Sergeants (MSG), MSG (Promotable), SGM, and CSM are prepared for both troop and staff assignments throughout the defense establishment. The SMC is task based and performance oriented. Areas of study include leadership, combat operations, sustainment operations, team building, communication skills, training management, and professional development electives. Successful completion of the SMC is a requirement for promotion to SGM and appointment to CSM.

b. Personnel must have reenlisted or extended their current enlistment to satisfy the 24 month service-remaining requirement that begins upon graduation from the nine month resident course and the non-resident corresponding course studies program. Failure to take action to meet the service-remaining requirement will result in the initiation of a DA Form 4991–R or retirement in lieu of PCS. (See AR 635–200) This requirement applies to both primary and alternate selectees.

c. Alternate selectees will replace Soldiers selected for promotion to SGM who fail to attend the scheduled SMC. Alternates will replace primary attendees on a one-for-one basis by MOS and will incur a 24 month service obligation upon graduation.

d. All ARNG personnel apply to and are selected by a board convened by the DARNG.

e. All USAR personnel apply to and are selected by a board convened by the CAR. NCOs (except AGR personnel) will use DA Form 1058–R (Application for Active Duty for Training Active Duty for Special Work, Temporary Tour or Active Duty, and Annual Training for Soldiers of the ARNG and USAR) to apply for the resident course. The CAR will furnish acceptance dates annually and issue additional instructions to include application procedures for AGR Soldiers. Applications will be processed through USAR command channels.

f. The SMC blended education (non-residence course) is available only to Soldiers who are selected by the CSM/SGM/SMC Board. Request for exceptions to policy will be considered for compassionate or medical reasons.

g. The resident phase of SMC blended education (non-residence course) is outlined below:

(1) The resident phase will be conducted each year during June.

(2) A student must complete all six corresponding studies modules of the course approximately 90 days before the planned resident phase. This will allow sufficient time for administrative processing.

(3) HRC (AHRC–EPT–FN) will provide instructions concerning attendance in coordination with HQDA, DCS, G–3/5/7, Training Directorate for all active duty NCOs eligible to attend the resident phase. Instructions concerning attendance of ARNG and USAR personnel in the resident phase will be announced by DARNG and CAR on notification by the Commandant USASMA of student's eligibility to attend.

(4) Noncommissioned officers who decline the resident SMC after selection are not eligible for the blended education (non-residence course).

h. Procedures for awarding credits are shown below.

(1) Upon completion of the blended education (non-residence course), the student will be awarded a diploma by the Commandant, USASMA. The Soldier's DA Form 2–1 (Personnel Qualification Record) will be updated to reflect NCOES code A.

(2) Retirement point credit for ARNG and USAR NCOs not on extended duty will be credited at the rate of one point for every 3 credit hours of nonresident instruction satisfactorily completed. (See AR 600–8–19.)

(3) Graduates of the blended education (non-residence course) are given equal consideration with resident course graduates in all personnel management actions.

(4) The American Council on Education's Center for Adult Learning and Educational Credentials recommends that graduates of the Corresponding Studies Program receive 6 semester hours baccalaureate degree college credit in management, psychology or sociology, and international relations, for a total of 18 semester hours.

i. International students may be awarded diplomas.

j. The HQDA, DCS, G–3/5/7 will allocate quotas to ACP Commanders, DARNG, and CAR for Army students to attend U.S. Air Force (USAF) or USN Senior Non-Commissioned Officers Academies. The HRC, DARNG, and CAR will identify selectees for attendance to a sister service academy. Noncommissioned officers will not enroll in other than Army schools without written approval of HRC and HQDA, DCS, G–3/5/7. Individual requests to attend one of the sister service academies are not authorized.

Section VI

Army Civilian Training and Education

This section summarizes information and guidance contained in the Civilian Education System Policy and applicable Army civilian leader development policy memorandums and DA messages. These sources of information and guidance on Army civilian leader development can be found on AKO and the Civilian Personnel On-line home page (<http://cpol.army.mil>).

3–50. The Civilian Education System

a. The goal of the CES is to prepare agile and innovative Army civilians who can lead during times of change and uncertainty; are prepared for the rigors of service as multiskilled leaders; and are armed with the values, skills and mindset to serve as competent, resilient supervisors and managers. Leader development is a continuous process that is accomplished through a blend of work assignments, formal training, and self-development opportunities as individual's progress from entry to senior level positions.

b. The CES program is progressive, sequential leader development training and education program for Army civilians at all levels. A series of course instruction is provided through blended learning - distributed learning (DL) and resident instruction. The sequence for attending these courses is as follows:

(1) The Foundation Course (FC) is a Web-based course and available to all Army civilians. It is required for all interns, team leaders, supervisors and managers hired after 30 September 2006.

(2) The AODC is a Web-based course and required for all interns before completing the intern program. The AODC is available for all Army civilians as self-development.

(3) The Supervisor Development Course (SDC) is a Web-based course and is a required course for supervisors and managers of Army civilians. The SDC is available for all Army civilians as self-development.

(4) The Basic Course is a combination of DL and resident training. The DL and resident training are required for team leaders, supervisors and managers. The DL is available to all Army civilians as self-development.

(5) The Intermediate Course (IC) is a combination of DL and resident training. The DL and resident training is required for supervisors and managers. The DL is available to all Army civilians as self-development.

(6) The Manager Development Course (MDC) is a Web-based course and available to all Army civilians.

(7) The Advanced Course is a combination of DL and resident training. The DL and resident training is required for supervisors and managers GS–13 - GS–15 or equivalent pay band. The DL phase is available to all Army civilians as self-development.

(8) Continuing Education for Senior Leaders (CESL) provides sustainment training for senior civilian leaders at the GS–14/15 or equivalent pay band.

(9) The Senior Service College (SSC) provides senior level professional education and is available through resident and distance education programs. Applications from civilians in GS–14/15 or equivalent grade level are forwarded for board consideration.

(10) The MSAF program allows individuals designated for selected CES courses to obtain feedback about their leadership skills. Students are notified to participate in an MSAF assessment prior to starting a CES course. Individualized feedback from MSAF will allow the student to give attention to known strengths and developmental needs corresponding with course learning objectives. See appendix K for additional MSAF information.

(11) Graduates of a SSC have completed training at a more advanced level than the Advanced Course. Employees must submit documentation to the HQDA G-3/5/7 to record training and allow application to the CESL program.

c. Training during duty day.

(1) Approved training is authorized during duty hours reference Part 5 Code of Federal Regulations (CFR) Section 410 and Chapter 7 (Army Distributed Learning Program) of this regulation.

(2) Supervisors and managers are responsible for setting guidelines that allow employees duty time to complete

required DL portions of CES courses. Guidelines can be in the form of a written or verbal agreement and should articulate a study schedule and timeline for the employee to complete the course.

(3) Training made available to employees as a voluntary self-development tool will be undertaken by the employee outside regular working hours and will not be considered hours of work.

d. Funding.

(1) Most permanent Army civilians (to include appropriated funds (AF), non-appropriated funds (NAF), local nationals, and wage grade) are centrally funded by HQDA, DCS, G-3/5/7 Training Directorate.

(2) Military members; term and temporary employees; and non-Department of the Army employees, for example, are funded through their own organizations.

e. Eligibility is subject to satisfaction of the prerequisites and requirements for the individual courses.

3-51. Foundation Course

a. The FC is the first in the series of courses provided to prepare the Army Civilian Corps to build their careers and become future Army leaders. The course objectives are to understand U.S. Army leadership doctrine; increase self-awareness, as it relates to their profession; understand team building, group dynamics, and effective communication; assess individual values and how they relate to professional ethics; understand how to manage professional advancement and leverage career potential; and complete administrative requirements expected of Army civilians.

b. The FC is available through DL only.

c. The FC is required for all interns, team leaders, supervisors and managers hired after 30 September 2006 and must be completed within first year of employment.

d. Interns are required to complete the FC before completion of the intern program.

e. Course equivalency: Intern Leader Development Course.

f. The FC is available to all Army civilians as a self development tool.

3-52. Action Officer Development Course

The AODC is a Web-based courses that focuses on “staff work” practices in the Army and covers organization and management; conducting completed staff work; managing time and priorities; conducting meetings and interviews; solving problems and making decisions; communications; writing to the Army standard; coordinating; conducting briefings; and ethics. The course is available to all Army employees to take at any point in their careers.

a. The AODC is a required course for interns and completion is a prerequisite for completion of the intern program.

b. The is available to all employees as a self-development tool.

3-53. Supervisor Development Course

a. The SDC is a Web-based course with lessons that focus on managing, leading and human resources management.

b. The SDC is required for all Army civilians in a supervisory or managerial position. The SDC must be completed within one year of placement in a supervisory or managerial position to meet the one-year supervisory probationary period requirement. It is highly recommended for supervisors and managers to complete the SDC before enrolling in any of the CES resident training.

c. The SDC is available to all Army employees as a self-development tool.

3-54. Basic Course

a. The Basic Course develops Army civilians skilled in leading; managing human and financial resources; implementing change; directing program management and systems integration; displaying flexibility, resilience, and focus on mission.

b. The Basic Course is conducted through blended learning - DL and two week resident training. Resident training is taken after successful completion of the DL and takes place in a university setting encompassing a classroom environment and small group seminars.

c. Eligibility for resident training.

(1) Army civilians in permanent appointments and have not been granted course credit.

(2) Military supervisors of Army civilians, DOD and all other Federal agency leaders, and term and temporary employees.

(3) Army civilians must have a current performance rating of successful or NSPS rating of level 2 or above, and be in good standing regarding conduct.

(4) Employees must have successfully completed the FC if required.

d. Admission priorities for resident training.

(1) The Basic Course is required for all employees in a permanent appointment to a leadership position with responsibilities to effectively lead and supervise employees. Employees must complete this course no later than one year from placement to a supervisory or managerial position.

(2) Priority 1. Army civilians in permanent appointment to team leader, supervisory or managerial position.

(3) Priority 2. Army civilians in permanent appointment to a non-supervisory position and have not been granted course credit. Army civilians, DOD and other Federal agency employees participating in an Army endorsed supervisory or manager development program (for example, DOD Executive Leadership Program (DELDP), the Army Fellows Program, and DA Fellows). Army civilians who are recommended by their supervisor and have completed equivalent training five or more years prior to date of course consideration.

(4) Priority 3. Military supervisors of Army civilians, DOD and other Federal agency leaders. Army civilians in term or temporary appointments who have responsibility for leading or supervising Army civilians. Priority 3 are funded by their organizations.

e. Course Credit - Equivalency and Constructive.

(1) Credit may be granted to individuals who have successfully completed similar or more advanced training and education courses when training completion date is less than 10 years.

(2) Army courses validated for Basic Course Equivalency: Leadership, Education and Development (LEAD) Course, BOLC, WOAC, ANCOC/SLC). Documentation is required for equivalency credit.

(3) Other training, education or experiences may be submitted for Constructive Credit approval using the approval process identified in the course credit section.

3-55. Intermediate Course

a. The IC target audience is Army civilians in supervisory or managerial positions. This target population is by necessity more agile, innovative, self-aware, and prepared to effectively lead and care for personnel and manage assigned resources. Training and developmental exercises focus on “mission” planning, team building, establishing command climate, and stewardship of resources.

b. The IC is conducted through blended learning - DL and three weeks resident training. Resident training is taken after successful completion of the DL and takes place in a university setting encompassing a classroom environment and small group seminars.

c. Eligibility for the resident training.

(1) Army civilians in permanent appointments.

(2) Military supervisors of Army civilians, DOD and other Federal agency leaders, and term and temporary employees.

(3) Army civilians must have a current performance rating of successful or NSPS rating of level 2 or above, and be in good standing regarding conduct.

(4) Employees must have successfully completed the FC and Basic Course or been granted course credit.

d. Admission priorities for resident training.

(1) The IC is required for all employees in a permanent appointment to a supervisory or managerial position. Employees in supervisory or managerial positions must complete this course no later than 2 years from placement.

(2) Priority 1. Army civilians in a permanent appointment to a supervisory or managerial position.

(3) Priority 2. Army civilians in permanent appointment to non-supervisory position. Army civilians, DOD and other Federal agency employees who are participating in an Army endorsed supervisor or management development program (for example, the DELDP, the Army Fellows Program, and DA Fellows). (Army civilians who are recommended by their supervisor to attend the course and have completed the legacy civilian or military leader development course equivalent 5 or more years prior to date of course consideration.)

(4) Priority 3. Military supervisors of Army civilians, DOD and other Federal agency leaders. Army civilians in term or temporary appointment who are responsible for leading or supervising Army civilians. Priority 3 are funded by their organization.

e. Course Credit - Equivalency and Constructive.

(1) Course Credit may be granted to individuals who have successfully completed similar or more advanced training and education courses when training completion date is less than 10 years.

(2) Army courses validated for IC Equivalency: Organizational Leadership for Executives (OLE), Captains Career Course (CCC), Warrant Office Senior Course (WOSC), and First Sergeant Course (FSC). Documentation required for equivalency credit.

(3) Other training, education or experiences may be submitted for Constructive Credit using the approval process identified in the course credit section (see app I).

3-56. Manager Development Course

a. The MDC is a Web-based course with lessons that focus on managing, leading and human resources management. The MDC includes modules in organizational culture; time management; objectives and plans; problem solving and decision making; planning, programming and budgeting; manpower management; communications; information technology applications; the Army Environmental Program; equal employment opportunity; professional ethics; internal management control; and Army Family team building.

b. The MDC is available as a self-development tool for all Army employees and is recommended for all Army civilians in supervisory or managerial positions before attending the Advanced Course.

3-57. Advanced Course

a. The Advanced Course focuses on Army civilians skilled in leading a complex organization in support of national security and defense strategies; integrating Army and Joint systems in support of the Joint Force; inspiring vision and creativity; implementing change; and managing programs.

b. The Advanced Course is conducted through blended learning - DL and four weeks resident training. Resident training is taken after successful completion of the DL and takes place in a university setting encompassing a classroom environment and small group seminars.

c. Eligibility for resident training.

(1) Army civilians in permanent appointment to GS-13/14/15 or equivalent for Army non-appropriated fund (NAF), wage grade (WG) or local national (LN).

(2) Army civilians in permanent appointment to NSPS pay bands 2, 3 or 4 and current position description indicates a GS-13/14/15. (In accordance with DOD Civilian Personnel Manual 1400.25-M, Subchapter 1920 all NSPS positions will indicate the equivalent GS Grade).

(3) Active duty military supervisors of Army civilians.

(4) DOD leaders in permanent appointment GS-13/14/15 or to NSPS pay bands 2, 3 or 4 and current position description indicates a GS-13/14/15. (In accordance with DOD Civilian Personnel Manual 1400.25-M, Subchapter 1920 all NSPS positions will indicate the equivalent GS Grade).

(5) Other Federal agency leaders in permanent appointment GS-13/14/15 or equivalent pay band.

(6) Term and temporary employees at the appropriate level of responsibility.

(7) Applicants must have a current performance rating of successful or NSPS rating of level 2 or above and be in good standing regarding conduct.

(8) Successfully completed the FC, Basic Course and IC or have received course credit for each.

d. Admission priority for resident training.

(1) The Advanced Course is required for all employees with a permanent appointment to a supervisory or managerial position. Employees must complete this course no later than 2 years from placement.

(2) Priority 1. Army civilians in permanent appointment to a supervisory or managerial position.

(3) Priority 2. Army civilians in permanent appointment to a non-supervisory position. Army civilians and DOD employees who are participating in an Army endorsed supervisor or management development program (for example, the DELDP, the Army Fellows Program, and DA Fellows). Army civilians who are recommended by their supervisor and have completed equivalent training 5 or more years prior to date of course consideration.”

(4) Priority 3. Military supervisors of Army, DOD and other Federal agency leaders. Army civilians in term and temporary appointments who are responsible for leading or supervising Army civilians. Priority 3 are funded by their organizations.

e. Course Credit - Equivalency/Constructive.

(1) Course Credit may be granted to individuals who have successfully completed similar or more advanced training and education courses when training completion date is less than 10 years.

(2) Army courses identified for Advanced Course Equivalency: Army Management Staff College (AMSC), Sustaining Base Leadership and Management (SBLM), CGSC, Intermediate Level Education (ILE), Warrant Officer's Senior Staff Course (WOSSC), and SMC. Documentation is required for equivalency credit.

(3) Other training, education or experiences may be submitted for Constructive Credit using the approval process identified in the course credit section (see app I).

3-58. Continuing Education for Senior Leaders

a. The CESL program is a continuing education sustainment program to bring senior civilian together to discuss current and relevant issues facing the Army. The program intent is for leaders to return to the program continuously to refresh and update on current Army initiatives.

b. The CESL program is conducted through blended learning - DL and four and a half days resident training. The DL consists of reading materials and written assignments. DL requirements are provided to selectees thirty days before the course start date.

c. CESL resident training consists of both small and large group activities. The course structure is a combination of guest speakers and interactive exercises on subjects like National Security Personnel Challenges, Strategic Thinking, Knowledge Management, and Cultural Well Being. Panels consisting of commanders and NCOs who recently returned from theater provide a personal perspective on events in Iraq and Afghanistan. Updates on Army initiatives like ARFORGEN and Information Engagement are included in the program.

d. Eligibility requirements.

(1) Army civilians in permanent appointment to GS-14/15 or equivalent for Army Non-appropriated Fund (NAF), Wage Grade (WG) or LN.

(2) Army civilians in permanent appointment to pay band 3 or pay band 4 and current position description indicates a GS-14/15. (In accordance with DOD Civilian Personnel Manual 1400.25-M, Subchapter 1920 all NSPS positions will indicate the equivalent GS Grade).

(3) Active duty Military at the rank LTC, COL, CW4, CW5, SGM, or CSM.

(4) DOD leaders in permanent appointment GS-14/15 or to NSPS pay band 3 or pay band 4 and current position description indicates a GS-14/15. (In accordance with DOD Civilian Personnel Manual 1400.25-M, Subchapter 1920 all NSPS positions will indicate the equivalent GS Grade).

(5) Other Federal agency leaders in permanent appointment GS-14/15 or equivalent pay band.

(6) Successful completion of the Advanced Course or granted Advanced Course credit.

(7) A year is required between Advanced Course completion and CESL attendance.

(8) One year is required between each CESL attendance.

3-59. Senior Service College

a. SSC is at the apex of the Army civilian education system and prepares Army civilians for positions of responsibility in the Department of Defense. SSC provides advanced level educational opportunities for leaders who require an understanding of complex policy and operational challenges and increased knowledge of the national security mission. Attendance is a competitive process and selections are made by a HQDA Secretariat Board. Army civilians graduating from SSC are centrally placed in a position of greater responsibility to an assignment or organization where they can apply the advanced education they have received.

b. Military and Army civilian positions that require Senior Service College education are defined as follows: A military member, LTC and above, or Army civilian, GS-14 and above or comparable NSPS pay band, who occupies a leadership position (both command and staff) that requires a thorough knowledge of strategy and the art and science of developing and using instruments of national power (diplomatic, economic, military, and informational) during peace and war. This knowledge is necessary in order to perform Army, Joint, or Defense Agency operations at the strategic level (ACP, ASCC, DRU, Field Operating Agency, Joint Task Force or higher).

c. Eligibility requirements.

(1) Army civilians in permanent appointment to GS-14/15.

(2) Army civilians in permanent appointment to pay band 3 or pay band 4 and current position description indicates a GS-14/15. (In accordance with DOD Civilian Personnel Manual 1400.25-M, Subchapter 1920 all NSPS positions will indicate the equivalent GS Grade).

(3) Three years in an Army civilian permanent appointment before application to a SSC.

(4) Possess a baccalaureate degree from an accredited college or university.

(5) CES Advanced Course or awarded CES Advanced Course credit.

(6) TOP SECRET clearance with Special Background Investigation access that will not expire during the academic year. SECRET clearance required for the USAWC Distance Education Program.

d. SSCs available to Army civilians.

(1) Army War College (USAWC)

(2) National War College (NWC)

(3) ICAF

(4) Army War College Distance Education

e. Information on the application process and forms are available on <http://cpol.army.mil>.

f. Travel guidance for Army civilians: Travel to and from the colleges listed above is centrally funded.

(1) Distance Education Program:

(a) Participant is authorized 100 percent per diem for one trip to and from the training site.

(b) Reimbursement is limited to constructive cost of common carrier transportation and related per diem as determined in the Joint Travel Regulation, Vol. 2).

(2) Resident program:

(a) Per diem is based on authorized expenses, not to exceed 55 percent of the rate established in the joint travel regulation for the training site. Reimbursement for local travel while on per diem is not authorized.

(b) Participant is authorized one trip to and from the training site at 100 percent per diem for TDY during that trip (reimbursement is limited to constructive cost of common carrier transportation and related per diem as determined in the Joint Travel Regulation, Vol. 2).

(c) Scheduled partial payment must be selected by the participant to receive monthly payments while attending long-term training.

(d) Authorized expenses:

1. Retention of lodging during leave status is authorized.

2. Full per diem is authorized for field trips or New York, NY and Washington, DC.
3. Rent and utilities (covered in per diem).
- (3) Resident and Distance Education non-authorized expenses:
 - (a) Rental cars to include U-Haul rental (rental cars are not authorized under any circumstances, regardless of quota source).
 - (b) Limousines.
 - (c) Excess baggage.
 - (d) In-and-around mileage costs at the TDY site.

3-60. Defense Senior Leader Development Program

a. The DSLDP is the successor program to the Defense Leadership and Management Program. It is the premiere executive development program for senior defense civilians and a key component of the DOD succession planning strategy. The DSLDP provides joint leadership academic experience through: senior-level professional military education; Defense-unique leadership seminars from an enterprise-wide perspective; and opportunities for individual development based on the participant's Individual Development Plan. The goal of DSLDP is to empower participants to think strategically, envision what is on the horizon, and formulate proactive, competitive solutions that produce results for DOD and the nation. The DSLDP is not an SES Candidate Development Program; however, program elements are designed to enhance an individual's readiness for top leadership positions.

b. Prime candidates for the DSLDP will have demonstrated the competence, confidence, and motivation to be a bold and innovative leader; have an outstanding performance record and have been promoted ahead of his/her peers; a wide-ranging history of experience leading to increased responsibility and broad perspectives; and a commitment to public service and the passion to lead, inspire, and produce results for DOD.

c. Selection to the DSLDP is a three part process; application with command endorsement, selection for Army nomination by HQDA Secretariat Board; and DOD Selection Board. DSLDP participants continue in their current assignment with their agency or organization when not in official DSLDP training. DSLDP participation requires an extensive time commitment during a two year period. It is critical for the supervisor to agree to the time commitment for individual development which includes PME/SSC. Participants will complete all requirements within 2 years, depending on their prior education, career goals, and individual needs. Participants are expected to balance their duty related responsibilities with those of the program.

d. Army eligibility requirements.

- (1) Be a permanent, full-time civilian employee of the Department of Army for a minimum of 3 years.
- (2) Army civilian in permanent appointment to GS-14/15.
- (3) Army civilian in permanent appointment to pay band 3 or pay band 4 and current position description indicates a GS-14/15. (In accordance with DOD Civilian Personnel Manual 1400.25-M, Subchapter 1920 all NSPS positions will indicate the equivalent GS Grade).
- (4) Obtain a Top Secret clearance.
- (5) Possess a baccalaureate degree from an accredited college or university, as required for admission to PME/SSC.
- (6) Minimum standard for proficiency of executive core qualifications competencies.
- (7) Possess a minimum of one year of significant experience in supervising or managing people in an official capacity.
- (8) Have successfully completed the CES Advanced Course or awarded CES Advanced Course credit.
- (9) Three years in an Army civilian permanent appointment before application to DSLDP.

e. The DSLDP participants are required to sign an SSC/Graduate Placement Program (GPP) mobility agreement, agreeing to be placed in a new position. Placement will generally occur immediately after PME completion and prior to DSLDP graduation. Participants are required to serve in the Federal government for a minimum of three times the length of the program.

f. SSCs available for DSLDP Army participants.

- (1) National War College (NWC)
- (2) ICAF
- (3) Naval War College
- (4) Air War College

g. Army DSLDP application process and forms are available at <http://cpol.army.mil/library/train/catalog/ch04dsldp.html>.

3-61. Senior Service College Graduate Placement Program

a. The VCSA established a policy of directed placement of Army civilian SSC graduates including Army DLAMP participants to increase the effectiveness of SSC education. The GPP maximizes the Army's return on investment and provides an avenue for full utilization of competencies acquired through advanced education with an assignment

process paralleling to military SSC graduates. The VCSA policy memorandum is located at <http://cpol.army.mil/library/train/tld-060503.html>

b. Directed placement advances the goals of professionalizing leader development for the civilian workforce and provides an avenue for full utilization of leadership skills and competencies acquired. Centralized placement will strengthen the Army, ensuring SSC graduates are put to use immediately and on a continuing basis, using the benefits acquired from their development.

c. The SSC GPP applies to all Army civilian graduates. Army civilians will sign a SSC GPP Mobility Agreement as a condition of attending SSC. HQDA considers graduates for permanent placement laterally into vacancies for which they are qualified. The positions into which they are placed must be validated as requiring SSC education. Validation guidance that describes the characteristics of a position requiring SSC education is located at <http://cpol.army.mil/library/train/catalog/valguide-ssc.html>.

d. SSC graduates are encouraged to apply competitively for promotion. These positions must also be identified as requiring/desiring SSC. If the student finds a position on their own, they must coordinate with and obtain approval of HQDA. Information on the application process is available on <http://cpol.army.mil>.

3-62. Senior Executive Service training and development

a. The Department of the Army SES members are the Army civilian equivalents of general officers (GOs), and include top managerial, supervisory, and political positions. The SES members are Army's senior leaders - individuals who are highly agile and skilled in their function, who can successfully lead a wide spectrum of operations and are adaptive to challenges and positions as the need arises.

b. The Civilian Senior Leader Management Office (CSLMO), Office of the Secretary of the Army, provides centralized life-cycle management and administration of the SES corps. Members require a broad core of executive qualifications or abilities in addition to professional, technical, and program knowledge and skills. The five Executive Core Qualifications are:

- (1) Leading change
- (2) Leading people
- (3) Results driven
- (4) Business acumen
- (5) Building coalitions

c. The CSLMO plans, manages, and executes the SES Development Program. The goal of the program is to foster a culture of a continuous learning through the enhancement of technical skills and amplification of leadership competencies, increase knowledge of how the Army runs, and equip SES members with experiences in joint, integrated and multinational environments. Highly skilled SES members demonstrate technical expertise, confidence, integrity, critical judgment, and adaptability; can operate in complex and fluid environments; build teams amid technological changes; provide vision and direction; and solve problems creatively.

d. The SES Development Program is comprised of: Leader Development, Talent Pool Management, and leadership training. The SES Leader Development Program, under development, will provide SES members with broader-based career development models. The Talent Pool Management enables senior Army leadership to target SES members for skill enhancing developmental assignments. Leadership training provides SES members with the knowledge needed to support Army's mission accomplishment at Department, joint, national and international levels.

e. While there are no required development courses for senior SES members, newly appointed SES members (with less than 3 years of SES service) are mandated to attend the following courses and seminars:

(1) *Force Integration Management Course for Senior Leaders*. The course provides a systematic overview of "how the Army runs." The SES members learn the constitutional, statutory and regulatory basis for the force projection Army and the capabilities that must be sustained through management of doctrinal, organizational and materiel change. They will understand Army organizational roles, functions and missions, especially at the ACP and Army Secretariat/Staff levels.

(2) *Senior Executive Diversity Awareness Training*. This training is a collaboration between senior leaders and the Defense Equal Opportunity Management Institute to enhance the capability of senior leaders to successfully use equal opportunity/Equal Employment Opportunity programs to lead a diverse workforce force. Information and scenario presentations are presented to facilitate strategic discussion with Service-wide implications. The two-day seminar is divided into three phases, Awareness, Understanding, and Action.

(3) *Leadership at the Peak - Center for Creative Leadership*. This program focuses exclusively on the demands of senior-most leaders, guaranteeing a comfortable, secure environment in which they can evaluate their leadership style and effectiveness and focus on high-level challenges in the company of their peers. It blends self-discovery, self-development and fitness activities and sets it all against a backdrop of current business themes. Held at the foot of the Rocky Mountains in the Center's Colorado Springs campus, and also held in the mountains near Zurich, Switzerland, this program offers a stimulating setting for reflection and development.

(4) *Army Senior Leader Communications Workshop*. An Executive Communication Team provides media training that equips senior leaders, who may be called upon to represent the Army, with an understanding of how the media

operates and the tools needed to take control of the interview. The focus is on working effectively with the media and tailoring messages to reflect a sense of control and composure during an interview. Best practices are portrayed in this program to prepare executives for that moment in time when they are thrust into the limelight of national television. Sessions are primarily one-on-one.

(5) *Department of Defense senior executive service Apex Orientation Program.* The Apex program serves Army's senior civilian leaders and political appointees as the counterpart to the general officer's CAPSTONE program. The program increases understanding of the department's structure, processes and priorities by fostering a sense of jointness. Program objectives include:

(a) Establishes jointness as the approach for interaction among the Office of the Secretary of Defense, the Military Departments, Defense Agencies, DOD Field Activities and the private sector, thereby integrating SES responsibilities with DOD component priorities.

(b) Operationalizes the SES role in DOD transformation.

(c) Provides an overview of DOD structure and processes critical to its operation.

(d) Provides experiences that expand leadership and strategic thinking skills in the DOD context.

(e) Provides structured networking opportunities with military and civilian colleagues, to reinforce information sharing across functional areas.

f. The CSLMO SES Development Program offers SES members a wide variety of optional training opportunities that expand their understanding of Army's mission, and the impact of Army's influence in the joint, national and international arena. Exceptional Department, industry and academic offerings include: joint strategy and combined commander courses at Maxwell AFB, leadership training from the Federal Executive Institute, SES information briefings by the Office of Personnel Management, national security studies from Johns Hopkins and Syracuse Universities, and various executive development programs at the John F Kennedy School of Government Executives, Harvard University.

g. The SES members can view the CSLMO Web site for continuous updates on availability of training opportunities at <https://www.cslmo.army.mil>.

h. Programs and courses for Army civilian employees in career programs or career field positions are included in the official Army Civilian Training, Education, and Development System (ACTEDS) plans located on the Web at <http://cpol.army.mil/library/train/acteds/>. These plans address topics the functional proponents have identified and validated as a training requirement. They are offered by Army schools and other Army organizations and address a large variety of topics in categories such as environmental protection and enhancement, logistics, ammunition operations, housing management, engineering, and medical training.

i. The plans describe functional and skill training and provide professional development opportunities. The functional proponents (which include ACTEDS career program managers, career field managers, and organizations with functional responsibility) review course content and POIs with the respective schools.

3-63. The Army Civilian Training, Education, and Development System

a. The ACTEDS is patterned after the military education system in providing an orderly, systematic approach to technical and professional training. The ACTEDS identifies and documents civilian training requirements at three levels: organizational, occupational, and individual. It standardizes training to ensure that Army civilians aspiring to be either technical specialists or leaders acquire required technical and leadership competencies.

b. Career Program Functional Chiefs develop plans with a blend of progressive and sequential work assignments, formal training, and self-development opportunities as individuals' progress from entry- to senior-level positions. Career field personnel proponents develop plans for occupations specific to their career field. The ACTEDS plans designate key positions and identify required functional tasks and supporting knowledge, skills, and experience. They also provide career-progression ladders to enable individuals to enhance their experience. Each plan contains the Civilian Education System courses to ensure leader competencies are developed at each level of progression. Headquarters, DA, centrally funds intern and competitive professional development training. Commanders identify, prioritize, and fund training not centrally funded. This training is managed at installation and organizational level.

c. The Intern Program is a leader development program that supports and provides a pipeline into the professional, administrative, and technical Civilian Corps. This program shapes the Civilian Corps through planned accession of quality employees for Army civilian leadership positions. The intern program covers over 150 professional civilian occupations and all career programs. The Master Intern Training Plan, which defines the POI, provides formal classroom instruction, combined with rotational on-the-job training under close supervision. It is a comprehensive 2- or 3-year program of instruction to carry the intern from entry- to journey-level. Funding for interns is in accordance with AR 690-950.

d. Civilian long-term training programs provide Army civilians valuable learning experiences and professional development. Commanders determine nominees for ACTEDS centrally funded programs, and selectees for locally funded programs based on organizational priorities. These programs are centrally administered by HQDA, proponents, and Career Program Functional Chiefs.

e. Many courses intended for the Civilian Corps may not be included in official ACTEDS plans. These courses

normally address topics for which functional proponents have identified and validated a training requirement. They are offered by Army schools or organizations and address a large variety of topics in categories such as environmental protection and enhancement, logistics, ammunition operations, housing management, engineering, and medical training. These courses may fit the description of functional area or skill training or they may be provided for professional development. The functional proponents, which include career program managers, career field managers, and organizations with functional responsibility, review course content and POIs with the respective schools.

3–64. Competitive Professional Development Program

a. The Competitive Professional Development Program provides training opportunities to develop, enrich, and retain top quality middle managers. The target audience is GS–11 and above.

b. Training includes functionally oriented, significant developmental opportunities that occur in university programs, training-with-industry assignments, and planned developmental assignments in accordance with respective ACTEDS plans. Individual career program proponents work together with Commanders to identify opportunities. Each career program proponent selects participants through an Army-wide competitive process.

c. A variety of long-term and part-time programs and seminars are available to the Civilian Corps. These graduate-level opportunities are offered in acquisition-related disciplines. Additional information can be found in the annual Army Acquisition Corps/Army Acquisition Workforce Civilian Training Opportunities Catalog.

d. Chapter 41 of Title 5 U.S. Code, Section 4107 allows, but does not require, agencies to pay for training that may lead to an academic degree when necessary to assist in the recruitment or retention of employees in shortage occupations, especially those with critical skills. Pre-determined shortage categories include members of the Army acquisition work force, special salary rate positions, positions stipulated by public laws and other authorities, and positions covered by direct hire authority from the Office of Personnel Management. The policy also covers positions determined by local installation commanders to be in a shortage category to alleviate recruitment and orientation problems.

e. A continued service agreement is required of all employees participating in academic-degree training programs. The policy prohibits agency training assistance for the sole purpose of enabling an employee to obtain an academic degree to qualify for or increase a competitive edge for selection into positions or occupations where no documented shortage exists.

Section VII

Specialty, Functional, and Other Training

3–65. Functional area and skill training

a. Functional courses prepare Army personnel for assignment to special units or specific duty positions and increase their value to the Army. These courses provide Soldiers an opportunity to acquire duty position-required skills and knowledge that cannot be obtained by attending other institutional courses. The courses may provide training, which qualifies Soldiers for award of an ASI, SQI, or SI. The RRS course catalog has a complete listing of functional and skill-qualification courses.

b. The CG, HRC, will assign AA personnel other than chaplains, AMEDD, and JAGC personnel to attend specialty course in a TDY enroute in conjunction with a PCS or officer accessions. Courses, or a combination of courses, totaling 20 weeks at one location will be attended on a PCS status. Prerequisite qualifications are developed by each proponent with training responsibilities and are specified in the RRS course catalog (www.atrrs.army.mil).

c. The ACP, ASCCs, DRUs will assign AA personnel to attend specialty courses in a TDY and return status.

d. The Defense Acquisition University (DAU) is a corporate university that provides mandatory training for all Acquisition, Technology and Logistics (&L) workforce members. DAU also provides a full range of basic, intermediate, and advanced curriculum training, as well as assignment-specific and continuous learning opportunities to support the goals and professional development of the DOD &L workforce.

3–66. Ranger training

a. Ranger training, conducted at the USAIS, Fort Benning, GA, further develops leadership and CA-related skills of Soldiers eligible for assignment to units that primarily engage in the close-combat, direct-fire battle. The course requires Soldiers to perform individual and collective tasks and missions in a realistic environment under mental and physical stress that approaches that found in combat. Training emphasizes the development of individual abilities to apply established doctrine and to plan and conduct infantry, airborne, air assault, and amphibious squad and platoon operations. Officer graduates will receive an SI of 3R for ranger and 5S for airborne ranger training. Enlisted graduates will receive an SQI of G for ranger and V for ranger parachutist training.

b. Enlisted Soldiers in the following MOS may volunteer for ranger training:

- (1) 11B - Infantryman
- (2) 11C - Indirect fire infantryman
- (3) 21B - Combat engineer, in companies that directly support infantry battalions

- (4) 13F - Fire support sergeant, associated in direct support to infantry battalions
- (5) 18-series- Special Forces
- (6) 19D - Cavalry scout
- (7) 19K - Armor crewman
- (8) 14S - Stinger sergeant, in direct support of infantry battalions
- c. Enlisted Soldiers, of any MOS or specialty, assigned to ranger-coded positions in the 75th Ranger Regiment or Ranger Training Brigade must complete ranger training.
- d. Ranger training is available, on a voluntary basis, for commissioned officers in the following career management fields:
 - (1) 11A - Infantry officer
 - (2) 19A - Armor officers allocated against authorized 19C positions
 - (3) 19C - Cavalry officers
 - (4) 13A - Battalion and company fire support officers in direct support of infantry battalions
 - (5) 18A - Special Forces officers
 - (6) 21A - Combat engineer officers in companies in direct support of infantry battalions
 - (7) 14B - Short range air defense officers in direct support of infantry battalions
- e. Officers, of any branch or specialty, assigned to ranger-coded positions in the 75th Ranger Regiment or Ranger Training Brigade, must complete ranger training.
- f. Ranger-coding is limited to selected positions in the following units and schools:
 - (1) Ranger regiment positions
 - (2) Positions in infantry battalions, companies, platoons, and long-range surveillance units
 - (3) Selected USAIS instructors
 - (4) Selected CTC observer-controllers
 - (5) Selected instructors from the Western Hemisphere Institute for Security Cooperation
 - (6) Positions in cavalry scout troops assigned to combined arms battalions, armored reconnaissance squadrons, reconnaissance surveillance and target acquisition squadrons, and armored cavalry regiments
 - (7) Positions in Special Forces Operational Detachments A, Special Operations Teams A, and Special Operations Chemical Reconnaissance Detachments
 - (8) Positions in engineer companies in direct support of infantry battalions
 - (9) Selected positions in air defense batteries in direct support of infantry battalions
- g. Volunteers for ranger training who are not in ranger-coded positions will only be accepted on a space-available basis after all personnel who require the training have been scheduled.
- h. Combat Support and Combat Service Support (CS/CSS) Soldiers are no longer required to be assigned against ranger authorizations in order to attend ranger training. The intended goal of this policy is to increase CS/CSS ranger-qualified Soldiers assigned throughout the Army. However, attendance to ranger training remains limited to Soldiers for whom the DOD Direct Combat Rule Policy applies, as outlined by AR 600-13 and AR 680-29. Enlisted and officer personnel assigned to other MOS/Branch or Specialty in CS or CSS positions will be assigned by Human Resources Command.
- i. Cadets are not authorized to attend ranger training.

3-67. Airborne training

- a. Voluntary airborne training is conducted at the USAIS. The training qualifies Soldiers in the use of the parachute as a means of deployment. Training takes place in a mentally and physically demanding environment. Airborne training develops leadership skills, self-confidence, and an aggressive spirit. Graduates will receive an SQI of "P" for enlisted Soldiers and an SI of "5P" for officers.
- b. Enlisted Soldiers who hold an MOS authorized in an airborne unit may volunteer for airborne training.
- c. Officers of all components, branches, and functional areas may volunteer for airborne training.
- d. Limited availability of training spaces makes attendance highly competitive. Space allocations are based on the percentage of authorized parachute positions, by specialty, Army-wide.
- e. The IRR volunteers will be selected for airborne training by the Commander, HRC-St Louis, to meet mobilization requirements.
- f. Airborne training priorities are:
 - (1) Priority 1: AA Army, USN, USMC, and USAF and Army RC personnel assigned to Airborne, Ranger, or Special Operations Force units. Also included are foreign military personnel regardless of assignment
 - (2) Priority 2: Soldiers under airborne contract (enlistment incentive) not assigned to Airborne, Ranger, or Special Operations Force units
 - (3) Priority 3: AA Airborne volunteers
 - (4) Priority 4: All other Army (AA, ARNG, USAR)

- (5) Priority 5: Service academy and ROTC cadets with service commitments
- (6) All other services

3-68. Language training

Foreign language capability and cultural awareness are important to success in today's complex operating environments. In addition to Soldiers with specialized skills, Soldiers at all levels must possess some cultural awareness and foreign language capability. Chapter 8 and appendix L provide guidance for personnel who require skills to qualify for a military specialty, professional military education, pre-deployment training and self-development.

3-69. Equal Opportunity Management training

The Defense Equal Opportunity Management Institute at Patrick AFB, FL, conducts the EO Training Program and EO Staff Course. Soldiers assigned to EO advisor positions are provided necessary skills and knowledge to assist commanders in increasing unit effectiveness and efficiency through improved human relations and equal treatment. Personnel who successfully complete this training are awarded the appropriate ASI and SQI.

3-70. First Sergeant Course

a. The FSC is a branch-immaterial course conducted at the USASMA and selected battalions for Soldiers selected as first sergeants (1SG). Training focuses on leader, technical and tactical tasks relevant to the duties, responsibilities, and missions assigned to leaders of company sized units. The course expands previously acquired skills, knowledge, and experience by adding training in company-level functional areas such as personnel, administration, maintenance, training, supply, security, and the UCMJ. Graduates of the FSC are identified by award of SQI "M" after successful completion of six months as a 1SG.

b. Active Army first-time 1SGs will attend the FSC prior to assuming their duties. No priority will be given to MOS or unit status. All RC first-time 1SGs will attend FSC within 6 months of assuming 1SG duties.

c. When conditions preclude sending a Soldier to the FSC prior to assuming 1SG duties, the Soldier must attend the FSC within six months of assuming those duties. Waiver authority for deferring school attendance is delegated to the first GO in the Soldier's chain of command.

d. Short-tour commands, while not exempt from the first-time 1SG policy, are given latitude in complying with the policy for positions of 13 months or less. Soldiers serving such tours who are not school trained when selected to fill a valid 1SG position will not be required to attend the FSC while in the short-tour command. HRC will provide a sufficient number of FSC-qualified Soldiers for positions in short-tour commands.

3-71. Battle Staff Noncommissioned Officer Course

The BSNCO is a branch-immaterial functional course for SGT through SGM selected for staff assignments. The course provides technical and tactical training that is relevant to missions, duties, and responsibilities assigned to staff members in battalion and higher units. Graduates of the BSNCO are identified by award of ASI 2S. Attendance is mandatory for those Soldiers assigned to positions coded ASI 2S. Active and Army Reserve Commanders of Soldiers not assigned to ASI 2S positions may request course attendance on a space available basis.

3-72. Command Sergeant Major Brigade and Battalion Pre-command Course

The Brigade and Battalion Pre-Command/CSM Course is a mandatory branch-immaterial course conducted at CGSC Fort Leavenworth for newly appointed CSMs and current CSMs who have not completed the course. The course prepares individuals for battalion and brigade-level CSM assignment. Spouses of battalion and brigade CSMs are authorized to attend the Command Team Seminar, conducted concurrently with the Pre-Command/CSM Course.

3-73. Joint education and training institutions

a. Joint education institutions prepare officers and Army civilians of all Services for assignments at Joint or combined headquarters or commands. The education generally prepares students to accomplish Joint command and staff functions and to perform strategic and operational planning.

b. Joint education institutions may offer specialized courses focused on particular Joint or combined assignments. The North Atlantic Treaty Organization Staff Officers Orientation Course (NSOOC) is an example of this type of course. The NDU at Fort McNair, Washington, DC, presents the course various times throughout the year. Attendance at the NSOOC is mandatory for all AA and AGR officers in the grade of major through colonel selected for an initial assignment to a NO staff position. The course acquaints students with NO missions, organizations, and procedures, preparing graduates prepared for their NO assignments and ensuring effective interaction with their allied colleagues.

3-74. Interservice training

a. The Interservice Training Review Organization (ITRO) is an organization of the military services and was established to improve the cost effectiveness and efficiency of service training consistent with individual service requirements.

b. The ITRO reviews training and related activity to increase effectiveness and efficiency through:

- (1) Course or curricular realignments
- (2) Standardization
- (3) Administrative or management improvement

c. The ITRO assists the military departments by performing special studies directed toward improving common training needs among the services, and it acts as a forum for the free exchange of ideas, information, and new technology related to interservice training.

3-75. Civilian institutions

a. Selected personnel may receive training in civilian educational, commercial, or industrial institutions when requirements exist for this training and the desired training program is not available in Army schools or schools of other services.

b. Civilian academic programs or courses are available through the following:

- (1) Courses offered by ACES.
- (2) Distributed learning courses offered by the Defense Activity for Non-Traditional Education Support.
- (3) Degree Completion, Fully Funded, Cooperative Degree, and other programs defined in AR 621-1 and AR 621-7.
- (4) Pre-commissioning training under the ROTC program.
- (5) Degree completion and advanced degree programs for Army civilians available through civilian career programs.

3-76. Contract training courses

a. When approved by the appropriate training proponent, Soldiers and Army civilians may attend vocational or technical courses at civilian institutions. Schools may submit requests through their appropriate chain of command to lease facilities and equipment from civilian institutions. Alternatively, civilian institutions may provide institutional services at the school. The following conditions must exist to use contract training.

- (1) The occupational specialty is determined to be appropriate for contract training by the training proponent.
- (2) The course will train all, or a significant portion of, the tasks and supporting skills and knowledge necessary to qualify the student in the occupational specialty for which training is required.

(3) The requesting agency will ensure that the POI offered by the contractor is consistent with Army standards.

b. Development of new equipment training (NET) course materials and the presentation of NET courses may be accomplished through the use of contractors. The NET manager, in coordination with the Project/Program Manager (PM), and Training Developer, has the authority to approve use of contractor training for new, improved, or modified systems.

c. The TRADOC, MEDCOM, AMC, USACE, USASOC, SMDC/ARSTR, and USACIDC have authority to approve the use of contractor training in occupational skills for which they are responsible.

Chapter 4 Training in Units and Organizations

Section I Planning Unit Training

4-1. The command climate and leadership

a. Unit training will focus on the FSO METL throughout ARFORGEN, until directed by the ASCC to shift focus. The combination of focused training tasks and conditions supports rapid assembly of force packages, and minimizes required additional training for the most probable directed missions.

b. Commanders develop and publish near-term, short-range, and long-range training guidance in accordance with FM 7-0 and FM 7-1. The commanders training guidance drives the unit's training program and guides subordinate-unit training programs. Unit training programs will—

- (1) Instill the Soldiers' confidence in:
 - (a) Their doctrine
 - (b) Their leaders
 - (c) Their equipment
 - (d) Themselves
- (2) Support Army force generation readiness requirements/timelines.
- (3) Ensure unit proficiency in mission essential tasks the unit was designed to perform across the spectrum of conflict in a contemporary operating environment. When assigned, ensure proficiency in other mission(s).
- (4) Address requirements of the Army training programs described in this chapter.

c. Commanders will ensure the following training and training management tools are understood and used:

(1) The Digital Training Management System (DTMS) is a Web-based planning and management tool (<https://dtms.army.mil/dtms>), developed in accordance with FM 7-1, that facilitates an organization's ability to plan, resource, and track a unit's individual and collective training. DTMS is the only authorized automated system for managing training in Army units, for example, for developing the unit's METL, for assessing METL, for developing unit training plans/schedules, and so forth.

(2) Doctrine for planning and conducting training (FM 7-0 and FM 7-1).

(3) Total Ammunition Management Information System for managing training ammunition.

(4) Army published training strategies for the unit (ACP app 2, Training Under ARFORGEN to Annex F, ARFORGEN Implementation, ARFORGEN Templates, Army Training Strategy, CS and Army Weapons Strategies/STRAC/DA Pam 350-38).

(5) Army force generation model for life-cycle brigade combat teams (see Chapter 1).

(6) Current UJTL, FM 7-15 AUTL, CS, training support packages, drills, and Soldiers' manuals for task statements/standards.

(7) Training capabilities (for example, training aids devices, simulators, simulations, and so forth) available to unit leaders through the Training Support System. See Chapter 5.

d. Commanders and leaders must manage the use of available training resources to attain required capability levels against an assigned mission. Cost-effective training techniques must be aggressively pursued, keeping in mind that every training requirement and expenditure of resources should contribute directly to combat readiness. Army-approved training strategies are designed to make best use of live-virtual-constructive training capabilities to efficiently build and sustain unit proficiency. Army-approved training strategies use a crawl-walk-run approach to training and identify training events, or gates, where the unit must perform to standard before progressing to more realistic/resource intensive conditions. For example, Soldiers perform to standard on the conduct-of-fire trainer before proceeding to full-service gunnery.

e. The senior commander prioritizes training enablers that are critical to their respective installation's commander's training program and are provided by the Installation Management Command (IMCOM).

4-2. Assessments and evaluations of performance

a. Commanders will use DTMS to continuously assess unit performance, whether during training or actual operations, to identify reasons for performance success and shortfalls. Performance shortfalls caused by a lack of skill or knowledge are addressed by training.

b. Additionally, before developing unit training plans (whether near-term, short-range, or long-range plans) and before reporting unit readiness under the provisions of AR 220-1, commanders assess unit capability in mission essential tasks. To assess unit proficiency, commanders and leaders use feedback from evaluations of performance during training events. Proficiency shortfalls are addressed by the unit training program.

c. Every training event includes an evaluation of task performance to standard, whether formal or informal, by internal personnel or external. Feedback is provided to those performing the task using after action reviews (AARs). The responsibility for developing evaluation plans and conducting evaluations is assigned during the planning phase for all training events. The tasks, conditions, and standards (derived from CS, drills, Soldier's manuals, or other sources and stated as training objectives) provide performance measures for the conduct of evaluations. (See FM 7-1.)

d. The after action review is a structured review process that allows participants to discover how and why certain events actually happened and how to improve future task performance. The reviews focus on training/operational objectives, on performance according to Army standards, and on discovering lessons learned for sustaining and improving collective and individual task proficiency. Feedback on lessons learned is provided to unit personnel and Army lessons learned processes.

e. Formal, external unit evaluations are not required at a set frequency. However, whenever practical, external evaluations or Combat Training Center rotations are used to validate readiness for operational deployment, in general, or to validate readiness for a specific mission.

f. Commander's assessments, with approval from the next higher commander, are used to determine unit transition from Reset to Train-Ready force pool, Train-Ready force pool to Available force pool, and for deployment.

4-3. Recording military training

a. Every military unit commander will maintain ITRs to assist in development of a robust unit training program. The ITR consists of: diplomas, certificates of training (DA Form 87), weapons qualification scorecards, physical fitness test scorecards (DA 705), body fat content worksheet (DA Form 5500/1), physical profile (DA Form 3349), records of mandatory training, and other records of training governed by this regulation. Other Soldier or leader training records may be maintained for the purpose of assisting the commander to develop the unit training program. All individual and collective training in units will be documented utilizing DTMS. All individual and collective training in institutional schools will be documented in the RITMS. Further details on maintain training records is found in appendix F.

b. Leaders will maintain the ITR using DTMS/RITMS, as required, to maintain administrative and personal

information and Soldier proficiency in specific MOS, ASI, SI, weapons qualification and common tasks that support performance of the unit METL. Information is transferred with the Soldier on reassignment through DTMS/RITMS.

c. Each organization employing civilian personnel will maintain training records of employee unit training using DTMS and ensure documentation in DCPDS. Organizations will ensure submission of training completion documentation to the official Army civilian database.

d. Pre-deployment training documentation. All pre-deployment individual and collective training must be documented utilizing DTMS.

4-4. Mandatory training in units

a. Because of their importance to overall force readiness, training on certain subject matter is required as mandatory training and will be recorded at part of the ITR.

b. Proficiency in mandatory training subject matter is required for all members of units, regardless of branch/career field or rank/grade. Mandatory training requirements are limited to those subject areas directed by law and HQDA. The HQDA, DCS, G-3/5/7 maintains centralized control over mandatory directed training requirements and reviews them semiannually. Appendix G and table G-1 summarize mandatory training requirements for units. This training will be documented in DTMS and the ITR.

4-5. Pre-deployment and redeployment training requirements

a. Combatant Commanders, through their assigned ASCC, specify any training requirements associated with a request for forces. The JFCOM is the Joint force provider. As the ASCC to JFCOM, FORSCOM will analyze requirements and provide training guidance for forces deploying under ARFORGEN. This process will be reviewed and updated as frequently as required to validate CCDR training requirements and ensure relevance. This process will provide the force with the most up to date pre-deployment training guidance for theaters of operation based on combatant command, DOD, and HQDA guidance and directives.

b. Force providers (ASCCs, ARNG, and USAR in compliance with FORSCOM) validate readiness of deploying forces to meet these requirements.

c. Specific HQDA-directed pre-deployment and redeployment training requirements are located in appendix G.

d. The HQDA personnel policy guidance (PPG) for Contingency Operations in Support of GWOT provides detailed personnel policy guidance to ACOMs, ASCCs, DRUs, installation commanders, power projection platforms, power support platforms, and personnel support centers pertaining to military (AA and RC) and Army civilian personnel, who are activated, mobilized, employed, or deployed in support of contingency operations. The PPG can be found at the HQDA, DCS, G-1 Web site at: <http://www.armyg1.army.mil/MILITARYPERSONNEL/ppg.asp>.

e. As part of the PPG, all personnel deploying for 90 days or more will conduct Deployment Cycle Support operations. DCS is a comprehensive process that ensures Soldiers, Army civilians and their Families are better prepared and sustained throughout deployments. Deployment Cycle Support policy guidance and task checklists can be found at the HQDA, Deployment Cycle Support, G-1 Web site at: <http://www.armyg1.army.mil/dcs/default.asp>.

4-6. Reserve Component training

This regulation applies to all components, AA and RC. Additional RC training policy will be codified in a to-be-published Army regulation on RC training.

Section II

Leader Training and Leader Development in Units

4-7. General policy

a. In order to maintain combat ready units, the Army must develop technically and tactically competent leaders who have confidence in themselves and their subordinates. Commanders are responsible for leader training and leader development (LT/LD) programs in their units, and for providing a climate in which learning can take place. They must deliberately plan, prepare, execute, and assess leader training and leader development as part of their overall unit training program.

b. Field Manual 7-1 describes the components of a unit leader training and leader development program. The commander's LT/LD program addresses officers, WOs, NCOs, and Army civilians. AR 600-100 (Army Leadership) provides background on the Army's leadership philosophy and policies. FM 6-22 is the basic manual for Army Leadership. DA PAM 350-58 describes the Army's approach for development and implementation of leader development programs.

c. The commander's primary responsibility is to ensure his unit can perform its mission essential tasks the unit was designed to perform across the spectrum of conflict in a contemporary operating environment, and when assigned, another mission. Accordingly, the commander primarily focuses leader training and development activities on mission performance, to include Officer Professional Development (OPD) sessions, Noncommissioned Officer Development Program (NCODP) sessions, and Sergeant's Time Training. Once commanders are confident that leaders can perform

mission essential tasks to standard, leader training for current positions can shift to leader development for increased responsibilities in the future.

d. Leader training ensures leaders can perform currently assigned responsibilities. Leader development prepares them for increased responsibilities in the future. The shared goal of leader training and leader development is to produce self-aware, agile, competent, and confident leaders that will enhance unit readiness and mission accomplishment.

4–8. Leader training and leader development action plans

A central element of a unit's LT/LD program is individually-structured leader training and leader development action plans. Each individual assigned to a leadership position within the unit should have an LT/LD Action Plan that is an individual assessment and implementation plan, created jointly by the individual and his/her rater and documented in counseling and evaluation support forms.

a. Near-term goals in the LT/LD Action Plan should focus on weaknesses and reinforce strengths associated with current duty assignments.

b. Short-term goals in the LT/LD Action Plan should focus on developing skills, knowledge, abilities and experience needed for the next assignment.

c. Long-term goals in the LT/LD Action Plan should focus on preparing the officer or NCO for more complex duties beyond his/her operational assignments.

4–9. Officer professional development

a. Commanders should assign officers progressively more complex and demanding duties based on their level of development and demonstrated potential.

b. Commanders also assess officers' performance against leader competencies and provide information on strengths, weaknesses, and developmental needs.

c. Commanders should allow time for officers to attend continuing education and professional development courses as operational requirements permit.

d. Officers should:

(1) Develop self-development action plans in coordination with their commander.

(2) Conduct self-study and practice critical functional leader tasks frequently enough to attain and sustain proficiency.

(3) Expand their knowledge by studying history, doctrine, professional manuals and publications, and analyzing current events in view of their impact with their functional area.

(4) Seek assistance and guidance from supervisors, and more experienced leaders and peers.

(5) Seek challenging assignments that provide opportunities to grow in tactical and technical abilities.

e. DA PAM 600–3 is the Army's Commissioned Officer Professional Development and Career Management guide and should be referred to for branch and functional area information. AR 600–100, FM 6–22, and DA PAM 350–58 provide doctrine and guidance on effective professional development.

4–10. Noncommissioned officer development

a. The unit's NCO development program will be tailored to the unique requirements of the unit and will support the unit commander's LT/LD program.

(1) As with all leader training and leader development, the NCODP is a command responsibility. The program reflects command priorities and expectations for LT/LD and is typically managed by the CSM or senior NCO in the organization.

(2) The program is equally applicable to both table of organization and equipment units and table of distribution and allowances units.

(3) The NCODP consists of training programs, formal and informal, one-on-one or groups, involving coaching as well as instruction, and will be fully integrated into the unit's overall training program.

(4) The NCODP builds upon the contributions of the Army's Enlisted Personnel Management System and the sequential and progressive design of the Noncommissioned Officer Education System. These two systems provide a valuable foundation for the development of NCOs; however, it is through the application of knowledge, skills, and abilities in the unit that Soldiers become quality NCOs.

b. The NCODP goals and objectives.

(1) The goal of the NCODP is to increase and sustain NCO combat readiness and compliment the overarching Army NCODP.

(2) Objectives of the NCODP are:

(a) Develop and strengthen the skills, knowledge, and abilities to train, deploy, and lead Soldiers in combat through battle focused training.

(b) Develop NCOs who are self-aware, agile, competent, and confident.

- (c) Realize the full potential of the NCO support channel.
- (d) Foster a unit environment that enhances continued NCO leader development and encourages self-development as part of a life-long learning process.
- c. In order to accomplish a successful NCOOP, commanders and unit NCOs should follow the suggested procedures in DA PAM 350–58.
- d. A successful NCOOP will result in NCOs who can—
 - (1) Demonstrate the skills of current skill level and duty position per DA Pam 611–21 and DA Pam 600–25.
 - (2) Accept the duties and responsibilities of current rank and duty position per AR 600–20, DA Pam 611–21, and FM 7–22.7.
 - (3) Enhance combat performance for the current and next higher rank and duty position per AR 600–20 and FM 6–22.
 - (4) Enhance combat leadership competencies for the current and next higher rank per FM 6–22.
 - (5) Train themselves and subordinates to be proficient in individual and collective tasks and associated critical tasks per FM 7–0, FM 7–1, and FM 7–22.7.
 - (6) Coach subordinates to be totally committed to U.S. Army professional ethics, Warrior ethos, and the Soldier’s creed per FM 6–22.
- e. DA PAM 600–25 is the Army’s Professional Development Guide for NCOs and should be referred to for branch and functional area information.
- f. The MOS PDMs should be used to shape the critical learning experiences throughout a Soldier’s career. Located at <http://adtdl.army.mil>, this Web-based model provides a standardized framework of professional reference and inclusive career enhancing information.

Section III

Unit Training

4–11. Airborne training in units

- a. *Individual proficiency training.*
 - (1) All Soldiers filling paid parachute positions must perform, at a minimum, one jump per quarter to maintain currency and qualification for hazardous duty pay. In addition, these Soldiers will conduct refresher training once a month.
 - (2) Airborne infantry brigade combat teams (IBCT). Soldiers assigned to an airborne IBCT will conduct a minimum of 8 jumps per year in order to maintain combat proficiency. For Soldiers assigned to an airborne IBCT parachute assault echelon, the optimum training objective is one jump each month, for a total of 12 jumps per year. (Total number of jumps includes the DOD mandated four jumps per year specified in para 4–11a(1), above, to meet pay requirements.) Commanders will determine exact jump frequency for their units based on mission and available resources. Additionally, 50 percent of jumps must be night jumps and 75 percent must be from high performance aircraft. All other training requirements will remain at the discretion of unit commanders.
 - (3) USASOC. Training requirements for USASOC units remains in accordance with current USASOC training policy and based on mission and available resources.
 - (4) Training requirements for all other airborne organizations remains as per para 4–11a(1), above, and at the discretion of unit commanders based on mission and available resources.
- b. *Collective training.*
 - (1) Airborne IBCT assault command posts and its assault battalions, with the mission to provide forces to the Army component of the global response force (GRF), will conduct at least one night airborne mass tactical assault per quarter. This training should include at least 12 heavy equipment platforms and 16 containerized delivery systems, followed by a field training exercise which includes the seizure of an assault objective. When plausible, training should also include the airland of follow-on forces and enablers.
 - (2) Units identified as critical enablers to the airborne IBCT GRF mission will execute at least 8 combat equipment jumps from a high performance aircraft a year. Critical enabling units attached to an airborne IBCT preparing or assuming the GRF mission, will execute one combat equipment jump per month and participate in the airborne IBCT collective training outlined in paragraph 4–11b(1), above, to include heavy equipment platforms appropriate to support training objectives.
 - (3) Corps and Division Assault Command Posts identified as command and control headquarters for airborne IBCTs with the mission to provide forces to the Army component of the GRF will execute, at a minimum, one night airborne mass tactical assault per quarter in conjunction with IBCT airborne collective training in para 4–11b(1), above.
 - (4) Joint Forcible Entry Exercises (JFEX). The JFEXs allow outstanding opportunities for Joint training. The main goal of the JFEX is to enhance Army and Air Force interoperability and rehearse/validate Joint Forcible Entry Operations. The division with the mission of providing airborne IBCTs to the Army GRF component should execute 6

to 8 JFEXs annually. The priority will go to IBCTs preparing to assume the GRF mission or sustain GRF forcible entry proficiency.

c. Joint Airborne/Air Transportability Training (JA/T). JA/T details, procedures and CONUS JA/T priorities can be found in appendix H.

4-12. Modern Army Combatives Program training in units

Commanders will conduct combatives training programs that instill the confidence and fighting skill that can only be gained through engagement with an opponent in a combative situation. Combatives training is a fundamental building block for preparing Soldiers for current and future operations. FM 3-25.150 serves as the instructional guide for combatives training.

a. Professional instruction is the key to success in combatives training. Units will maintain the appropriate level of certified instructors:

- (1) One (1) Level 1 instructor per platoon
- (2) One (1) Level 2 instructor per company
- (3) One (1) Level 3 instructor per battalion
- (4) One (1) Level 4 instructor per brigade

b. Levels 1 and 2 Combatives Instructor Training Courses will be held locally by unit Level 3 and Level 4 certified instructors respectively. Units are responsible for submitting the graduates names to USACS in written memorandum signed by the first 0-5 commander for inclusion to their certification database.

c. Combatives training will be conducted regularly in support of mission readiness, posted on unit training schedules, and executed at company and platoon levels.

(1) Combatives is a link between physical training and tactics. Combatives training should encompass training specifically dedicated to technique training as well as being integrated into both physical and tactical training.

(2) Combatives instruction is not always physically demanding and should therefore never replace physical training but should be an important and integral part of it.

d. Brigade and above master trainers will report injury trends semiannually to USACS.

4-13. Chemical, Biological, Radiological, and Nuclear defense training

a. Unit Chemical, Biological, Radiological, and Nuclear (CBRN) defense training will ensure that Soldiers, leaders, and units achieve and maintain proficiency in combat operations during CBRN conditions. Individual Soldiers, leaders, and units will achieve and maintain the standards for CBRN defense tasks described in CSs, drills, Soldier training publications (STPs), and civilian training plans.

(1) The CBRN defense tasks, such as contamination avoidance, protection, and decontamination, will be integrated into unit mission training through the following actions:

(a) Commanders will analyze their missions and train to accomplish them against the CBRN threat they expect to face.

(b) Selected field training exercises and command post exercises will include CBRN operations against an OPFOR with the capability of employing CBRN weapons.

(c) External evaluations of overall unit proficiency must in part, measure how well the unit performs in a CBRN environment.

(2) Unit CBRN defense training includes control party training. At minimum, the control party consists of the commander, unit CBRN Defense NCO, Officer, and personnel trained in the employment of CBRN defense equipment. Commanders may authorize an enlisted alternate to assist the CBRN Defense NCO and Officer. Members of the control party are responsible for gathering and assessing the data in the operational environment, and to advise the commander of potential threats. Specialized training of the control party is accomplished at Installation or Regional CBRN Defense Schools.

(3) Unit CBRN weapons defense training should include every aspect of chemical warfare operations. Modern CBRN weapons can affect large operational areas. Therefore, the impact of their employment and their residual effects on the organization for combat, disposition of forces, scheme of maneuver, and support requirements must be thoroughly understood.

(4) TDA organizations with CBRN defense missions including installation activities, medical treatment facilities, and installation tenant organizations will conduct collective and individual CBRN defense training under standards to be published.

b. The CBRN defense standards are published in Soldier's manuals, STPs, CS, and civilian training plans. Civilian personnel expected to deploy with Army units will be trained to the same CBRN standards as military personnel.

c. To enhance CBRN defense training at the unit level, every tactical company, battery, or troop will have a CBRN defense officer and NCO (MOS 74D). The CBRN NCO is the unit commander's principal defense trainer and advisor on CBRN defense operations and training, and CBRN defense equipment maintenance. Commanders may authorize an enlisted alternate to assist the CBRN defense officer and NCO.

d. Those tables of distribution and allowances units authorized CBRN defense equipment are required to conduct CBRN defense training.

e. The unit (company, battery, or troop) CBRN defense officer and NCO must successfully complete the CBRN Defense Course developed by the U.S. Army Chemical School. This course will be taken at area or installation CBRN schools or TASS battalion facilities. Institution trained CBRN officers and enlisted personnel are not required to be graduates of the course. However, if the commander elects to authorize an enlisted alternate, the Soldier must be a graduate of the CBRN Defense Course. Prerequisites for personnel attending the CBRN defense course are as follows:

- (1) Recommendation from unit commander.
- (2) Significant retainability in unit.

f. The CBRN defense training must be fully integrated into unit exercises (combat, CS, CSS, and command and control) for both offensive and defensive operations. Realistic training requires that enemy doctrine and capabilities for the employment of CBRN weapons be understood and used to enhance mission performance in a CBRN environment.

g. Defensive CBRN warfare operations will be fully integrated into exercise situations. This integration will develop and test the capability of commanders, staffs, and units to perform their missions under extended CBRN conditions. A unit's CBRN proficiency will be determined by having the unit accomplish its mission under CBRN conditions during external and internal evaluations to CS standards. (See FM 3-11)

h. Units will conduct CBRN individual and crew-served weapons training using the Engagement Skills Trainer with a minimum of protective mask and chemical gloves. Units not equipped with Engagement Skills Trainers will conduct weapons firing in a minimum of protective mask and chemical gloves. Weapons qualification under mission-oriented protective posture (MOPP) conditions will be conducted in accordance with DA Pam 350-38.

i. Protective mask confidence is accomplished by Soldiers entering a CS contaminated environment. This may be accomplished in a field environment or in a unit operated CS chamber. Commanders are required at a minimum to conduct a mask confidence exercise annually and prior to deployment. CS capsules are classified as munitions and must be forecasted by the using unit.

j. Contamination avoidance, protection, and decontamination training will be conducted as described below.

(1) Monitoring for CBRN hazards is a unit's responsibility. Leaders direct monitoring efforts. The commander will ensure that the appropriate section, squad, or platoon has personnel trained to operate and maintain the assigned CBRN defense equipment.

(2) Planning and control of CBRN surveys and sampling missions will be done at battalion or higher.

(3) Individuals will be trained on basic decontamination tasks using individual and unit decontamination equipment. Leaders at all levels will ensure their units are proficient in operational and thorough decontamination procedures.

k. Personnel will be trained on the proper procedures for entry and exit of collective protection equipment.

l. Operation and maintenance of individual and unit CBRN equipment are the duties of both leaders and Soldiers. Operators of unit CBRN defense equipment will be trained to perform operator maintenance and serviceability criteria checks on the assigned equipment.

m. Emergency essential Army civilians will be trained in CBRN survival skills. Emergency essential contractor personnel and local nationals of foreign host countries will be trained in accordance with applicable contracts and host nation agreements.

n. Units will integrate, as appropriate, the use of smoke and flame to support mission related training.

o. Medical personnel require basic, advance and refresher CBRN training to recognize, respond and treat CBRN casualties.

4-14. Soldier training courses

a. At the discretion of the unit or installation commander, military personnel or civilian employees may develop and conduct Soldier training courses for support skills and technical skills. Examples include driver safety training and training to orient leaders to local requirements. Military personnel conducting Soldier training courses will use course material and programs of instruction approved by the Army's Training Developer (for example: TRADOC, or MEDCOM schools). Typically, Soldier training courses are courses of instruction established by unit or installation commanders to train and sustain Soldier skills. Soldier training courses are characterized by a cadre of trainers assigned the task of conducting centralized training. Soldier training courses involve dedicated facilities, manpower, and training support materials. Soldier training courses may be provided by the Army Education Center. Soldier training courses not governed by this policy include:

- (1) Army modernization training courses
- (2) Language training courses

b. Soldier training courses may be established by unit or installation commanders to supplement unit training. Unit or installation commanders will validate the need for each Soldier training course. Soldier training courses do not relieve officers, WOs, or NCOs from their roles as trainers. Accordingly, contracted Soldier training courses will not be conducted for—

(1) Tactical or combat-related training that the chain of command has inherent responsibility to train (for example: rifle marksmanship, physical training, or rappelling)

(2) Leader training, such as refresher training for company commanders, executive officers, and first sergeants

(3) Training for AWT

(4) Training on collective tasks (for example: training for crews, teams, squads, platoons)

c. Any Soldier training course (or training support materials) that is furnished by a contractor require approval of HQDA and will follow a program of instruction developed by the proponent ACP school. The following Soldier training courses are approved by HQDA for contracting, as required by unit or installation commanders:

(1) The Army Maintenance Management System Clerk Course

(2) Prescribed Load List Clerk Course

(3) Motor Pool Operations/Management Course.

(4) Generator Operator Course

(5) Fuel Handlers Course

(6) Basic Welding Course

(7) Forklift Operator Course

(8) Bus Driver Course

(9) Unit Supply Clerk Course

(10) Unit Supply Operations/Management Course

(11) Unit Armorer Course

(12) CBRN Defense Course

(13) Unit Postal Clerk Course

(14) Disk Operating System Course

(15) Word Processing Course

(16) Database Management Course

(17) Unit Level Logistics System Course

d. Whenever possible, institutions recognized by one of the following accrediting agencies will be used for contracted Soldier training courses:

(1) Middle States Association of Colleges and Schools

(2) New England Association of Schools and Colleges I, Commission on Institutions of Higher Education

(3) New England Association of Schools and Colleges II, Commission on Technical and Career Institutions

(4) North Central Association of Colleges and Schools

(5) Northwest Association of Schools and Colleges

(6) Southern Association of Colleges and Schools, Commission on Colleges

(7) Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges and Accrediting Commission for Senior Colleges and Universities

(8) Association of Independent Colleges and Schools

(9) Accrediting Commission for Career Schools and Colleges of Technology

(10) Accrediting Commission of the Distributed Education and Training Council

(11) Accrediting Association of Bible Colleges

(12) Accrediting Bureau of Health Education Schools

(13) Council on Occupational Education

(14) Association Theological Schools in the U.S. and Canada

e. The individual ACOMs, ASCCs, and DRUs will establish procedures for installations to identify resource requirements for contracted training. These procedures will support and work in concert with PPBES. The ACES funds will not be used to conduct Soldier training courses. Army learning center facilities may be used to support Soldier training courses.

f. All course completions will be documented in DTMS and the Soldier's ITR in accordance with AR 600-8-104.

4-15. Intelligence Training

Soldiers and leaders require intelligence training throughout their military careers commensurate with their duties and responsibilities. Commanders will use the Tactical Intelligence Readiness Training Program (part of the Foundry program) in accordance with AR 350-3 to plan, program and sustain individual, unit and collective intelligence training capabilities, systems and mission certification and operational training needs.

a. Conduct training continuously and emphasize prior to deployment when directed by a deployment order or appropriate authority.

b. Commanders will establish specific training objectives, use qualified instructors to conduct training, and evaluate performance using established training conditions and performance standards.

c. Training will be designed around current missions and contingency plans (including anticipated geographical areas of deployment or rules of engagement).

Chapter 5

Training Support System

5-1. Purpose

The Army's Training Support System (TSS) provides the resources required to support the Army's training strategies. Goal #7 of the Army Training and Leader Development Strategy (LDS) describes TSS as the "training system products (instrumentation and training aids, devices, simulations and simulators (TADSS)), services (training support operations and manpower), and facilities (ranges, simulations centers, training support centers) that are necessary for creating the conditions to realistically portray the operational environment and enable training strategies focused on FSO METL training and can be adapted when directed". These "training enablers" underpin the Army's Combined Arms Training Strategies (CS), Battle Command Training Strategy (BCTS), weapons training strategies (STRAC), and institutional POIs by providing commanders the primary tools to execute Soldier, leader, battlestaff, and unit collective training to standard at homestation, the Combat Training Centers, TRADOC Schools/ Centers of Excellence (CoEs), and while deployed.

5-2. Training Support System Construct

As the Army continues Transformation, implements ARFORGEN and training for full spectrum operations, the training support systems must keep pace and provide commanders the capabilities to train Soldiers, leaders and battle staff, and units to standard. We must expand the TSS capabilities at installations and major training centers to "enable" training for irregular warfare and limited intervention operations, as well as major combat operations. It must support FSO METL training for all types of units as they move through the ARFORGEN training cycle. To accomplish this, the following objectives have been established, as described in goal #7 of the LDS:

a. Use consistent metrics to field TSS capabilities (non-system TADSS, gaming, TSS operations, TSS facilities, sustainment, and management) in accordance with the ACP to support training for the ARFORGEN process and mission rehearsal for units and battlestaffs, as well as institutional training for Soldiers and leaders.

(1) The priority for TSS is to maintain current and near term capabilities in support of Army training at homestations and TRADOC Schools/CoEs. The TSS Master Plan describes the training enablers required at each installation to support Soldier, leader, battlestaff and unit collective training.

(2) TSS Use Cases: These define the level of mission essential requirements (MERs) delivered to each location where TSS is executed. Each TSS major program sets the parameters by which use cases are determined.

(3) The MER provides the metrics for each installation to include the TADSS, facilities, and support operations required to support the Use Case.

(4) Gaming technology is a means for providing low-cost, effective training solutions, linked as appropriate to the Army's live, virtual, and constructive (LVC) training environment, to support operational, institutional and self-development training. TSS will establish standards for incorporating gaming as standard training support solutions. TRADOC (TCM Gaming) will develop the requirements for these applications.

b. Improve TSS management in the context of DP 91.

(1) An enterprise solution is required to manage TSS across the Army. Paras 5-4 and 5-5 describe the TSS Enterprise.

(2) The TSS includes training support services that, in turn, include manpower and operating funds to operate the components of the LVC training environment and the TSS programs and their components.

(3) The TSS services are structured in terms of standard organizations. The level of TSS staff at each is tiered to use cases to rationalize staff support at each location where TSS is provided.

(4) The TSS services are based on a common level of support approach. The resulting TSS operations provide day-to-day operations for ranges and maneuver training area, battle command training centers, and training support centers.

c. Develop, field, and sustain LVC training systems to improve fidelity of I/TADSS and Facilities pillars at the CTCs, including the Exportable Training Capability.

d. Field a Live, Virtual and Constructive Integrated Training Environment (LVC ITE) at selected locations.

(1) The LVC training environment and architectures must be networked to support both Army and Joint training strategies.

(2) LVC capabilities must be delivered at ARFORGEN Force Generation Platforms, other homestations, the combat training centers (to include the ETCs), and key RC training sites to support RC pre-mobilization training strategies.

(3) LVC modernization investments must achieve economies and training efficiencies by off-setting the high cost of live training (for example, through virtual and constructive capabilities that improve training effectiveness during the reset and pre-deployment phases of ARFORGEN).

e. Improve the acquisition process to integrate weapon system-specific LVC training aids, devices, simulators, and simulations (TADSS) with the Army training support system. Rapidly acquire and field training systems (system and non-system) to respond to commanders' operational needs or to support training on rapidly acquired equipment.

(1) Weapons system specific LVC training systems (TADSS), including embedded TADSS and training systems, along with the weapons systems, themselves, under Army architectures, enhance TSS and the LVC training environment

(2) As new systems are fielded, the Army anticipates greater use of embedded TADSS. However, certain TSS infrastructure and non-system training devices will still be needed to connect embedded TADSS to the LVC training environment, provide capabilities that cannot be embedded (for example, ranges), and to enable training in units equipped with legacy weapons systems.

(3) Technical solutions for Systems TADSS are integrated by the Program Executive Office for Army simulation, training and instrumentation (PEO STRI) to ensure standard technical solutions are fielded and interoperability among all TADSS and training systems is achieved.

f. Integrated training and testing LVC solutions where feasible and where economies can be achieved.

g. Identify Army Science and Technology research, development, test, and evaluation (RDTE) program investment areas that can address TSS capabilities and LVC ITE gaps.

(1) Training Support Systems are enhanced by the integration of warfighting platform training systems, Science and Technology (S&T) research and development to address training capability gaps, and gaming technology to provide alternative training solutions.

(2) Areas of research from the Army Science and Technology program will be influenced and used to address training capability gaps resulting from the capabilities needs assessment process.

(a) Agencies such as the Army Research Institute and AMC's Research, Development and Experimentation Command are leading efforts to explore technology that can enhance the effectiveness of TSS. HQDA, DCS, G-3/5/7 TRS will influence S&T priorities to achieve most positive results. The S&T will be spun off to TSS programs as early as they are proven.

(b) Improve Army training capability within OSD Joint National Training Capability construct by strategically focusing requirements based on FSO METL training. The DCS, G-3/5/7 TRS, organized in accordance with warfighting functions, perform this coordination.

5-3. Training Support System programs

The TSS is an integrated training support enterprise that encompasses products, services and facilities across five major programs in support of the operational, institutional, and self-development training domains. Three of the major TSS programs provide holistic development and delivery of training products, services and facilities to executors. Those TSS programs are:

a. Sustainable Range Program that includes range operations, range modernization, and ITAM.

b. Battle Command Training Support Program that includes constructive and high level (above crew) virtual TADSS, gaming, battle command training center operations and facilities, and overall battle command training capability.

c. Soldier Training Support Program that includes individual Soldier through crew level virtual and live TADSS, training support center (TSC) operations and TSC facilities.

d. The CTC Modernization Program is unique and supports the Instrumentation/TADSS and Mission Facilities pillars of the Maneuver CTCs (NTC, JRTC and JMRC).

e. The Training Support Infrastructure & Management Program provides the following:

(1) Centralized maintenance of systems and non-systems TADSS executed by PEO STRI through the Warfighter Focus contract.

(2) The TSS management structure for key agencies, including but not limited to CAC-T, SC, PEO STRI and Army Commands retaining TSS execution responsibility.

5-4. Training Support System management

The HQDA, DCS, G-3/5/7 Training Simulations Division TRS, provides overall management and policy of the Army's Training Support Systems, and plans, programs and budgets TSS resources. TRADOC manages the TSS Enterprise and provides executive agency support, to include TSS requirements validation. The IMCOM garrisons execute TSS in coordination with the TRADOC TSS Enterprise. The IMCOM HQ and regions oversee execution. The USAREUR, EUSA, and ARNG execute TSS in coordination with TRADOC Enterprise. The ACOMs/ASCCs/DRUs that are responsible for operational and institutional training maintain a staff that validates and prioritizes TSS requirements of subordinate commands. There are a few exceptions to this overall management construct.

a. Test ranges and centers operated by EC at Redstone, Aberdeen Test Center, White Sands Missile Range, Dugway Proving Grounds and Yuma Proving Grounds are EC missions. The TSS is ITAM only.

b. The five USAR Battle Command Training Centers operated by the 75th Division at Houston, TX; Arlington Heights, IL; Birmingham, Alabama; Fort Dix, NJ; and Camp Parks, CA are USARC mission.

- c. Local training areas operated by the USARC RRC's are USARC mission.
- d. Battle Simulations Centers, operated by the institutional training venues are Mission, as follows:
 - (1) Armor and Infantry Schools merging as Maneuver CoE at Fort Benning, GA.
 - (2) ADA and FA Schools merging as Fires CoE at Fort Sill, OK.
 - (3) Quartermaster, Ordnance, and Transportation Schools merging as Sustain CoE at Fort Lee, VA.
 - (4) Intelligence School/CoE at Fort Huachuca, AZ.
 - (5) Signal School/CoE at Fort Gordon, GA.
 - (6) The AMEDD C&S - MEDCOM at Fort Sam Houston, TX. Supports ARNORTH and ARSOUTH battle command training.
 - (7) The JFK SWC - USASOC at Fort Bragg, NC.
- e. Joint Bases - TSS retained by the Army - execution is by an Army Support Activity operated by IMCOM, other than for exceptions below:
 - (1) Ranges, ITAM, BCTC, and TSC at Fort Richardson, Alaska (Joint Base Elmendorf; USAF lead).
 - (2) Ranges, ITAM, and TSC at Fort Eustis, VA (Joint Base Langley AFB, USAF lead).
 - (3) Ranges, ITAM (Camp Bullis) and TSC at Fort Sam Houston, TX (Joint Base Lackland AFB, USAF lead).
 - (4) Ranges, ITAM, and TSC at Fort Dix, NJ (Joint Base McGuire AFB, USAF lead)
- f. Ranges at Eglin AFB are to be operated by USASOC/7SFG as Mission (effective FY11).
- g. The BCTC for USARCENT at Shaw AFB, SC operated by USARCENT (effective FY11).

5-5. Training Support System Enterprise

As noted above, there are many organizations directly and indirectly involved in the training support community of practice. Each TSS function (products instrumentation and training aids, devices, simulators and simulations (ITADSS), facilities, support operations) is managed and executed through different commands and agencies. These functions cut across different appropriations (research, development and acquisition; MILCON; operation and maintenance), each with their own set of rules and processes for planning, programming, budgeting, and then executed by different organizations. For example, requirements for ITADSS are generated by a command or TRADOC proponent; reviewed and validated by a TRADOC agency; developed (RDTE), fielded (OPA) and sustained (OMA) by PEO STRI; and managed on an installation by the IMCOM/DPTM. The process and business rules for TSS facilities and support operations are different. To this end, an enterprise solution is required to more efficiently and effectively manage and synchronize the various TSS functions, be more responsive to the ARFORGEN process and user needs for training support capabilities and enablers, and maintain common standards of training support at all installations.

a. Enterprise organization. The HQDA, G-3/5/7 TRS has overall responsibility of policy and resourcing of the Army's TSS. The TRADOC agencies listed below represent the core of the TSS Enterprise and support G-3/5/7 TRS in the following areas: policy development and dissemination; requirements development, integration validation, and prioritization; resource allocations; execution oversight and tasking. The TSS Enterprise also oversees many of the responsibilities provided in para 5-3e(2), above.

(1) The Training Support Assistance and Integration Division (TSAID) of the Army Training Support Center (SC) is the overall integrator of TSS, manages the TSS Master Plan and database, and provides the analytical support capability for Training Effectiveness Analysis and Capabilities Needs Assessment as required by the Joint Capabilities Integration and Development System.

(2) The TRADOC capabilities managers (TCM Live, Virtual, JLCCTC, Gaming, and LVC), aligned with each major TSS program, identifies program requirements and support the planning, programming, budgeting, development, acquisition, and provision of products, facilities and services to the field. Each TSS program will recommend, as needed, supporting functions or components which may include program policy and procedures, manpower and TDA structure, modernization (migration/spiral) strategy, operations support functions and resources, facilities, connectivity, and management support systems.

(3) TRADOC Schools/Centers of Excellence develop requirements that support their institutional/school POI training and, as a proponent, TSS requirements to support operational unit training. These requirements will be reviewed and validated by one of the TCM, and then resourced through the appropriate TSS program.

b. The TSS Enterprise responsibilities include:

- (1) Meet all user needs for training support capabilities and enablers.
- (2) Enable TSS capitalization and recapitalization in accordance with CSA and HQDA, DCS, G-3/5/7 priorities.
 - (a) Leverage economies of scale
 - (b) Corporate planning process to maximize resources.
- (3) Organize, train, and equip the TSS Enterprise and TSS Executors. Provide Configuration Control of enterprise infrastructure resources and establish manpower standards.
- (4) Provide TSS reach back support for ACP/ASCC/DRU on TSS Enterprise decisions and policies.
- (5) Allocate and apportion TSS resources.
- (6) Transparently plan, program, and budget for investment areas identified in the ACP and Army Training and

Leader Development. Conduct comprehensive, cradle-to-grave strategic planning, management and retirement of TSS Capabilities.

(7) Develop, implement and sustain TSS strategic vision. Enable full warfighting cycle integration across all domains (live, virtual, constructive and gaming) in all training domains (operational, institutional, and self development).

(8) Synchronize efforts with emerging TSS requirements, notably FCS, via ARCIC/FFID/ AETF.

(9) Provide consistent, corporate Army representation on TSS matters in Joint, OSD, and sister-service community forums.

(10) Promote compliance with Army-wide TSS standards by TSS executors

(11) Provide for focused operations sustainment for long range TSS viability.

(a) Range sustainability

(b) TSS system sustainability

(12) Collaborate with ACSIM/IMCOM to integrated base operating support and TSS investments.

(13) Gather and analyze objective data to assess performance and trends with regards to above responsibilities.

5-6. Requirements cycle

The requirements cycle for TSS parallels that for weapons systems as follows (fig 5-1).

a. Operational and institutional commanders executing their respective training strategies identify needs. Needs may be in the form of LVC products, TSS services or TSS facilities. Needs are integrated and prioritized by Mission Commands.

b. TRADOC TSS executive agents and combat developers refine needs from the field and develop them as Army-standard requirements. These TRADOC agencies work TSS requirements in coordination with the proponent service schools and CoEs in accordance with the Joint Capabilities and Integration Development System process.

c. HQDA, DCS, G-3/5/7 approves, prioritizes and resources Army standard TSS product, services and facilities requirements.

d. As resources, TSS is delivered through the following executors:

(1) Products: PEO STRI.

(2) Services: IMCOM, USAREUR, EUSA, and ARNG.

(3) Facilities: USACE and ARNG.

e. The TSS requirements may also be generated from Army initiatives and senior leader guidance, but still follow the same process described above.

f. The above cycle may be deliberate in support of normal programming cycles or accelerated to respond to urgent needs of the field.

g. Adaptability is a key attribute of the TSS requirements process.

h. The S&T, gaming and systems TADSS integration contribute to TSS adaptability.

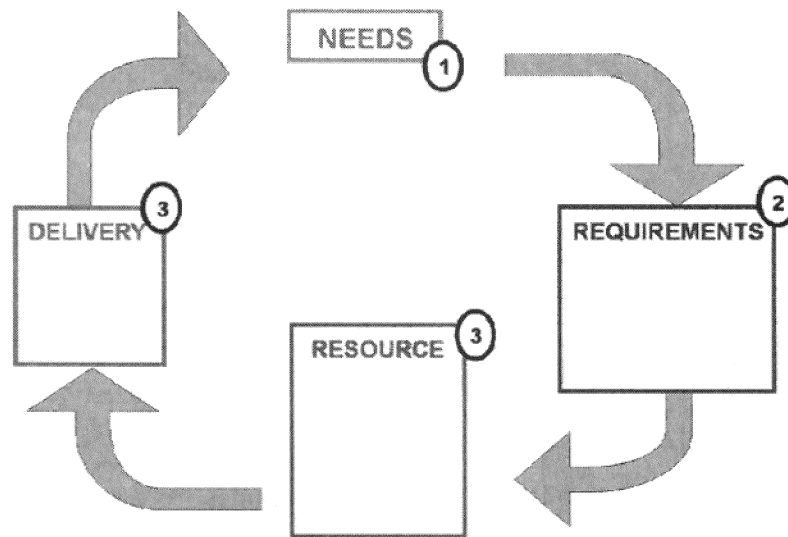


Figure 5-1. TSS Requirements Cycle

5-7. TSS Management process

The TSS management process includes periodic Program Management Reviews and Modernization Reviews to ensure TSS planning, programming, and execution is synchronized with the current and future training needs. The Training Support Working Group (TSWG) provides oversight and is the integration and decision forum for major programs of the Army Training Support System (TSS). The TSWG will consider issues generated by management reviews and modernization reviews of each TSS program and identify issues that need to go forward to the HQDA, DCS, G-3/5/7 TGOSC COC's and/or TGOSC for their review and action. The TSWG is co-chaired by HQDA, DCS, G-3/5/7 TR and the TSAID of the Army Training Support Center. Voting members include TSS representatives from the ACOMs/ASCCs/DRUs, the TRADOC capabilities managers (TCM), and PEO STRI. TSS Modernization Reviews and Program Management Reviews will meet semiannually, in the February-March and September-October time periods. The TSWG will meet immediately following the PMRs. The TSWG Executive Meeting will meet with the TSS Enterprise semiannually, in January and June time periods.

5-8. TSS Sustainment and maintenance

The sustainment and maintenance of the Army's training systems, both system and non-system, are centrally managed by PEO-STR1 and funded by the HQDA, DCS, G-3/5/7 TRS. The Warfighter Focus contract that will be implemented in FY08 provides a fully integrated Life Cycle Contractor Support contractor workforce, under a single consolidated contract, that performs integrated training to include operations, maintenance, instructors, and supply support at military installations worldwide.

5-9. Training support system capability assessment

The training support system (TSS) undergoes continuous assessment to ensure capabilities support the ACP and Army training strategies.

a. Assessment Metrics. TSS assessments are based on the following three broad metrics:

- (1) Mission essential requirements. Products, services, facilities and sustainment identified by the major TSS programs. The MERs define what is needed to support training strategies.
- (2) Use Cases: These define the level of MER delivered to each location where TSS is executed. Each TSS major program sets the parameters by which use cases are determined.

(3) Bench Marks: Milestones, normally FY, in which MER is required at each use case. Bench marks are derived from the ACP and reflect the applicable PPBES cycle.

b. Assessment process.

(1) Major assessments are conducted biennially (normally odd calendar year) to support POM development. These are done by conducting TSS Theater IPRs to determine TSS requirements based on the above metrics. These IPRs are conducted by the DCS, G-3/5/7 TRS, TRADOC TSS agencies, and PEO STRI, with TSS managers in each Army theater where TSS is executed.

(2) Installation site visits are conducted biennially (normally even calendar year) during off years from the TSS Theater IPR. These are conducted at installation level by the TRADOC TSS agencies.

(3) TSS-Reviews (TSS-R) are conducted annually with the Proponent Service Schools. TRADOC TSS agencies conduct these with schools to determine broad functional approaches to TSS by battlefield function.

c. TSS assessment products.

(1) TRADOC SC/TSAID maintains the TSS Masterplan that reflects the results of all assessments.

(2) The TSS Masterplan consists of TSS status by major program and all benchmarks.

Chapter 6 Army Modernization Training

Section I Introduction

6-1. Policies and procedures

This chapter prescribes policy for providing training and training support with the fielding or issue of new/improved/displaced equipment. Unless specifically stated elsewhere, the information in this chapter apply to all components of the Operating Force and Generating Force.

6-2. Army modernization by unit sets

New, improved, and displaced equipment is provided to Army units by planning, acquiring, and fielding a unit set (to include training capability) to a designated AA or RC unit during a single modernization window. Doing so synchronizes all DOTMLPF activities required to field and support the individual systems that comprise unit sets. To the extent possible, a system-of-systems approach is used for capabilities/ requirements generation, materiel development and acquisition, manpower and personnel, funding, testing, fielding, transfer, training, sustainment, and support facilities. The modernization process is linked to the ARFORGEN process, and modernization should occur where possible during Reset to enable units to train on equipment necessary to mission as early in their cycle as possible. When synchronized unit set fielding is not possible (as during rapid acquisition to meet urgent operation needs), every effort must be made to initiate early identification and development of the required training capabilities. Early parallel development of training capabilities-especially during rapid acquisition-is essential to the planning, programming, fielding, and sustainment of complete training capabilities.

6-3. Total package fielding

To minimize the logistics burden of fielding on the gaining ACP or ASCC, all required support is concurrently fielded with a materiel system. "Training and Training Support" is one of the integrated logistic support elements that are carefully managed throughout a system's total life cycle with particular emphasis during acquisition (see AR 700-127) and fielding (see AR 700-142).

6-4. Acquisition of training support

As an indispensable capability, training and training support is developed along with a materiel system in accordance with acquisition policy. That is, a materiel system's training and training support requirements are established under the purview of AR 71-9, Materiel Requirements; are documented under the purview of AR 71-32, Force Development and Documentation; are developed and fielded under the purview of AR 70-1, Army Acquisition Policy; are supported under the purview of AR 700-127, Integrated Logistics Support; and are released for fielding under the purview of AR 700-142, Materiel Release, Fielding, and Transfer. AR 350-38, Training Device Policy and Management, provides guidance for training devices, aids, simulators and simulations (TADSS), both system and non-system.

6-5. General acquisition objectives for training

Objectives for development of every materiel system's training subsystem are:

a. Ensure that an overall training strategy is documented in a STRAP. The STRAP is developed for every materiel system by the proponent. The general objectives for the STRAP are identified below. Specific STRAP timelines,

formats, and guidance for preparation, exceptions (waivers), and updating will be found in TRADOC Regulation 350–70.

b. Ensure that the materiel system’s training subsystem provides adequate training support so that trainers in every training domain (in training base schools, at mobilization sites, at Army combat training centers, at home station, while deployed) can efficiently and effectively accomplish their role in the overall training strategy.

c. Embed required training capability into the materiel system, whenever practical.

d. Ensure that every materiel system being fielded has been integrated into the existing Army Training Support System. For example, ensure that required training capability has been integrated into all training domains (Institutional, Operational, and Self-Development), into training environments (like live-virtual-constructive training venues), and into existing training simulations and devices.

e. Ensure that critical training and training support requirements associated with the materiel system are fielded concurrently with the system.

f. Ensure that training support required for a materiel system is logistically supported over time.

g. Ensure that required training and training support accompany any equipment that is displaced from one unit to another.

h. For life-cycle units, field new systems to units before/during reset, train operators and maintainers during initial military training, and export tactical employment training to unit leaders before the train-up cycle begins.

i. Ensure that institutional training has the capability to train operators, maintainers, and leaders on the materiel system within one year of First Unit Equipped date.

j. Ensure that there is a timeline for updating the system training plan to support each acquisition milestone decision review.

k. Ensure that facilities and/or facilities modifications required for the training and/or the full fielding of the new system are programmed and funded to be constructed by the time of the fielding/training.

6–6. Required training and training support

a. Critical training and training support requirements that must be developed and fielded with a materiel system (that is, the materiel system may not be fielded without this critical training capability) are identified as key performance parameters (KPP) in accordance with CJCSM 3170.01C in the main body of the capabilities document. The sponsor will perform an analysis on the use of these parameters as KPPs. If the analysis determines that they should not be KPPs, a summary of the analysis will be provided. Ensure system training is addressed in the AoA and supporting analysis for subsequent acquisition phases and ensure projected training requirements and associated costs are appropriately addressed across the program life cycle. Other needed training and training support requirements are identified elsewhere in the capabilities documents as key system attributes, additional attributes, or other DOTMLPF considerations. The comprehensive and detailed concept and requirements are provided in an Army annex to the capabilities document called the STRAP.

b. The STRAP is a critical element of requirements documentation for Army systems. The STRAP provides guidance to combat and training developers to encourage early involvement and coordination in system development. It provides detailed information on training and training support requirements not found in base capabilities documents. The STRAP will delineate:

- (1) Required and critical training and training support needed in training base schools
- (2) Required and critical training and training support needed to train operators and maintainers when equipment is fielded
- (3) Required and critical training and training support needed so that unit leaders can achieve and sustain unit proficiency after fielding
- (4) Required and critical training and training support needed for Web-based self-development and knowledge management tools
- (5) Required and critical capabilities for the existing Training Support Systems for schools, units, Army training centers, mobilization sites, and deployable training capability
- (6) Required and critical training and training support needed in training support units
- (7) Required integration into existing and planned system and non-system training aids, devices, simulators and simulations

c. Generally, training and training support requirements for a materiel system are identified by the Training Developer and are validated and prioritized, as required, by HQDA, DCS, G–3/5/7 Training Directorate.

6–7. Provision of training and training support

a. *Funding Responsibilities.* The PM is Total Life Cycle System Manager, responsible for total lifecycle management of all training capability embedded in a materiel system. Additionally, the PM is responsible for fielding a fully supportable system (to include the ILS element ‘training and training support’) and integrating the materiel system’s training subsystem into the Army Training Support System. Accordingly, the PM funds operator/crew/maintainer training required to field a new/improve/displaced system and funds most operator/crew/maintainer training support for

fielding, for sustainment training after fielding, and for training base schools. Tables 6–1 and 6–2 clarify responsibilities for identifying/approving/funding/producing various types of training support.

b. Categories of Training. The following categories of training are used to define responsibilities for the provision of training and training support:

(1) *New Equipment Training.* The initial transfer of knowledge on the operation and maintenance of new and improved equipment from the Materiel Developer to the tester, trainer, supporter, and user.

(2) *Displaced Equipment Training.* Training provided by the Program Manager on the operation and maintenance of previously fielded equipment that is scheduled for redistribution within a ACP, ASCC, or DRU or among several ACOMs, ASCCs, or DRUs or components as a result of the Army Modernization process.

(3) *Doctrine and Tactics Training.* Training development provided by the training developer on employment, tactics, and interoperability of new or displaced equipment.

(4) *Sustainment Training.* Individual and collective training conducted by and within a unit, or organization, upon completion of NET/DET to ensure continued expertise on the operation, maintenance, and employment of fielded equipment.

c. Key players. The following agencies have distinct responsibilities for the provision of training and training support:

(1) *Program/Product Manager .* The PM is the Army agent charged with the fielding a supportable system to each gaining organization and charged with planning, programming, budgeting, and executing associated funding. The PM may be a program manager under a program executive officer, a manager under the U.S. Army Materiel Command or another ACP or manager for a system procured directly by an authorized agency.

(2) *Materiel Developer .* The agency responsible for research, development, and production validation of a system. (Program Executive Officers, Program Managers, and Class I, II, and III level managers wear the materiel developer label. However, their functions differ.) TRADOC capabilities manager (TCM). The TCM manages the development of select high-priority programs and associated products and coordinates development of home station and institutional training for individuals, crews and units. Also coordinates development and fielding of training aids, devices (system and non-system), simulations and simulators for use in training in the institution, home station, and combat training centers.

(3) *Combat Developer (CBTDEV).* The agency that determines warfighting requirements to achieve future operational capabilities. CBTDEV develops materiel requirement documents and serves as the user’s representative in the materiel acquisition process. CBTDEV is the overall integrator of doctrine, training, materiel, leader development, organization, and Soldier requirements and products.

(4) *Training Developer.* The Army agency that determines requirements for a system’s training subsystem and formulates, develops, and documents associated training concepts, strategies, plans, and required training support. Serves as the user’s representative during development and acquisition of a system’s training subsystem.

(5) *NET Manager.* Official designated by the PM responsible for planning, coordinating, and conducting NET.

**Table 6–1
Responsibility for Training Development and Support If Needed for the Conduct of NET/DTT**

Training Support Components for NET/DTT	Identify Training Requirements For	Approve Requirements For	Program/ Budget For	Develop/ Produce
How-to-Fight Doctrine	CBTDEV	CBTDEV	CBTDEV	CBTDEV
Soldiers Manuals (SMs)/CS	TNGDEV	TNGDEV	TNGDEV	TNGDEV
TMs	MDEV	PM	PM1	MDEV
NET Weapon Training Strategy2	TNGDEV2	TNGDEV2	PM1&2	TNGDEV2
DTT Weapon Training Strategy	TNGDEV	TNGDEV	TNGDEV	TNGDEV
Ammo for NET	TNGDEV	HQDA G–3/5/7 TR	PM1	PEO AMMO/JMC
Ammo for DTT	TNGDEV	HQDA G–3/5/7 TR	TNGDEV	PEO AMMO/JMC
Ranges/Targetry for NET/DTT	TNGDEV thru ACP	HQDA G–3/5/7 TR	HQDA G–3/5/7 TR	PEO–STRI4
Training facilities (other than ranges) for NET/DTT	TNGDEV thru ACP	HQDA G–3/5/7 TR	HQDA G–3/5/7 TR	ACSIM COE3 ARNG
Trainers for NET	TNGDEV	MDEV	PM1	MDEV
Trainers for DTT	TNGDEV	TNGDEV	TNGDEV	TNGDEV
Training Support Packages for NET	TNGDEV	TNGDEV	PM	PM

**Table 6-1
Responsibility for Training Development and Support If Needed for the Conduct of NET/DTT—Continued**

Training Support Packages for DTT	TNGDEV	TNGDEV	TNGDEV	TNGDEV
Ground/Air OPTEMPO Integrated Log Spt	MDEV in compliance with TNGDEV	ASA (ALT)	PM1	PM
Non-system TADSS for NET/DTT	TNGDEV	DAMO-CI in compliance with G-3/5/7 TR	HQDA G-3/5/7 TR	PEO-STRI4
System TADSS for NET/DTT	TNGDEV	DAMO-CI in compliance with G-3/5/7 TR	PM1	MDEV4

Notes:

¹ The PM must provide the required training components identified in the capabilities document and System Training Plan, unless the Army acquisition executive approves an exemption.

² Strategy itself - not resources required to execute it.

³ Strategy is developed within HQDA (G-3/5/7 TR) approved resource limits and approved by HQDA (G-3/5/7 TR).

⁴ Design approved by TNGDEV.

**Table 6-2
Responsibility for Providing with Materiel Fielding the Training Support Components needed for Sustainment Training after any NET/DTT**

Training Support Components After NET/DTT	Identify Training Requirements For	Approve Requirements For	Program/Budget For	Develop/Produce
How-to-Fight Doctrine	CBTDEV	CBTDEV	CBTDEV	CBTDEV
SMs/CS	TNGDEV	TNGDEV	TNGDEV	TNGDEV
TMs	MDEV	PM	PM1	MDEV
Weapons Training Strategies ²	TNGDEV ²	TNGDEV ²	TNGDEV ²	TNGDEV 2 & 3
Ammo for Weapons Training Strategy	TNGDEV	HQDA G-3/5/7 TR	HQDA DAPR-FDX	PEO AMMO / AMCOM
Ranges/Targetry	ACOMs thru TRADOC SC	HQDA G-3/5/7 TR	HQDA G-3/5/7 TR	PEO-STRI4
Training facilities (other than ranges)	ACP thru TRADOC	HQDA G-3/5/7 TR	HQDA G-3/5/7 TR	ACSIM COE3 ARNG
CS Maneuver Tng Strategies ²	TNGDEV ²	TNGDEV ²	TNGDEV ²	TNGDEV2&3
Ground/Air OPTEMPO Integrated Log Spt \$	MDEV in compliance with TNGDEV	ASA (ALT)	HQDA G-3/5/7 TR	HQDA G-3/5/7 TR
Non-system TADSS	TNGDEV	DAMO-CI in compliance with G-3/5/7 TR	HQDA G-3/5/7 TR	PEO-STRI4
System TADSS ²	TNGDEV	DAMO-CI in compliance with G-3/5/7 TR	PM1	MDEV4
Integration in CTC IS	TNGDEV	HQDA G-3/5/7 TR	PM1	PEO-STRI4
Integration in CT	TNGDEV	HQDA G-3/5/7 TR	PM1	TNGDEV4
Tng-Base POI Weapon Tng Strategy ²	TNGDEV ²	TNGDEV ²	TNGDEV ²	TNGDEV 2 & 3
Ammo for Tng-Base POI Weapon Tng Strategy	TNGDEV	HQDA G-3/5/7 TR	HQDA G-3/5/7 TR	PEO AMMO / AMCOM
Tng-Base POI	TNGDEV	HQDA G-3/5/7 TR	TNGDEV	TNGDEV

Notes:

¹ Milestones Decision Authority approves allocation of program funds, but critical quantities of critical training components must be provided.

² Strategies themselves - not resources required to execute them.

³ Strategies are developed within HQDA (G-3/5/7 TR) approved resource limits and approved by HQDA (G-3/5/7 TR).

⁴ Design approved by TNGDEV.

6–8. TNGDEV determines requirements for NET and DTT

When any significant amount of new/improved or displaced equipment is issued to a unit, the TNGDEV will assess what training development and training support needs to accompany equipment fielding. In general the PM is responsible for providing any needed operator/crew/maintainer training and operator/crew/maintainer training support via a NET team and the Army TNGDEV is responsible for providing any needed unit training and unit training support via a DTT team. Requirements for NET and DTT are established in the program capability document and supporting STRAP.

Section II

New Equipment Training

6–9. New equipment training objective

NET provides the initial transfer of knowledge on the operation and maintenance of new/improved and displaced equipment from MDEV to the tester, trainer, supporter, and user. NET will assist commanders achieve operational capability in the shortest time practical by training Soldiers/crews how to operate and maintain the new/improved equipment and by providing unit leaders with training support components needed to sustain proficiency of operators and maintainers on the new/improved equipment after NET.

6–10. New equipment training policy

When NET is required for new and improved equipment, the PEO/PM designates a NET Manager who plans and conducts NET on a reimbursable basis for PEOs and PMs. In accordance with guidance from the designated PEO or PM, and in coordination with the trainer, tester, and user, the NET manager will—

- a. Begin planning for NET at the onset of program initiation.
- b. Employ the most cost-effective and feasible training strategy to conduct NET.
- c. Include in NET, training on the training support components provided at NET that enable unit leaders to sustain operator and maintainer proficiency on the new/improved equipment after NET.
- d. Coordinate plans for NET training and training support with MDEV, TNGDEV, CBTDEV, testers, and user ACOMs, ASCCs, and DRUs.
- e. Coordinate NET funding requirements with designated PEOs and PMs.
- f. Ensure NET training support components are developed in accordance with the Army Training and Education Development (ED) process and Army training support design standards.
- g. Ensure embedded training requirements and computer-based instructions are developed in accordance with the system capabilities document during the initial development process.
- h. Ensure effectiveness of NET training and training support components are validated (by the responsible training proponent(s)) and on-hand before the conduct of NET.
- i. Review basis of issue plan feeder data (BOIPFD) for new and improved equipment in accordance with AR 71–32.
- j. Prepare a Qualitative & Quantitative Personnel Requirements Information (QQPRI) document in accordance with AR 71–32.
- k. Prepare a NET plan for each system requiring NET within 30 days of forwarding a QQPRI Data Interchange Package to the Army TNGDEV through the U.S. Army Force Management Support Activity (USAFMSA).
- l. Conform to Government standards of conduct when procuring NET services from contractor personnel.
- m. Provide NET throughout the life cycle of the designated system or equipment.
- n. Provide NET support for other military departments for multi-Service systems or equipment when the Army is the lead service.
- o. When NET awards and ASI, record in RRS the participation of personnel in NET, that is, reservations for, enrollments in, and graduation from NET.

6–11. Planning for new equipment training

a. Planning for NET is based on the over-all training strategy for the system as established in the System Training Plan. NET planning is initiated upon receipt of the capabilities document/STRAP. Key aspects of NET planning are: review of requirements documents and STRAP; development of budgetary requirements to support training development; and preparation of the QQPRI, NET plans, contract requirement packages, and Training Support Packages for NET training events. Materiel developers provide a copy of requirements documents to the NET Manager within 30 days of receipt. The NET Manager will—

- (1) Review the requirements document to identify NET training requirements.
- (2) Work with TNGDEV to develop a NET training strategy.
- (3) Work with TNGDEV to develop NET activities/events for operators/crews/maintainers and associated training support.

(4) Work with TNGDEV to develop training support needed by field units and training base schools to sustain proficiency of operators/crews/maintainers after NET.

(5) Consolidate manpower and funding requirements for NET on the new/improved system and for developing/fielding the training support needed by field units and training base schools to sustain proficiency of operators/crews/maintainers after NET.

b. Basis of issue plan (BOIP) feeder data is prepared by the MDEV and lists the number of items or equipment to be issued to a unit or activity. It also includes the personnel changes that may result from the introduction of new, improved, or modified equipment. A basis of issue plan may be amended at any time during system development when new or updated information becomes available. The QQPRI describes the system, its capabilities, and the manpower and skills necessary to operate and maintain the system by occupational specialty and level of maintenance. Information contained in the QQPRI is used to project manpower requirements, personnel selections, and training requirements, and to restructure tables of organization and equipment. The NET Manager uses data contained in the QQPRI as a baseline to support the development of NET plans. The NET Manager will—

(1) Review Basis of Issue Plan Feeder Data for program milestones, system description, system deployment, recommended quantity, and submit recommended changes to the PEOs and PMs, as required.

(2) Prepare the QQPRI in accordance with AR 71–32.

(3) Forward the completed QQPRI to the Army TNGDEV through the USAFMSA according to the time frames and guidelines established in AR 71–32.

(4) Ensure the QQPRI is forwarded to USAFMSA through the Army Materiel Plan Modernization system.

c. The NET plan is a management tool developed by the NET Manager to plan, coordinate, project, and document NET requirements. NET plan ensures all actions are identified and implemented for successful and comprehensive training programs on new and modified equipment. The NET plan should address, as applicable, training before NET to prepare data collectors, testers, trainers, supporters, and so forth; training during NET for system operators/maintainers; and training during NET for unit leaders on sustainment training (ST) training support. The NET plan is a living document that is maintained in the AMTAS database in accordance with DA Pam 350–40. All unclassified NET plans are developed, processed and stored in the AMTAS database. Only the header information for classified NET plans is stored in AMTAS. NET plan is created by the NET Manager and is based upon information contained in the capabilities document and other documents (such as System Training Plan, System MANPRINT Management Plan, and QQPRI) and input from other organizations that are responsible for various sections of the NET plan. The NET Manager is the NET plan owner with authority to accept and reject proposed changes to the content of NET plan. The NET Manager will—

(1) Develop and prepare a NET plan using AMTAS in accordance with DA Pam 350–40.

(2) Plan for the provision of the training and training support needed to execute NET training strategy, for example, the provision of how-to-fight doctrine, training support publications (Soldier's Manuals (SM) and CS), training courses, training support packages, NET team members, facilities, and so forth

(3) Estimate travel, per diem, and TDY costs in support of NET.

(4) Estimate contractor expenses, prepare independent Government cost estimates, and budget requirement packages.

6–12. New equipment training planning considerations

When planning for NET, the following factors must be taken into consideration by the NET Manager:

a. The technical complexity of the equipment and its similarity to previously fielded systems.

b. Current state of the training base to support the equipment.

c. Impact on training by interim contractor maintenance support and warranty restraints on equipment and systems.

d. The fielding rate and depot-level maintenance training requirements in support of NET.

e. The availability of trainers in the gaining units to proliferate training, the quality and quantity of personnel to be trained, and the effect on unit readiness.

f. Available training aids, devices, equipment, ranges, facilities, and materials, including visual information products.

g. The environment in which the system is to be employed.

h. The capabilities and dispersion of RC units and the affected members of the IRR.

i. The increased costs associated with RC NET due to unit dispersion.

j. Fiscal and manpower resources.

k. Ammunition and consumables to support NET.

l. Foreign language requirements for foreign national and host nation personnel.

m. The need to establish project development identifiers and project skill identifiers in accordance with DA Pam 611–21.

6–13. Contractual requirements

a. Development of NET course materials and the conduct of NET may be accomplished by the Army or by

contractor personnel. When NET strategies incorporate the use of contractors, the NET manager will serve as the NET Contracting Officer's Technical Representative (COTR).

b. Properly prepared contractual documents (for example, the request for proposal, statement of work, and contract data requirements list) are essential to ensure the required services and products are procured and delivered in a timely manner. As the NET COTR, the NET manager will—

- (1) Respond to data calls from the PEO and PM.
- (2) Develop the training statement of work in coordination with the training developer.
- (3) Coordinate contract requirements with the contracting officer/specialist.
- (4) Participate in source selection evaluation boards as the subject matter expert for training, as required.
- (5) Conduct an initial training review conference with contractor personnel no later than 30 days after contract award unless there is a mutual agreement between the NET manager, PEO or PM, and the contractor to reschedule.
- (6) If NET is developed and conducted in-house by the Army, MDEV or provider will train NETT at the initiation of Defense Acquisition Milestone Decision Review (MDR) milestone B.

6-14. Developing training support components

a. The NET Manager coordinates for all training support components to be available to support NET, to include components required to train the NET team before NET, to train unit operators/maintainers during NET, and for unit leaders to conduct ST after NET. To the extent practical, NET training and training support are based on ST strategies developed by the TNGDEV. For ST, the PM funds, develops, and provides training support for operating and maintaining the system. For ST, the TNGDEV provide training support for unit employment of the system. Net managers will ensure that NET provides unit leaders with training for unit leaders on how to best use ST training support.

b. The NET Manager will—

- (1) Evaluate training development and provide a list of required support equipment to the PEO or PM before Defense Acquisition MDR milestones II and III, or type classification milestone II or III.
- (2) Review and evaluate the training support package semiannually to ensure that it will satisfy training goals and objectives and provide a quality training program.
- (3) In accordance with the approved capabilities document and approved Program Baseline, MDEV in coordination with the proponent and gaining ACP, ASCC, DRU , will program and budget for development of system training support for operators and maintainers.

6-15. Conducting new equipment training

a. The NET Manager organizes the NET team that conducts NET training. The NET team is a group of experienced individuals with varying specialties for initial training on the maintenance and operation of new and modified equipment. A NET team can consist of military, Government, and contractor personnel, or a combination of each. Similarly, the NET team may use one or a combination of the following techniques:

- (1) *Leader training.* Training provided to selected unit leaders from the user ACP, ASCC, or DRU who, depending upon the complexity and density of equipment, and availability of training facilities, will train other personnel or units. This training may be conducted at a MDEV site, or the installation receiving the equipment.
- (2) *Key personnel.* Training provided to a select number of key personnel responsible for operating and maintaining low-density Systems. Training and cost effectiveness will dictate the number of locations where training will be conducted.
- (3) *Organizational training.* Training provided for personnel assembled for unit training at one location following advanced individual training. This training can be conducted at a selected station or at the training base, and thereafter, integrated into unit training.
- (4) *Total unit training.* Training provided to all assigned operators and maintainers of a gaining unit for complex equipment that is critical to unit readiness. This is the least desirable strategy because it requires a large NETT for an extended period.
- (5) *Contractor NET.* Training performed by contractors and managed by the NET manager. This training may be conducted at a contractor facility, unit location, or at a resident training installation.
- (6) *Institutional training.* Training performed by the Army's institutional training base providing sufficient graduates (both initial entry and first-line supervisor) in time to support the fielding of new equipment.
- (7) *Distributed learning.* Delivery of training to Soldiers and units through the application of multiple means and technology. The amount and kind of training appropriate for distributed learning application will be determined by the tasks to be trained. Distributed learning allows students, leaders, and units centralized access to essential information and training. It represents a powerful capability in which the proper balance of course content and delivery technologies are provided when and where they will have the greatest impact on force readiness. It can include print, videotape, and video tele-training or a combination of each. Distributed learning should be considered for NET when it is cost-effective. Exceptions may be required for security reasons or the need to observe hands-on performance.
- (8) *Full Task Training with TADSS.* Training provided to Soldiers, crews, and Leaders using a combination of

TADSS (LVC) which provides operators, maintainers, and leaders the opportunity to learn and practice individual and collective tasks in preparation for hands-on training and task performance with the operational hardware. TADSS includes interactive multimedia instruction courseware, virtual simulators, and constructive simulations. When these TADSS are available they should be used to conduct full task training prior to hands-on NET. The overall training approach is cost-effective and can reduce the time required for hands-on equipment training permitting the gaining unit to more rapidly transition into collective training with the new capabilities.

(9) *Embedded training.* Training capability hosted in hardware and/or software, integrated into the overall equipment configuration. Embedded training capabilities will be evaluated and considered as a preferred means to incorporate training subsystems into the development and follow-on product improvement programs for Army materiel systems.

b. During conduct of NET, both the NET manager and NET team are required to perform an array of tasks to ensure quality training during fielding. These tasks are coordinated with the PEO and PMs, the TNGDEV, and CBTDEV throughout the NET cycle. NET Managers will—

- (1) Review or update BOIPFD, QQPRI data and NET plans, as required.
- (2) Review or update program source documents, as required.
- (3) Monitor contractual training efforts.
- (4) Oversee and evaluate development of training materials and ensure compatibility with applicable publications and ensure validation of all System training support products.

(5) Forecast NET team funding requirements in coordination with the PEOs and PMs.

(6) Manage overall NET team requirements.

(7) Determine qualifications for NET course attendance.

(8) Coordinate or monitor conduct of training by NET team members.

(9) Coordinate NET requirements with key players.

c. The NETT members will—

(1) Conduct NET as prescribed in the NET plan.

(2) Conduct pre-mission and post-mission briefings with the gaining commands.

(3) Set up classrooms and coordinate other required training facilities with the gaining command.

(4) Perform necessary administrative functions.

(5) Assist the gaining command in certification and qualification training.

(6) Update training materials as required.

(7) Ensure operator/maintainer training support and unit employment training support is provided to the gaining command for ST.

d. MDEV will coordinate the funding requirements for conduct of NET with the proponent and gaining ACP, ASCC, or DRU.

6-16. Termination of new equipment training

a. The NET manager, in coordination with the PEOs and PMs, CBTDEV, and TNGDEV, will recommend termination of NET when the training milestones are completed or program is canceled.

b. The NET manager will initiate the termination of NET for a system as follows:

(1) Request written concurrence from the appropriate ACP, ASCC, DRU, DARNG, or CAR.

(2) Request retirement through the AMTAS to HQDA, DCS, G-3/5/7 (G-3/5/7 TR).

6-17. Funding for new equipment training

a. Funding appropriations for NET will be in accordance with DFAS-IN Manual 37-100.

b. The NET manager annually prepares, coordinates, and submits NET program and budget requirements to MDEV.

c. PEOs and PMs provide funding to the NET manager to support new or modified equipment training requirements.

d. Appendix J provides a list of NET matrix support services that are reimbursable by the PEOs and PMs.

6-18. New equipment training documentation

a. All aspects of NET will be documented in NET plan through AMTAS, including training support (excludes classified NET plan). Instructions for completing NET plan are contained in DA Pam 350-40.

b. The designated NET manager has primary oversight for NETP in coordination with the system PEO and PM.

c. The NET manager, in coordination with the PEOs and PMs, prepares a draft NETP within 30 days of forwarding the initial QQPRI to USAFMSA.

d. The NET manager disseminates the NET plan through AMTAS for Army-wide input. (See DA Pam 350-40.)

e. The NET manager, TNGDEV, CBTDEV, and HRC update designated sections of the NET plan through AMTAS accordingly.

f. NET plan changes as equipment, operations, maintenance and fielding concepts are developed. Changes are made through the AMTAS database.

- g. NET Managers convene training support work group meetings to address NET related issues.
- h. Coordinate all NETP with HQDA (G-3/5/7 TR and G-8). Approval authority on all NETP is HQDA, DCS, G-3/5/7.

6-19. Agencies requiring new equipment training

A variety of agencies may require training on new equipment, as listed below.

a. Instructor and key personnel training (IKPT) is the technical training provided by NET personnel or system-contractor personnel to support the initial transfer of knowledge on the operation and maintenance of new equipment as a means of establishing a training capability within proponent schools and NET team. The IKPT will take place as close as possible to the date that a unit or school is scheduled to receive new or improved equipment. As a goal, IKPT should be conducted early enough that the training base is established and producing sufficient graduates (both initial entry and first line supervisors) in time to support fielding. However, IKPT must be conducted not later than 90 days after equipment is issued to the training base. IKPT usually occurs during the production contract execution phase of the life-cycle management model. The IKPT courses update skills of personnel already qualified in the appropriate MOS. The PEOs and PMs program and budget for conduct of IKPT. The NET manager will—

- (1) Plan and coordinate IKPT.
- (2) Monitor the conduct of IKPT.
- (3) Program and budget travel and per diem for NET team personnel to attend IKPT.
- (4) Provide program and budget projections to MDEV.

b. The Staff Planner's Orientation Course is conducted for staff personnel who are engaged in planning, programming, budgeting, and approving programs for the development, production, distribution, support, and use of new or modified equipment. Normally the orientation is conducted during the research and development phase of system acquisition. For non-developmental item acquisition, this orientation occurs during the production phase. The PEO and PM will fund the Staff Planner's Course. The NET manager conducts a staff planner's orientation when warranted by the density, population, and complexity of the new equipment.

c. The new materiel introductory briefing (NMIB) provides advanced information on NET capabilities, fielding procedures, and scheduled NET for a gaining ACP, ASCC, or DRU. A new materiel introductory briefing team provides the NMIB. The PEO and PM fund the conduct of the NMIB. The NET manager will—

- (1) Provide subject-matter experts to conduct the training briefing.
- (2) Provide budgetary projections and funding requirements to the PEO and PM to support the conduct of the NMIB.

d. The NET team instruction is provided to key operators, maintainers, and supervisory or training personnel at a centralized location or individual units. The concept for each NET team will be based on one or more of NET strategies and the program acquisition strategy. The NET team consists of technical personnel that provide the initial transfer of knowledge on the operation and maintenance of new or modified equipment. Use of a NET team does not replace the need for formal resident school training on systems. The PEOs and PMs will provide distribution data to the NET manager, provide a NET support package, and program and budget for NET team requirements. The NET manager will—

- (1) Determine NET team composition.
- (2) Coordinate NET team deployment with the PEOs and PMs, CBTDEV, TNGDEV, and gaining units as required.
- (3) Plan and provide program and budget input to MDEV for NET team requirements.

e. Test support training is provided to support the initial transfer of knowledge on the operation and maintenance of new equipment. This training is provided to personnel supporting developmental and operational tests of the equipment. It includes training for data collectors, testers and evaluators, test players, and technical specialists. The PEOs and PMs fund for test support training. The NET manager will—

- (1) Provide training input to MDEV.
- (2) Plan, coordinate, and provide training (or monitor contractor training) for test support players.
- (3) Review and provide input to the test and evaluation master plan.

f. Logistics assistance representative (LAR) technical training is provided on the operation and maintenance of new or modified equipment. The PEOs and PMs will program and budget for LAR course development, presentation or course material, and travel and per diem of NET team that will conduct LAR training. The NET manager will—

- (1) Plan, coordinate, and develop LAR training courses.
- (2) Monitor and conduct LAR training, as applicable.
- (3) Plan, coordinate, and provide program and budget input to the PEO and PM for LAR training.

g. Depot-level maintenance training is provided to establish a depot-level repair capability for new or modified equipment and depot maintenance plant equipment. The PEOs and PMs will provide funding for depot-level maintenance training development and the presentation of course materials, to include test, measurement, and diagnostic equipment (TMDE), provide the depot maintenance work requests (DMWR) to the NET developer for evaluation of training, and fund for depot level maintenance training when the establishment of an organic depot capability is part of

the program acquisition strategy. The Army Materiel Command will fund depot level maintenance when such capability transfers from contractor logistics support to organic support and AMC has been designated as MDEV. The NET manager will—

(1) Review DMWR or best commercial practice contractor material for training impact, as required.

(2) Develop, plan, program, coordinate, and monitor depot-level maintenance training, to include training for TMDE.

(3) Provide program and budget input for depot level training to the PEOs and PMs.

h. New materiel operation and maintenance training is provided, when needed, to NET managers and NET team instructors on the initial working knowledge of operation and maintenance for new or modified equipment. The NET manager will—

(1) Plan, coordinate, and provide program and budget input to the PEOs and PMs for conduct of new materiel operations and maintenance training.

(2) Ensure training is provided to a minimum of two NET team members. Training should be provided after MDR milestone II, but sufficiently early for NET team to develop a training program prior to the start of the staff planners' course and test support training.

i. Technical orientation training addresses topics relative to the description of end items, technical parameters, technical test operations and considerations, maintenance concepts, and logistics support. Although technical in nature and systems oriented, it does not provide in-depth, detailed operation and maintenance skills to the target audience. The duration of training is typically two to five days. This training provides Government personnel with the skills and knowledge necessary to support program management operations, engineering, logistics, and readiness management efforts during and subsequent to fielding. Technical orientation training is normally conducted by contractor personnel. The PEOs and PMs fund for NET support, and coordinate acquisition strategies, maintenance concepts, and schedules with NET managers. The NET manager will—

(1) Develop, plan, program, conduct, and evaluate technical orientation training.

(2) Coordinate training requirements with the PEOs and PMs.

(3) Plan, program, and provide budgetary input to the materiel developers.

6–20. Reserve Component considerations

a. New equipment training will take into account the unique challenges inherent in modernizing RC units. Detailed NET planning is essential between MDEV (PEOs and PMs and NET Managers), and DARNG, CAR, and the gaining commands to ensure that objectives are met.

b. Specific RC NET planning considerations include, but are not limited to, the following:

(1) Sufficient time to ensure adequate planning.

(2) Leader training at RC unit locations.

(3) Sufficient time to program and budget funds to support training.

c. Because of the limited number of training days available to RC units, complex Systems may require that NET be extended. A new equipment training strategy that extends beyond two consecutive annual training periods requires HQDA, DCS, G–3/5/7 approval. Mobilization personnel are eligible for concurrent training with the gaining unit.

Section III

Displaced equipment

6–21. Displaced equipment training determination

Displaced equipment and its software, while not new to the Army, are new to the receiving unit. Because displaced equipment has established training base schools for operators and maintainers, units receiving displaced equipment may not need extensive training and may not need extensive formalized planning for that training. This determination will be made by the TNGDEV, in coordination with the gaining command and the PM of the displaced system.

6–22. Reserve Component displaced equipment determination

Displaced equipment training will take into account the unique challenges inherent in resetting RC units. Detailed NET planning is essential to mitigate affects of displaced equipment between MDEV (PEOs and PMs and NET Managers), and DARNG, CAR, and the gaining commands. Because of the limited number of training days available to RC units, complex Systems may require that NET be extended. A new equipment training strategy that extends beyond two consecutive annual training periods requires HQDA, DCS, G–3/5/7 approval.

Section IV

Doctrine and Tactics Training

6–23. Doctrine and tactics training summary

Doctrine and tactics training provides guidance to commanders, leaders, staff, and crews/operators on how to employ

the combat capabilities of new or improved materiel or organizations. When required, DTT is conducted in accordance with the System Training Plan. When required and feasible, DTT should be conducted prior to NET/DET.

6-24. Doctrine and tactics training policy

a. The requirement for DTT will be based on two determinations - does the new/improved system significantly change the unit's how-to-fight doctrine, and does the unit need help learning how to employ the new/improved system to accomplish its wartime/design mission?

b. TNGDEV will identify the requirement for DTT upon receipt of the draft NET plan or DET plan. This will be accomplished by:

(1) Conducting reviews of the applicable operational concepts generated by the requirements determination process and the organizational and operational plan prepared by CBTDEV for the specific system.

(2) Ensuring timely submission to MDEV of identification of requirements and the concept for DTT for inclusion in NET plan.

c. If, required, TNGDEV will develop a training strategy to accomplish DTT. In cases where NET may not require DTT, TNGDEV will ensure that NET plan is annotated to show "DTT not required."

6-25. Planning for doctrine and tactics training

a. Planning will be initiated concurrently with the development of NET plans and DET plans. NET plan or DET plan will include DTT concept and execution for training ACP, ASCC, and DRU personnel.

b. DTT planning covers the uses and functions of a new System or organization that must be transmitted to user personnel, so they can fully exploit the new capabilities and improve combat effectiveness.

c. The DTT planning considerations include:

- (1) Threat
- (2) Changes to current doctrine or tactics
- (3) Changes in new system or organization
- (4) Technical complexity of the new system
- (5) Fielding rates
- (6) Training strategy for the new system or organization
- (7) Planned density for the system or organization
- (8) Number of personnel to be trained
- (9) Available personnel to provide DTT
- (10) Environment and location where DTT will be executed
- (11) Capabilities and limitations of units to execute DTT
- (12) Funding
- (13) Sustainment training following DTT
- (14) Software

Section V

Sustainment Training

6-26. Sustainment training coordination

This section provides policies and planning considerations for the support of sustainment training upon termination of NET or DET. Sustainment training is a major challenge at all echelons of the Army. The training community may experience difficulty in sustaining or increasing knowledge gained as a result of NET, DET, and other Army training programs. The ACP, ASCC, DRU, CBTDEV, TNGDEV, MDEV, and HQDA collectively ensure effective training programs exist or are developed to help sustain the capability of units to conduct training.

6-27. Sustainment training policy

a. Sustainment training sustains the proficiency of operators and maintainers of the new/improved system achieved during NET/DET or during Generating Force schools and sustains any proficiency of unit leaders to employ the new improved system achieved during DTT or Generating Force schools. Accordingly, it builds on the training and training support used for NET/DET and DTT.

(1) The MDEV designs, develops and provides the training support needed by leaders to sustain proficiency of system operators and maintainers. During NET, the MDEV train leaders on how to use training support for operators and maintainers.

(2) The TNGDEV designs, develops and provides the training support needed by leaders to sustain proficiency of leaders on employment and tactics. During DTT, the TNGDEV trains leaders on how to use training support for system employment.

(3) The TNGDEV is responsible to integrate operating/maintaining/employing sustainment into an integrated unit

strategy for maneuver training (that is, a Combined Arms Training Strategy for each type MTOE) and for weapons training (that is, a weapons training strategy for each type MTOE).

b. MDEV or TNGDEV will ensure that sustainment training support is given to commanders upon completion of NET/DET and DTT.

6–28. Sustainment training planning and execution

Unit must plan to begin sustainment training upon completion of NET/DET and any DTT.

Chapter 7

The Army Distributed Learning Program

Section I

Introduction

7–1. Description

The Army Distributed Learning Program (TADLP) combines resources of the AA and RC to deliver instruction to Soldiers and units worldwide. TADLP uses information technology to develop, implement, and evaluate instruction, enhancing and extending traditional methods of learning. TADLP is an integral component of the institutional, operational, and self-development training domains. TADLP is comprised of Army-wide courseware development, the Army e-Learning program, the ALMS, and distributed learning classrooms (fixed and deployable). TADLP supports the DOD intent to deliver “learner centric” training when and where required, increasing and sustaining readiness throughout the force, Active and Reserve.

7–2. General

a. Distributed learning (DL) is the delivery of standardized individual, collective, and self-development training to Soldiers and units at the right place and right time, using multiple means and technologies, with synchronous and asynchronous student-instructor interaction.

(1) Synchronous interaction occurs when students have immediate communication with their instructor (for example, video tele-training, Internet chat rooms, or virtual environments).

(2) Asynchronous interaction occurs when students have delayed communication with their instructor (for example, e-mail or recorded video) or when students are engaged in self-paced instruction without benefit of access to an instructor (for example, CD-ROM based courseware, Web-based courseware, or correspondence courses).

b. DL courseware in the US Army is defined as all instructional media, synchronous and asynchronous, that uses correspondence courses and interactive multimedia instruction as the method of instructional delivery.

(1) DL courseware includes interactive courseware, electronic guides, interactive electronic technical manuals, electronic testing, new equipment training, electronic performance support systems, computer aided instruction, computer managed instruction, electronic job aids, interactive video disc, and other interactive instruction using a technology interface (for example, video tele-training, e-mail, chat rooms, and so forth). It includes modeling, simulation, interactive training technologies, and wargaming when appropriately utilized within the instructional environment.

(2) DL courseware excludes full-scale simulators, part-task training devices in which actual equipment or simulated equipment not integral to the courseware is required for instructional performance, and computer-controlled training capabilities embedded in actual equipment. It also excludes interactive multimedia instruction and courseware developed in a non-digital format or media (for example, paper, film, and analog magnetic tape).

c. Distributed learning facilities are equipped with the necessary hardware, software, and communications infrastructure required to support DL. Included under TADLP DL facilities are Digital Training Facilities (DTFs), ARNG DL classrooms, DDTC, and Classroom XXI. Students’ homes and offices are also considered DL facilities when they are engaged in DL activities.

d. Distributed learning resources are primarily funded through the Training Program Evaluation Group (TT PEG). Components, Army Commands (ACP), and other organizations may fund DL projects and initiatives not included in TADLP to support their training requirements; such projects and initiatives will not be funded by the TT PEG.

7–3. Training and education through distributed learning

a. Distributed learning supports the training and education goals and objectives of major Army programs (for example, the Army Battle Command System, the Future Combat System, and so forth). It is an integral enabler of the three domains of the Army training system, as described in chapter one of this regulation.

b. Distributed learning, is part of The Army Training System (TS) used by the Army to develop, manage, and conduct training. System components are institutional training, forces (unit) training, and training support, will continue to evolve and grow as new technologies and concepts emerge. The Army will continue exploiting DL, enhancing

capabilities, producing better-trained Soldiers, supporting current training priorities, addressing emerging training requirements, improve readiness, and enabling Army transformation.

c. All training and education courses will be designed and developed leveraging DL concepts when cost effective and efficient training will result. Courses may include combinations of resident and DL modules or sub-courses. Interaction between students and instructors can be synchronous or asynchronous during DL sessions.

d. Blended learning strategies include combinations of DL with resident phases when cost effective and efficient training will result. Blended strategies may also include combinations of different delivery modalities such as simulations and gaming to enhance DL training.

7-4. Distance learning courses

TADLP implements DL policy in the Army, incorporating the guidance and priorities provided in The Army Plan.

a. DL courseware will be used for the following DA military and civilian training and education courses:

(1) Military Occupational Specialty (MOS) courses; additional skill identifier (ASI), Skill Qualification Identifier (SQI), and Language Identifier Code (LIC) courses.

(2) Reclassification courses.

(3) Officer courses:

(*a*) functional area courses

(*b*) branch qualification courses

(*c*) warrant officer technical certification

(*d*) Professional Military Education (PME) courses, for example the Officer Education System (OES)

(4) Noncommissioned Officers courses, for example the Noncommissioned Officer Education System (NCOES)

(5) Civilian courses, for example the Civilian Education System (CES)

(6) Functional training, task based training, self-development, and DL capable education courses.

b. The DL courseware will not be used as the exclusive delivery method for the following courses, which will continue to be taught at designated training centers in accordance with existing Soldier development practices: officer pre-commissioning training; officer basic courses; warrant officer pre-appointment training; the warrant officer basic course; IET; and high-risk training (for example, airborne, ranger, and special forces), although, DL can and should support initial training as appropriate and may be used as a blended instructional approach.

c. DL courseware should be used where practical for New Equipment Training and Sustainment training of Information Technology systems and weapons systems. Organizations developing or sustaining such systems should contact TCM TADLP/IS to identify needs for use of existing Army DL infrastructure for hosting, delivery, and management support of their training content.

7-5. Army e-Learning

a. The Army e-Learning program, comprised of commercial off-the-shelf computer-based and Web-based DL courseware, is the preferred method for all Army organizations to accomplish workforce training in information technology (IT), information assurance, foreign languages, and selected mandatory training requirements. Army e-Learning courseware supports and is integrated into the operational, institutional, and self-development training domains.

b. IT training. Army e-Learning is the primary source of initial and sustainment IT training for Soldiers and Army civilians. Alternative sources of instruction may be used in place of Army e-Learning courses when courses are not available through Army e-Learning.

(1) Army organizations will determine the workforce IT skills required to execute their mission. Organizations will then determine which skills can be trained through the Army e-Learning Program and which skills require alternative sources of instruction.

(2) Army schools will include appropriate Army e-Learning resources when developing IT courses or other courses that contain IT subject matter. Alternative sources of instruction, which includes instructor-led classroom training, may be used only when the required instruction is unavailable through Army e-Learning.

(3) Before using non-Army e-Learning IT training resources, Army schools and organizations must receive permission from the Army e-Learning Program Office. Schools and organizations must submit a permission request waiver delineating the requirement, analysis of Army e-Learning resources efforts to fulfill the requirement, a description of the proposed alternative resource, and its expected benefits. Additionally, the request must include a senior legal officer review to ensure no conflicts of interest exist. The request for waiver must be endorsed by the organization's commander (general officer) or director (SES level), and forwarded through their higher headquarters to the Army e-Learning Program Office. Organizations may appeal the decision of the Army e-Learning Program Office to the Office of the Army CIO/G-6.

c. Foreign language training. Army e-Learning is the primary source of on-demand basic language training for individuals and organizations. The program does not produce expert linguists. Creating expert linguists remains the mission of the Defense Language Institute.

d. Selected mandatory training. Organizations will consider Army e-Learning for the delivery of selected mandatory training.

e. There is no cost to individuals or organizations for utilization of Army e-Learning courses and products. Individuals must have an AKO account to register for Army e-Learning courses. Course registration is accomplished online through the RRS Web site (www.atrrs.army.mil). After AKO registration, individuals may enroll in an unlimited number of Army e-Learning courses.

Section II

Developing and Implementing Distributed Learning

7-6. DL governance; approval process for distributed learning courseware development

The TCM TADLP/IS will establish an Army-wide process, to include the Army National Guard and the U.S. Army Reserve, for the development, management, registration, and delivery of DL courseware that reduces duplication of effort, ensures conformance with applicable standards, ensures cost effectiveness, and mandates the use of the ALMS for DL courseware. This policy directs the implementation of a DL courseware review and approval process. This policy applies to all Army activities, to include but not limited to, ACOMs, ASCCs, DRUs, PMs, and PEOs.

a. The TCM TADLP/IS is the responsible office for establishing an Army-wide process for the development, management, registration, and delivery of DL courseware. The TCM TADLP/IS will—

- (1) Establish a review, approval, and registration process for all DL courseware as defined in paragraph 7-4.
- (2) Ensure proposed DL courseware is not already available in the ALMS, DOD T2 Joint Knowledge Development and Distribution Capability (JKDDC), or other sources.
- (3) Maintain registry of all DL courseware governed under this paragraph.
- (4) Co-chair a DL courseware review board with HQDA, DCS, G-3/5/7 to review and approve DL courses as defined in paragraph 7-4 on a continuous basis. The courseware development priority list will be reviewed in conjunction with the TADLP courseware prioritization conference.
- (5) Ensure DOD-wide reusability, registration of DL courseware, mitigate duplication of DL courseware, consolidated contracting with SC's distributed learning education and training products (DLETP) Delivery Order Template, and low-cost or no-cost solutions including the reuse of courseware developed in-house by Army agencies.

b. All Army agencies will—

- (1) Coordinate with TCM TADLP/IS to provide and register current and future DL courseware as defined in paragraph 7-4.
- (2) Coordinate with TCM TADLP/IS before developing requirements for development of new DL courseware to ensure that a similar product does not already exist within the ALMS, JKDDC, or other sources in accordance with: DODD 1322.18; DODI 1322.20; DODI 1322.26; this regulation; TRADOC Regulation 350-70, TRADOC Pamphlet 350-70-12, and SC's DLETP Delivery Order Template.
- (3) Allocate adequate and appropriate resources to ensure successful development. The allocation of adequate subject matter experts, training developers, and quality assurance representatives is a prerequisite responsibility of the school, implied by receipt of funds and approval for courseware development.
- (4) The DLETP contract is the preferred contract vehicle for the development of all DL courseware in the Army. The TCM TADLP/IS is responsible for the review and approval process for the development of all DL courseware. All DL development must comply with specifications in the following references: DODD 1322.18; DODI 1322.20; DODI 1322.26; this regulation; TRADOC Regulation 350-70, TRADOC Pamphlet 350-70-12, and SC DLETP delivery order template, regardless of contract vehicle used.
- (5) This guidance applies to all expenditures, including (but not limited to) contractor supported DL development or maintenance and "in-house" development by government personnel.

7-7. Distributed learning development prioritization

In determining which DL courses to convert to DL, Army staff, ACOM commanders, and proponent school commanders will consider the following factors when prioritizing DL courseware development:

- a. Mission-critical (for example, training requirements that support the Global War on Terrorism (GWOT) or homestation training for ARFORGEN Train-Ready units).
- b. Initiatives that support reducing deaths, injuries, and time lost to accidents.
- c. Current and emerging Army training priorities.
- d. Suitability of learning content for DL delivery.
- e. Impact on training throughput for Soldiers and units.
- f. Ability of developed content to be reused.
- g. Cost of courseware development compared to its anticipated return on investment.
- h. Availability of "off-the-shelf" (commercial or government) DL courseware.

7-8. Distributed learning implementation

- a. Distributed learning courseware and class size will comply with TRADOC Regulation 350-70.
- b. The TRADOC, AMEDD, USASOC, ARNG, USAR, school commandants, and quota source managers, in coordination with proponent schools and DL sites, may move students to fill seats at the closest feasible DL facility.
 - (1) When training and education is required, and it is available by DL at homestation, appropriate authority will schedule Soldiers for training by DL at homestation. The homestation includes the geographic area within a 50-mile radius of a Soldier's unit of assignment. (Note: the 50-mile radius is based on the premise of a one-hour drive from the unit of assignment to the homestation site.) Commanders may request exceptions to homestation training on a case-by-case basis if the training requirement cannot be satisfied at homestation. Approval authority resides with the Soldier's ACOM commander. Possible exceptions include non-availability of DL training at homestation of DA directed training to satisfy a time-critical requirement for reassignment.
 - (2) When the required training is available at a DL facility other than homestation, the use of temporary duty (TDY) training travel funds is authorized for ARNG and USAR Soldiers if they are unable to satisfy the course or phase training requirement at homestation and travel outside a 50-mile radius of the Soldier's unit of assignment is required.
- c. Installation Commanders or Senior Commanders will determine the most efficient classroom scheduling given the availability of training seats. Commanders will evaluate mission requirements and TDY funds availability, where there is minimum capacity for the required training at available classes and locations. ACOMS, ASCCs, and DRUs will provide scheduling oversight, priority resolution, and resource prioritization.

7-9. Course information

- a. Training proponents will enter course information about Army training, including DL courses, into RRS.
- b. Training proponents adding DL courses to RRS will ensure courses are included in the TACITS survey, and will identify individual training requirements through the TACITS, SMDR, and TRAP processes in accordance with AR 350-10.
- c. Training proponents will announce new DL courses with an RRS system message at least 3 months before introduction and scheduled course start date. Request exceptions to this requirement from CG, TRADOC. At a minimum, the message will contain information about the school teaching the course, course title, course number, scope and prerequisites, mode of delivery and, for synchronous phases, planned sites for reception.
- d. All courses with DL components, regardless of the duration of the components, will be identified as a DL course for tracking purposes only and will not be identified as DL in official student records or transcripts.

7-10. Training

- a. *Instructional design.* Training proponents Army-wide will design DL courseware in accordance with guidance and regulations of CG, TRADOC.
- b. *Student recycling and attrition.* Student failure to complete courses or meet standards will be handled in accordance with current Army training regulations and policies.
- c. *Course completion.* For a particular course, Students must satisfy all requirements included in the course student evaluation plan to receive credit.
- d. *Program certification.* Program certification requires students successfully complete all designated or required courses. Certification requirements will be delineated in the course student evaluation plans. Students will demonstrate competence by showing mastery of training and course objectives (this regulation and officer branches determine degree of technical competence) prior to award of the certification.

7-11. Eligibility

The following categories of personnel may access DL:

- a. Qualified Army military and civilian personnel.
- b. Qualified military and civilian personnel of other services.
- c. Personnel employed by other DOD agencies and other government agencies on a space available basis.
- d. Personnel employed by non-DOD federal agencies and local and state government agencies on a space available, reimbursable basis unless otherwise specified by formal agreement or directive.
- e. Civilian personnel of industrial or research organizations under contract to the U.S. government when such training is not otherwise available and is essential for fulfillment of the contract, and others authorized by National Guard shared usage agreements.
- f. Qualified service academy and ROTC cadets.
- g. Authorized foreign nationals when such training is determined to be in the best interests of the United States.

7-12. Selection and enrollment

- a. Students in resident and DL quota managed courses will be enrolled through RRS.
- b. Students are encouraged to enroll in self-development through approved enrollment systems.

- c. Commanders, school commandants, and quota managers will ensure that students scheduled for training:
- (1) Meet all course prerequisites.
 - (2) Comply with Army height and weight standards.
 - (3) Are provided a welcome packet that identifies course scope and prerequisites, individual equipment, and materials needed for course attendance, as necessary.
- d. Students reporting for training that do not meet the course prerequisites will be entered in RRS for tracking purposes designated “showed, did not begin training,” or with the appropriate reason code and returned to their units. Soldiers pre-PCS qualification training will be fulfilled by DL courses when feasible. If DL course lengths or schedules do not support required assignment report dates or critical unit mission time requirements, Soldiers will be sent TDY enroute to a traditional resident program of instruction.
- e. The RRS training management system will automatically coordinate reservation data when quota source managers or course managers make reservations or changes to existing schedules or reservations.
- (1) Students will be informed of actual course and individual course, phase, and component dates in accordance with existing policies and procedures.
 - (2) TOMA, TRADOC and training proponents will post changes to class dates in RRS.
- f. DA directed training.
- (1) Soldier participation in DA directed training delivered with DL will be scheduled during the Soldier’s normal duty day or in accordance with the published class schedule for the course. As a tool for commanders to gauge the number of duty hours Soldiers require to finish a DL course, the administrative information for DL courses will include the recommended daily training time required to complete the course.
 - (2) The Soldier’s place of duty will be the DL facility when training is scheduled at a DL facility.
 - (3) While Soldiers are attending DA directed or quota managed DL courses, commanders will exempt them from all other duties and provide adequate time for homework as recommended by the course syllabus.
- g. Self-development training.
- (1) Commanders may allot duty time at their discretion for Soldiers to complete self-development training.
 - (2) Soldiers may complete self-development courses in a DL facility. HQDA encourages commanders, but does not require them, to provide Soldiers with the opportunity to complete self-development training during the duty day.
- h. Wait list. A course wait list will be maintained in RRS in accordance with existing school policies for quota managed courses.

7–13. Course credit

- a. *Granting credit.* Individuals will be granted credit for successfully completing training provided either through a TASS training battalion or region, at a proponent resident school, or a DL facility when the conditions listed in the student evaluation criteria are met.
- b. *Self-development.* All self-development courses successfully completed will be credited in RRS.
- c. *Documentation.* Course-completion documentation in individual Soldiers’ military personnel records will not indicate the mode of instruction. Diplomas, certificates, or DA forms 1059 will not reflect “nonresident,” “distributed learning,” “reserve component,” or other similar remarks. This is to preclude resident courses or courses taught at active component schools from being considered more favorably than other courses.
- d. *Records of completion.* All Soldiers who successfully complete a DL course will have the completion recorded in RRS. All training mandated in accordance with this regulation will be entered or updated in the official personnel file of Soldiers through the RRS interface. School generated certificates of completion or RRS-generated DA forms 1059 will be accomplished via mail or through electronic distribution such as the DL facility fax capability or locked portable document format (.pdf). These documents can be used for promotion point documentation.

7–14. Student dismissal

Handled in accordance with policies of CG, TRADOC.

Section III DL Facilities

7–15. Modifications to Digital training facilities

Digital Training Facilities (DTFs) are the property of the Army. DTFs exist on installations to support Army training requirements. Modification, movement, or closure of any DTFs must be coordinated with HQ TRADOC, PM DLS, HQDA, DCS, G–3/5/7, and PEO EIS. Funding for location change of any DTF will be the responsibility of the installation. When relocation of a DTF is a result of a MILCON project, the funding for movement of DTFs must be included in funding requests for the construction projects. Technical advice (site survey) and estimated costs can be provided by the PM DLS for movement and reconnection of IT equipment to the DLS network. Funds are not programmed (POM) for new DTFs or movement of existing DTFs.

7-16. Digital training facilities and distributed learning classroom utilization procedures

a. Under normal circumstances a 50 percent (or more) utilization rate of available operational time is expected for Army DTFs and ARNG DL Classrooms (also known as distributive training technology project classrooms) with 85 percent utilization of available operational time as the objective goal. HQDA, DCS, G-3/5/7 Training Directorate will direct a review of DTFs and ARNG DL Classrooms with usage rates lower than 50 percent to determine whether or not they will be retained.

b. HQDA, DCS, G-3/5/7 Training Directorate will direct TRADOC (for DTFs) and the Army National Guard Directorate, National Guard Bureau (for ARNG DL Classrooms) to conduct a performance analysis annually and forward the results to HQDA, DCS, G-3/5/7 Training Directorate NLT 30 September of each year.

c. The ARNG DL Classrooms not assigned or attached to Title 10 installations will combine the metrics of all ARNG DL Classrooms within each state and report that data in a consolidated by-state report. NGB-ART-DL will report criteria definitions and standards. .

d. When a DTF or ARNG DL Classroom does not attain at least 50 percent utilization for military training (operational, institutional, self-development), civilian workforce training, or civil-military preparedness training, HQDA, DCS, G-3/5/7 Training Directorate will direct the responsible ACOM and agencies to conduct an analysis within 30 days and recommend to HQDA, DCS, G-3/5/7 Training Directorate whether assets should be reduced, retained, or relocated.

e. The HQDA, DCS, G-3/5/7 Training Directorate will direct the responsible ACOM and agencies to carefully consider all factors. Final determination will include deployment impacts, special unit requirements, and Professional Military Education (PME) for DTFs and ARNG DL Classrooms that do not meet the 50 percent utilization rate standard. Sites supporting deployed units, or sites adversely impacted by Integrated Global Presence Basing Strategy or base realignment and closure, will report status as such and are generally exempted.

f. The responsible ACOM and agencies will meet NLT 15 November each year to discuss the utilization of Army DTFs and ARNG DL Classrooms and recommend to HQDA, DCS, G-3/5/7 Training Directorate improvements or changes to the utilization rate standard based on the results of the analysis and the needs of the Army. Such recommendations should include consideration of mission requirements, OPTEMPO as well as training cost avoidance or savings that could be derived from the application of distributed learning instead of traditional training methods (for example, resident training). Future mission requirements, cost avoidance, savings and available trend analysis should be documented and submitted for this analysis.

7-17. Maintenance and administration

a. Installation commanders will have operational control over the DTFs and DTF managers at ACOM installations in CONUS. This responsibility includes property accountability and setting of the operating hours of the DTFs.

b. All OCONUS commands will have operational control over the DTFs and the DTF managers at their installations. This responsibility includes property accountability, setting of the operating hours of the DTFs, and designating an information systems security officer (ISSO).

c. USAR regional commanders will have operational control over the DTFs and the DTF managers at their installations. This responsibility includes property accountability, setting of the operating hours of the DTFs, and designation of an ISSO.

d. The ACOMs, ASCCs, DRUs, and installations will provide subject matter experts for assistant instructors or facilitators when required by the course proponent.

e. Temporary Government DTF managers. In unique situations where the contracted work hours of the DTF manager are exceeded, the ranking person in the DTF may be designated as the Temporary Government DTF manager so that training may continue. The temporary government DTF manager will be responsible for compliance with U.S. Army and PM DLS security and property accountability policies.

f. Training priority at DL facilities.

- (1) First priority. In support of ongoing operations.
- (2) Second priority. Mission immediate training required for mobilization, activation, deployment, or other critical, time-sensitive requirements (all components).
- (3) Third priority. DA directed and quota managed training. Within components, the priority is:
 - (a) Reserve components. MOS reclassification courses; then NCOES and OES courses.
 - (b) Active component. NCOES and OES courses; then ASI and SQI courses; then MOS reclassification courses.
- (4) Fourth priority. The ASI and SQI courses (reserve components) and DOD civilian training.
- (5) Fifth priority. Functional training courses (all components).
- (6) Sixth priority. Structured self-development courses (all components).
- (7) Seventh priority. Self-development courses, including civilian educational DL courses (all components).

(8) Eighth priority. Training courses, educational, and communications opportunities provided to other DOD components, non-DOD federal users, state and local governments, first responders, and civilian communities in ARNG DL Classrooms under the concept of shared use.(8)

Chapter 8 Culture and Language

Section I Introduction

8–1. Purpose

The purpose of this chapter is to address Army cultural capability and language proficiency training. Cultural capability is the ability to understand the “how and why” of foreign cultures and the roles culture, religion, and geography have in military operations. Foreign language proficiency extends beyond linguists, intelligence analysts, and interrogators to every Soldier and leader; ranging from the ability to communicate with the aid of language survival tools to skilled linguistic ability with high levels of proficiency. The human dimension that the Army must operate in as part of today’s complex environments necessitates that Soldiers at all levels possess some cultural awareness and foreign language capability. It is no longer sufficient for limited numbers of Soldiers in specialized skill sets and units to solely possess these capabilities.

8–2. References

CJCSI 3126.01, DA Pam 600–3, DODD 5160.41E, DODI 5160.70, AR 11–6, AR 350–20, AR 611–5, AR 621–5, USASOC Reg 350–11, *Army Research Institute Study Report 2008–04, “Building Cultural Capability for Full-Spectrum Operations*, and Army Culture and Foreign Language Strategy draft, v10.

8–3. Cultural Capability and Language Proficiency

The Army trains Soldiers in two separate but interrelated skills: cultural capability and language proficiency. Cultural capability includes two types of competencies: cross-cultural and regional. Language proficiency encompasses foreign as well as English languages (see fig 8–1).

a. Developing a robust Army-wide cultural capability is the main effort (big C), while imparting some foreign language proficiency to each Soldier is the supporting effort (little l). Pre-deployment readiness standards for cultural capability and foreign language proficiency remain separate to avoid ambiguity and reinforce the fact that some levels of cultural capability are not dependent on language understanding, nor does language proficiency ensure cultural capability.

b. There are two aspects to developing competency in culture and foreign language. The first aspect is lifelong learning. This is competence that a Soldier acquires by focusing on the same region throughout their career. The second aspect is current operations. This is competence acquired as a Soldier prepares for deployment to a specific region and is employed in that region. The regions involved in the two aspects described above are not necessarily the same.

8–4. Training categories

There are three categories of Army personnel that require culture and language training: generalists, leaders, and professionals.

a. Generalists, or non-professionals, are the majority of Soldiers in the General Purpose Force and require a rudimentary capability in culture or foreign language to effectively accomplish duties at their assigned levels. Soldiers may have a mission-related requirement for foreign language training, but do not require a foreign language for Military Occupational Specialty (MOS) qualification.

b. Leaders need to understand how culture and foreign language capabilities affect mission accomplishment. Leaders will concentrate on building a robust unit capability in culture and foreign language. Leaders must also be able to consider second and third order effects of culture in cross-cultural situations and lead multicultural organizations during operations.

c. Professionals have a highly advanced level of knowledge, skills and attributes that pertain to the culture or language of a particular nation or region of the world. Professionals also receive more extensive training. Foreign language professionals belong to the foreign language-required or dependent Military Occupational Specialties.

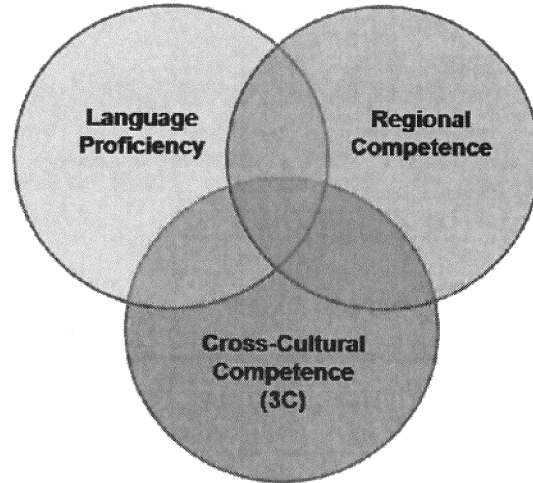


Figure 8–1. Cultural Capability and Language Proficiency

Section II Cultural Capability

8–5. Responsibilities

Headquarters, Department of the Army established CG, TRADOC as the proponent for Army Cultural Training (see chap 2). CG, TRADOC may delegate this proponenty within TRADOC.

8–6. Terms

The following terms clarify this section and are currently used in the Army Culture and Language Strategy. There is no list of well-defined terms available from OSD.

a. Cultural capability enables the execution of individual and collective tasks necessary for a unit to accomplish its assigned mission. It is a blend of cross-cultural and regional competencies that allows a Soldier to help forecast and favorably influence the behavior of a target group or society.

b. Cross-cultural competence (3C) does not focus on a single region. It is a general awareness of the cultural concepts of communication, religion, norms, values, beliefs, behaviors, gestures, attitudes, and so forth (DODI 5160.70). Also, 3C involves self-awareness of one's own culture and the skills to interact effectively with other cultures.

c. Regional competence comes from a Soldier's ability to apply 3C concepts to the study of a single or multiple regions.

8–7. Cultural capability levels

Cultural capability increases over time as a Soldier advances in rank and responsibility. A Soldier's primary focus will also shift from cross-cultural competence (3C) to regional competence over time (see fig 8–2). Three levels of cultural capability exist. From lowest to highest, they are cultural awareness, cultural understanding, and cultural expertise.

a. Cultural awareness is the lowest level of cultural capability and is achieved when generalists learn culture fundamentals, achieve some cultural self-awareness, and have a functional knowledge of cultural skills.

b. Cultural understanding denotes a firm grasp of 3C and a comprehensive level of regional competence. Generalist Soldiers at this level are able to accomplish the mission in a specific geographic area.

c. Cultural Expertise is the level of a Foreign Area Officer (FAO) or other cultural professional's command of a region. Cultural expertise denotes sophisticated competence in a single or multiple region's religion, traditions, customs, government, economy, geography, and methods of communication. Cultural experts will often have proficiency in one or more languages associated with a region. Cultural expertise exists at the nexus of 3C, regional competence, and language proficiency (see fig 8–1).

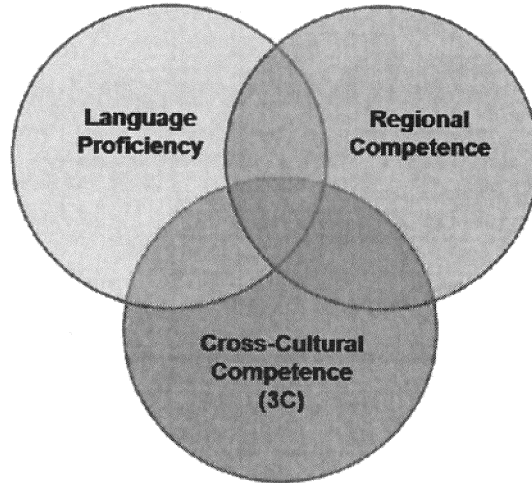


Figure 8–2. Cultural Capability Levels

8–8. Cultural capability evaluation

Unlike language ability, cultural capability is not measured by a test, such as the Defense Language Proficiency Test. Instead, the measure of cultural capability lies in the general and scenario-specific training received. Commanders assess their unit's ability to operate in the COE through tracking this training.

8–9. Cultural training domains

Culture training occurs across the three training domains: Institutional, Operational, and Self-Development.

a. Institutional. Cultural training is a part of the institutional training base from IMT to Senior Service College. It is incorporated in the ARFORGEN model. During Reset, Soldiers attend PME and other institutional training where cultural training is embedded in existing courses. Foreign area officers (FAOs) represent a portion of our advanced trained linguists and cultural experts. FAOs have higher required standards for cultural capability, and are focused on specified regions. Information concerning FAO functions is contained in DA Pam 600–3.

(1) *Pre-commissioning sources.*

(a) Reserve Officer Training Corps. TRADOC is responsible for a program to incentivize cultural studies. This program, pursuant to approval, may include monetary and non-monetary incentives as well as program requirements.

(b) The USMA and ROTC. Cadet Troop Leader Training provides the opportunity for cadets to spend the summer with units serving outside of the continental U.S.

(2) *Initial Military Training.* Cross-cultural competency training is a part of a Soldier's initial training.

(3) *NCOES.* The BNCOC/ALC, ANCOE/SLC, and SMC will incorporate cross-cultural competency training in their courses.

(4) *Intermediate Level Education (ILE).* A Cultural and Military Operations module will be part of the core curriculum. ILE will offer a regional study elective, a lecture series and an International Fellows presentation.

(5) *U.S. Army War College (USAWC).* The USAWC will offer a regional studies elective, a current operationally oriented symposium, a lecture series geared toward cultural differences in policy, and an optional conversational foreign language course.

(6) *TRADOC Culture Center.* The U.S. Army established the TCC at Fort Huachuca. The TCC is responsible for developing cultural awareness curriculum for TRADOC schools. The TCC also coordinates with the other services' culture centers as well as the DLIFLC.

b. Operational. All units must receive training on basic cross-cultural competencies that specifically orient them to

the area to which they will deploy. Leaders must receive additional training on the military, political, cultural, economic, and religious environments of the area to which they will deploy.

(1) *Combat Training Centers (CTCs) and Home Station Training.* In the ARFORGEN model, MTTs train Soldiers on use of particular cultural issues related to specific regions prior to deployment during the Train-Ready phase. Additionally, native-speaking role players are used at CTCs and mobilization stations to replicate the Contemporary Operating Environment (COE).

(2) *Pre-Deployment Cultural Training.* This training is incorporated into the ARFORGEN model (see fig 8-3).

(3) *Train-Ready Force Pool.* Units train on their FSO METL and begin to focus on a particular region or environment in accordance with ASCC guidance.

(4) *Available Force Pool.* The TCC produces and exports educational products and sends MTTs to deploying units. The MTTs bring pre-deployment training to home stations, mobilization sites, and CTCs.

(5) *Input into the Defense Readiness Reporting System - Army (DRRS-A).* Unit commanders will assess their readiness based on having received the training. Situational training exercises (STX) and the replication of the COE assist the commander to assess their unit and also serve to assess the effectiveness of the training. This assessment is entered into DRRS-A as Yes (Y) if received the training, or No (N) if not.

c. *Self-Development.* Unit leaders will make available a robust and proactive range of culture and foreign language self-development tools and methods to encourage and support Soldiers.

(1) Soldiers may have to spend time in independent study to fully realize the benefits of training and education started in institutional and operational venues.

(2) Distance Learning. Unit commanders will encourage Soldiers to take advantage of culturally-orientated gaming, computer simulations, and other on-line training opportunities.

(3) Command Reading List. Unit commanders will publish a cultural reading list based on the unit's regional focus.

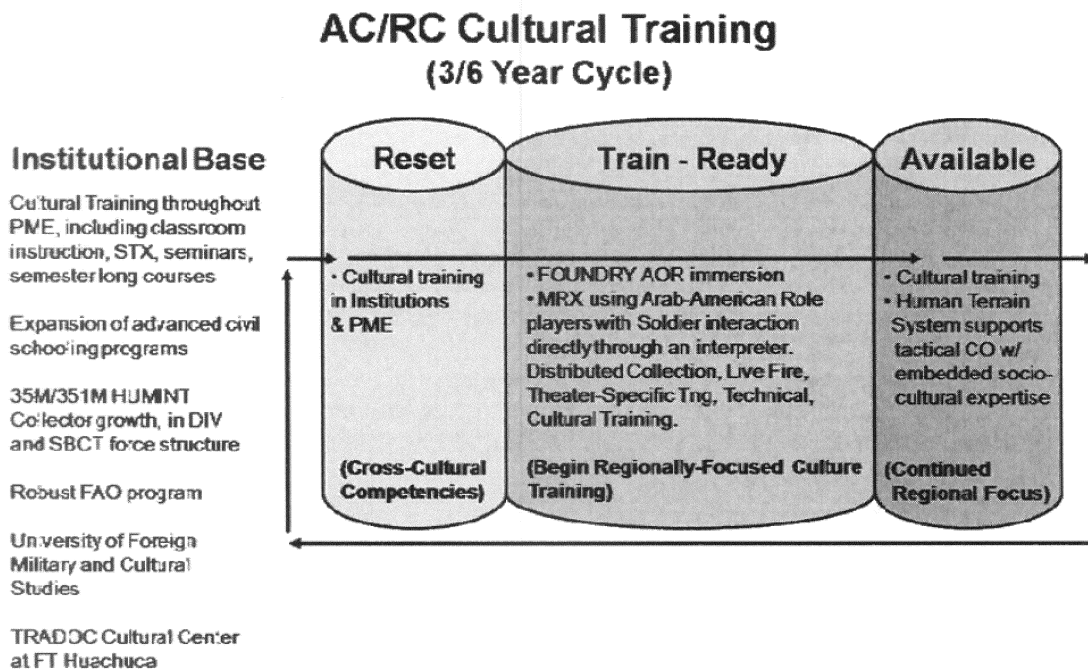


Figure 8-3. Cultural Training

Section III Language Proficiency

8–10. Responsibilities

HQDA G–1, G–2, and G–3/5/7, together with TRADOC and the Army Service Component Commands will annually review and compile an FLL and the FLL for training. This list is based largely on the OSD Strategic Language List but will look at 6–10 languages (as a guide) that will shape the language training in pre-commissioning sources and throughout the general purpose force for the current training year. This list will take into consideration those languages considered dominant in the force and focus on critical languages that are less represented in the Force. The Army Senior Language Authority will approve and publish the FLL and the FLL for training annually.

8–11. Language training domains

The Army provides language training in three different domains: Institutional, Operational, and Self-Development.

a. Institutional.

(1) Pre-commissioning language training sources.

(a) ROTC. TRADOC is responsible for a program to incentivize foreign language studies for ROTC based upon the requirements published in the FLL for training. This program, pursuant to approval, may include monetary and non-monetary incentives as well as program requirements.

(b) USMA. The USMA will offer cadets study opportunities in languages listed in the FLL for training.

(2) DLIFLC.

(a) Resident and non-resident training is provided through DLIFLC at the Presidio of Monterey, California. Resident training at the school requires full-time attendance. Courses provide the student with a limited working proficiency in the modalities of listening, reading, and speaking. The DLIFLC also provides full-time resident intermediate, advanced, remedial, refresher, and cross-training language instruction in accordance with programmed requirements. Unprogrammed requirements are handled on a case-by-case basis.

(b) A Skill Qualifications Identifier of L and an appropriate Language Identification Code are awarded to graduates of DLIFLC.

(c) Based on MOS, Soldiers will attend the DLIFLC to graduate with a 2 (listening) / 2 (reading) / 1+ (speaking) by the Interagency Language Roundtable scale. This graduation requirement is expected to increase to 2+/2+/2 in the future (to be announced by DLIFLC).

(3) The ARSOF provides internal foreign language training through the ARSOF Language Training Program.

(a) The Army Special Operations Forces Language Office (ARSOFLO) serves as a USASOC special staff element to manage the ARSOF Language Training Program. The ARSOF Command Language Program conducts institutional training for initial acquisition.

(b) Management of all aspects of ARSOF language resides within the U.S. Army JFK Special Warfare Center and School, Directorate of Training and Doctrine, Training Development Division, ARSOFLO. Information concerning the management of the ARSOF Language Training Program is found in USASOC Reg 350–11.

(4) Professional Military Education. ILE includes the opportunity for language familiarization based upon the COE and FLL for training then in force.

(5) English as a second language training (ESL). ESL training is conducted at the Defense Language Institute English Language Center (DLIELC), Lackland AFB, TX 78236–5259. The mission of DLIELC is to give entry level Soldiers and allied military personnel English language skills necessary for success.

(a) Resident training is provided for the following:

1. Soldiers with a first language other than English who require ESL training prior to entering Initial Entry Training or a branch Officer Basic Course, or before appointment as a Warrant Officer.

2. Allied military personnel under the Security Assistance Program.

(b) Nonresident ESL instruction and remedial reading, writing, and speaking courses are provided for AA Soldiers with a native language other than English who have been identified by their commanders as having difficulty speaking or understanding English. All RC personnel are eligible to attend these courses. The training is conducted:

1. At the local Army Education Center through services provided in accordance with AR 621–5.

2. In overseas commands for allied military personnel at international installations.

b. Operational.

(1) *Pre-deployment training.* All units must receive training on basic foreign language commands and terminology for the areas to which they will deploy. They must also be able to use Language Survival Kits. Leaders must train to use interpreters and have some basic foreign language skills for their areas of deployment. This training is incorporated into the ARFORGEN model (see fig 8–4).

(a) Train-Ready Force Pool. Units train on their FSO METL and begin incorporating language familiarization skills into their training for a particular region or environment, in accordance with ASCC guidance.

1. Home Station Training. Units may request MTTs from DLIFLC to train Soldiers on foreign languages related to specific regions prior to deployment. See appendix B for MTT request format.

2. CTCs.

a. Native-speaking role players will be allocated for CTCs and mobilization stations to replicate the COE.

b. On-line and computer-delivered language instruction will be used at CTCs.

3. DLIFLC will send Language Training Detachments to mobilization sites to train Soldiers preparing for deployment.

(b) Available Force Pool.

1. The MTTs bring pre-deployment training to home stations, mobilization sites, and CTCs.

2. On-line and computer delivered language instruction used at CTCs.

3. DLIFLC established Language Training Detachments at mobilization sites train Soldiers preparing for deployment.

(c) Input into the DRRS-A. Unit commanders will assess their pre-deployment readiness based on having received the training. The STX and the replication of the COE assist the commander to assess their unit and also serve to assess the effectiveness of the training. This assessment is input into DRRS-A as Yes (Y) if received the training, or No (N) if not.

(2) *Unit Sustainment.*

(a) The ARSOF Command Language Program (CLP) conducts unit sustainment and enhancement programs. The ARSOF CLP also conducts contingency programs ready to respond to emerging needs and requirements of ARSOF personnel to operate out of their primary geographic region.

(b) Commanders of other units that require foreign language skills will establish a CLP. They will arrange for nonresident remedial, refresher, sustainment, familiarization, or job-specific foreign language training within their units. DLIFLC exercises technical control of the training in accordance with DODDs, and advises unit commanders and CLP managers of resources available to assist them. Information concerning management of the Defense Foreign Language Program is found in AR 350-20, AR 11-6, and AR 621-5.

c. *Self-Development.*

(1) Command reading list. Unit commanders will publish a language reading list based on the unit's regional focus.

(2) Distance Learning. Correspondence courses and on-line language instruction, such as Rosetta Stone® facilitate self-initiated and self-paced individual language instruction to all Soldiers. Registration on the Army e-Learning portal is required to access the Rosetta Stone® language training. To register:

(a) Logon to: www.us.army.mil.

(b) Click on Self-Service (at the top of the logon page- green tool bar)

(c) Click on "My Education."

(d) Click on "access the Army e-Learning Portal Page to register for the program

(e) Click on "Already registered" or "Are you a new user?" as appropriate.

(f) If you are already registered, log-in and skip to step (j). If you are a new user, Click on "Register for Army e-learning" if you are ready to register.

(g) On the next page: Enter your AKO User Name and AKO password, and click on submit.

(h) Once the system accepts your registration you will receive two e-mails in your AKO e-mail account. One e-mail has your e-Learning logon ID (AKO User Name) and the address you will use to log onto the e-Learning Program, and the second e-mail will contain your password.

(i) When you logon to e-Learning for the first time, recommend review of the "User Guide" of the Web site.

(j) Click on "Catalog" and then the folder of the courses you are interested in taking.

(k) Shockwave software is needed to play the Rosetta Stone® courses. If Shockwave does not download automatically, firewalls may be in place requiring an administrator to load the software.

(l) Technical assistance is available 24/7 at 1-866-754-5435 or support@skillsoft.com or the Army e-Learning Help Desk at cbt.help@secbmail.belvoir.army.mil.

AC/RC Language Training (3/6 Year Cycle)

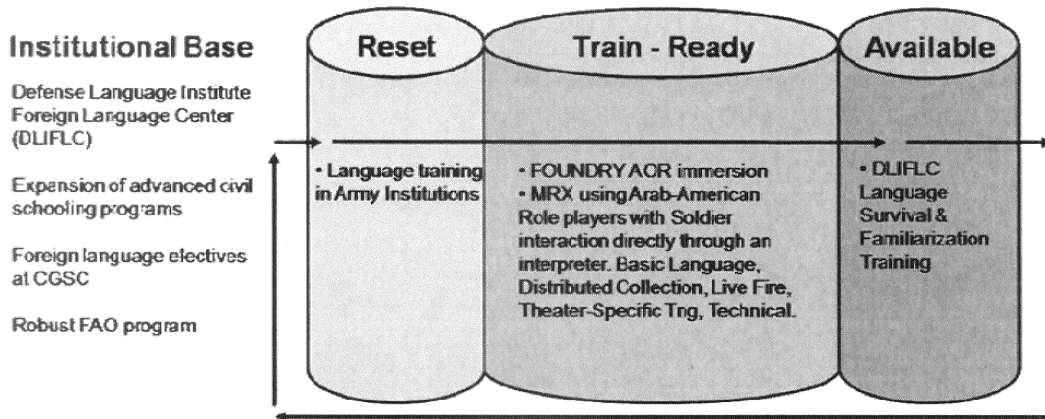


Figure 8-4. Language Training

8-12. Language education and training documentation

All language education and training certifications and validations will be documented in training records in accordance with appendix F.

Appendix A References

Section I Required Publications

Air Mobility Command Operation Order 17-76

Joint Airborne/Air Transportability Training (JA/T) (Cited in paras H-1, H-3, .)

AR 5-13 (corrected title)

Total Army Munitions Requirements Process and Prioritization System (Cited in para G-25a(4).)

AR 10-87

Army Commands, Army Service Component Commands, and Direct Reporting Units (Cited in paras 2-12b, 2-22a, 2-23a, 2-24a, 2-25a, 2-26a, 2-27a, 2-28a, 2-29a, 2-30a, 2-31a, 2-32a, 2-33, 2-34a, 2-35b, 2-36a, 2-37a, 2-38, 2-40a, 2-41, 2-42, 2-43, 2-44.)

AR 11-6

Army Foreign Language Program (Cited in paras 2-6y(15), 2-7e, 3-42f, 8-2, 8-11b(2)(b).)

AR 11-33

Army Lessons Learned Program (Cited in para 1-20d.)

AR 12-15 (corrected title)

Joint Security Cooperation Education Assistance Training (Cited in paras 2-46h, 3-14f, 3-14q, 3-22a(5), 3-23b.)

AR 20-1

Inspector General Activities and Procedures (Cited in paras 2-13b, 3-9n.)

AR 25-55

The Department of the Army Freedom of Information Act Program (Cited in para 2-21z.)

AR 27-1

Judge Advocate Legal Services (Cited in para 2-16f.)

AR 27-10

Military Justice (Cited in table G-2.)

AR 34-4

Army Standardization Policy (Cited in para 1-19a.)

AR 40-3 (not cited in the publication)

Medical, Dental, and Veterinary Care (Cited in para 1-18a.)

AR 40-5

Preventive Medicine (Cited in tables G-1 and G-2.)

AR 40-501

Standards of Medical Fitness (Cited in paras 1-24d(2), 1-24d(5), 3-24d, G-8f(5).)

AR 59-9

Special Assignment Airlift Mission Requirements (Cited in para H-1b(4).)

AR 70-1

Army Acquisition Policy (Cited in paras 2-1a(1), 2-24g(1), 6-4.)

AR 71-9 (corrected title)

Warfighting Capabilities Determination (Cited in para 6-4.)

AR 71-32

Force Development and Documentation-Consolidated Policies (Cited in paras 6-4, 6-10i, 6-10j, 6-11b(2), 6-11b(3).)

AR 95-1

Flight Regulations (Cited in paras 1b, F-1d(3).)

AR 135-91

Service Obligations, Methods of Fulfillment, Participation Requirements, and Enforcement Procedures (Cited in para 3-10c.)

AR 135-100 (corrected title)

Appointment of Commissioned and Warrant Officers of the Army (Cited in para 3-28b(1).)

AR 135-155

Promotion of Commissioned Officers and Warrant Officers Other Than General Officers (Cited in paras 2-11m, 3-34h.)

AR 135-175

Separation of Officers (Cited in para 3-14f(1).)

AR 135-178

Enlisted Administrative Separations (Cited in para 3-14f(1).)

AR 135-200

Active Duty for Missions, Projects, and Training for Reserve Component Soldiers (Cited in para 3-10e.)

AR 140-1

Mission, Organization, and Training (Army Reserve) (Cited in paras 1-11b(2), 2-23a, 2-25b, 2-26a, 2-27a, 2-28a, 2-29a, 2-30a, 2-31a, 2-34a, 2-36a, 3-22f, 3-32f(1)(b).)

AR 140-10

Assignments, Attachments, Details, and Transfers (Cited in para 3-14n(1).)

AR 140-111

U.S. Army Reserve Reenlistment Program (Cited in para 3-14f(1).)

AR 140-185

Training and Retirement Point Credits and Unit Level Strength (Cited in para 3-22f.)

AR 140-483

Army Reserve Land and Facilities Management (Cited in para 2-7j.)

AR 145-1

Senior Reserve Officers' Training Corps Program: Organization, Administration, And Training (Cited in paras 3-22, 3-28b(3).)

AR 190-11

Physical Security of Arms, Ammunition, and Explosives (Cited in para 25a(4).)

AR 195-2

Criminal Investigation Activities (Cited in para 2-48e.)

AR 195-3

Acceptance, Accreditation, and Release of United States Army Criminal Investigation Command Personnel (Cited in para 3-26d.)

AR 200-1

Environmental Protection and Enhancement (Cited in para 2-4a.)

AR 220-1 (corrected title)

Army Unit Status Reporting and Force Registration-Consolidated Policies (Cited in paras 1-25d, 4-2b.)

AR 340-21

The Army Privacy Program (Cited in paras 2-21z, F-1e.)

AR 350-2

Opposing Force (OPFOR) Program (Cited in paras 2-22m, 2-36c.)

AR 350-3

Tactical Intelligence Readiness Training Program (FOUNDRY) (Cited in paras 2-6b, 2-6d, 2-11z, 2-12y, 2-21s, 2-22ww, 2-23x, 2-36b, 2-36e, 4-13.)

AR 350-9

Overseas Deployment Training (Cited in paras 2-23m, 2-25f, 2-26d, 2-27d, 2-28d, 2-29d, 2-30d, 2-31f, 2-35d.)

AR 350-10

Management of Army Individual Training Requirements and Resources (Cited in paras 1-21, 2-5o, 2-21x(1), 2-22y(3), 2-22jj, 2-23n, 3-5a, 7-9b, F-1g.)

AR 350-20

Management of the Defense Foreign Language Program (Cited in paras 2-48g(3), 8-2, 8-11b(2)(b).)

AR 350-28

Army Exercises (Cited in paras 2-23f, 2-25d, 2-26c, 2-27c, 2-28c, 2-29c, 2-30c, 2-31d.)

AR 350-50

Combat Training Center Program (Cited in paras 1-24, 2-7dd(5), 2-22f.)

AR 350-51

United States Army Officer Candidate School (Cited in para 3-28b(4)(a).)

AR 350-66

Army-wide Small Arms Competitive Marksmanship (Cited in para 25g.)

AR 350-100

Officer Active Duty Service Obligations (Cited in paras 3-10c, 3-10d.)

AR 351-9

Interservice Training (Cited in para 2-22x(1).)

AR 351-17

U.S. Military Academy and U.S. Military Academy Preparatory School Admissions Program (Cited in para 3-28b(2).)

AR 360-1

The Army Public Affairs Program (Cited in table G-2.)

AR 380-5

Department of the Army Information Security Program (Cited in para 2-46h.)

AR 380-10

Foreign Disclosure and Contacts with Foreign Representatives (Cited in paras 2-6j, 2-47h.)

AR 381-12 (corrected title)

Threat Awareness and Reporting Program (Cited in tables G-1, G-2, G-3.)

AR 385-10

The Army Safety Program (Cited in tables G-1, G-2, G-3.)

AR 385-63 (not cited in the publication)

Range Safety (Cited in 1.)

AR 420-1

Army Facilities Management (Cited in paras 2-4a, 2-7j.)

AR 525-13

Antiterrorism (Cited in tables G-1, G-2, G-3.)

AR 530-1 (corrected title)

Operations Security (OPSEC) (Cited in table G-2 and G-3.)

AR 600-8-2

Suspension Of Favorable Personnel Actions (Flags) (Cited in paras 1-23e(5), 3-14f(1).)

AR 600-8-19

Enlisted Promotions and Reductions (Cited in paras 3-17b(3), 3-44c, 3-49h(2).)

AR 600-8-22

Military Awards (Cited in paras 9b(1), G-25c.)

AR 600-8-24

Officer Transfers and Discharges (Cited in paras 3-14f(1), 3-29d, G-9b(2).)

AR 600-8-104

Military Personnel Information Management/Records (Cited in paras 3-22a(4), 4-12f, F-1f, F-5a, G-12b, G-25a(5).)

AR 600-8-105

Military Orders (Cited in paras 4e(3), D-4f.)

AR 600-9

The Army Weight Control Program (Cited in paras 1-23b(4), 1-23d(6), 3-12c, 3-12c(2), 3-12d(2), 3-24d, 3-32f(1)(b), G9a(13)(c).)

AR 600-13

Army Policy for the Assignment of Female Soldiers (Cited in para 3-65h.)

AR 600-20

Army Command Policy (Cited in paras 2-21r, 2-22tt, 2-46, 4-10d(2), 4-10d(3), G-14, Tables G-1, G-2, G-3.)

AR 600-55

The Army Driver and Operator Standardization Program (Selection, Training, Testing, and Licensing) (Cited in paras 1c, G-16.)

AR 600-85

Army Substance Abuse Program (ASAP) (Cited in tables G-1, G-2, G-3.)

AR 600-100

Army Leadership (Cited in paras 4-7b, 4-9e.)

AR 601-280

Army Retention Program (Cited in paras 3-10e, 3-14f(1), 3-17b(2).)

AR 611-1

Military Occupational Classification Structure Development And Implementation (Cited in paras 1-11b(2), 3-24d, 3-44a(3).)

AR 611-5

Personnel Classification Testing (Cited in para 8-2.)

AR 614–200

Enlisted Assignments and Utilization Management (Cited in paras 1–11b(2), 3–10e, 3–16a(1), 3–17b(4), 3–44a(3).)

AR 621–1

Training of Military Personnel at Civilian Institutions (Cited in para 3–74b(3).)

AR 621–5

Army Continuing Education System (Cited in paras 3–22g, 8–2, 8–11b(2)(b).)

AR 621–7

Army Fellowships & Scholarships (Cited in paras 2–7x(7), 3–40c, 3–74b(3).)

AR 623–3

Evaluation Reporting System (Cited in paras 3–23a, 3–14f, 3–44b, D–4a.)

AR 635–200

Active Duty Enlisted Administrative Separations (Cited in paras 3–14f(1), 3–17b(1), 3–49b, G–9b(2).)

AR 680–29 (rescinded)

Military Personnel, Organization, and Type of Transaction Codes <change>3–65h??? 12 ???

AR 690–400

Total Army Performance Evaluation System (Chapter 4302) (Cited in paras 2–3a(3)(a), F–1f, F–5a.)

AR 690–950

Career Management (Cited in para 3–62c.)

AR 700–127

Integrated Logistics Support (Cited in paras 6–3, 6–4.)

AR 700–131

Loan, Lease, and Donation of Army Materiel (Cited in para 3–2g(3).)

AR 700–142

Type Classification, Materiel Release, Fielding, and Transfer (Cited in paras 6–3, 6–4.)

CTA 50–900

Clothing and Individual Equipment (Cited in table G–9.)

DA Pam 165–3

Chaplaincy Training Strategy (Cited in para 2–17a.)

DA Pam 350–38 (corrected title)

Standards in Training Commission (Cited in paras 4–1c(4), 6–4, G–25a, G–25b, G–25d, G–25e, Tables G–1 and G–2.)

DA Pam 350–40

Army Modernization Training Plans for New and Displaced Equipment (Cited in paras 6–11c, 6–11c(1), 6–18d, and 6–18a.)

DA Pam 350–58

Leader Development for America’s Army (Cited in paras 4–7b, 4–9e, 4–10c.)

DA Pam 415–15 (superseded by AR 420–1)

Army Military Construction Program Development Execution (Cited in paras 2–4a, 2–7k.)

DA Pam 600–3

Commissioned Officer Professional Development and Career Management (Cited in paras 4–9e, 8–2, 8–9a.)

DA Pam 600–8

Management and Administrative Procedures (Cited in para 2–211(6).)

DA Pam 600-25

U.S. Army Noncommissioned Officer Professional Development Guide (Cited in paras 4-10e, 4-10d(1).)

DA Pam 611-21

Military Occupational Classification and Structure (Cited in paras 4-10d(1), 4-10d(2), 6-12m.)

DoD 5500.7-R

Joint Ethics Regulation (Cited in paras 7, Tables G-1 and G-3.)

DoDD 1000.21

DOD Passport and Passport Agent Services (Cited in para 4l.)

DoDD 1322.18

Military Training (Cited in paras 7-6b(3), 7-6b(9).)

DoDD 2311.01E

DOD Law of War Program (Cited in para 1 and G-2.)

DoDD 5160.41E

Defense Language Program (DLP) (Cited in para 8-2.)

DoDD 5500.07

Standards of Conduct (Cited in para 2-21n(7).)

DoDI 1205.12

Civilian Employment and Reemployment Rights of Applicants for, and Service Members and Former Service Members of the Uniformed Services (Cited in para 1.)

DoDI 1300.21

Code of Conduct Training and Education (Cited in para 1-25c(2)(a).)

DoDI 1322.20

Development and Management of Interactive Courseware for Military Training (Cited in paras 7-6b(3), 7-6b(9).)

DoDI 1322.26

Development, Management, and Delivery of Distributed Learning (Cited in paras 7-6b(3), 7-6b(9).)

DoDI 3305.02

DOD General Intelligence Training (Cited in para 2-7c.)

DoDI 3305.09

DOD Cryptologic Training (Cited in para 2-7c.)

DoDI 5160.70

Management of DOD Language and Regional Proficiency Capabilities (Cited in para 8-2.)

DoDI 6055.1

DOD Safety and Occupational Health Program (Cited in para 15g.)

FM 3-0

Operations (Cited in para 1-25d.)

FM 3-11

Multiservice Tactics, Techniques, And Procedures For Nuclear, Biological, And Chemical Defense Operations (Cited in para 4-13.)

FM 3-21.220

Static Line Parachuting Techniques and Tactics (Cited in para G-8.)

FM 3-22.9

Rifle Marksmanship M16A1, M16A2/3, M16A4, and M4 Carbine (Cited in para 2-5a(1).)

FM 3-25.150

Combatives (Cited in paras 1-24, 4-12.)

FM 3-50.1

Army Personnel Recovery (Cited in para 1-25c(4).)

FM 4-25.12

Unit Field Sanitation Team (Cited in para 19.)

FM 5-19

Composite Risk Management (Cited in paras 1-20e, G-15d.)

FM 6-22 (Formerly FM 22-100)

Army Leadership (Cited in paras 1-9a, 1-17d, 4-7b, 4-9e, 4-10d(3), 4-10d(4), 4-10d(6).)

FM 7-0 (corrected title)

Training Units and Developing Leaders for Full Spectrum Operations (Cited in paras 1-6a, 1-9a, 1-13b, 1-22, 2-22b(4), 2-22e(1), 3-4a(3), 4-1c(2), 4-1a, 4-1b, 4-10d(5).)

FM 7-15

The Army Universal Task List (Cited in para 4-1c(6).)

FM 7-22.7

The Army Noncommissioned Officer Guide (Cited in paras 4-10d(2), 4-10d(5).)

FM 21-10

Field Hygiene and Sanitation (Cited in para 19.)

FM 21-20

Physical Fitness Training (Cited in paras 1-23a, 1-23c(1), 1-23c(2), 1-23d(3), 1-23e, 1-23e(4), 1-23f, 1-23f(1)(b), 1-23g, 1-23g(5), 3-24d, G-9a(2), G-9a(5), G-9a(7), G-9a(8), G-9a(9), G-9a(12).)

FM 100-22

Installation Management (Cited in para 2-7j.)

NGR 415-5

National Guard Regulation (Cited in para 2-7j.)

NGR 420-10

Construction and Facilities Management Office of Operations (Cited in para 2-7j.)

Section II

Related Publications

CJCSI 1800.01C

Officer Professional Military Education Policy

CJCSI 1805.01

Enlisted Professional Military Education Policy

CJCSI 3126.1

Language and Regional Expertise Planning

CJCSM 3170.01

Joint Capabilities Integration and Development System

CJCSM 3500.03A

Joint Training Manual for the Armed Forces of the United States

Section III

Prescribed Forms

DA Forms are available on the Army Publishing Directorate Web site (<http://apd.army.mil>):

DA Form 5286

Individual Basic Training (BT), Advanced Individual Training (AIT), One Station Unit Training (OSUT) (Prescribed in paras 3–22c, F–4a(1).)

DA Form 5286–1

Individual Training Record, Basic Training (BT), Advanced Individual Training (AIT), One Station Unit Training (OSUT) (Continuation Sheet) (Prescribed in para 4a(2).)

Section IV

Referenced Forms

DA Forms are available on the Army Publishing Directorate Web site (<http://apd.army.mil>); DD Forms are available from the OSD Web site (<http://dtic.mil/whs/directives/infomgt/forms/formsprogram.htm>). The SFs and OFs are available from the GSA Web site (<http://gsa.gov>). The OSHA forms are available from the OSHA Web site (<http://osha.gov>).

DA Form 2–1

Personnel Qualification Record

DA Form 87

Certificate of Training (Available through normal forms supply channels.)

DA Form 705

Army Physical Fitness Test Scorecard

DA Form 1058–R

Application for Active Duty for Training, Active Duty for Special Work, Temporary Tour of Active Duty, and Annual Training for Soldiers of the Army National Guard and U.S. Army Reserve

DA Form 1059

Service School Academic Evaluation Report

DA Form 1059–1

Civilian Institution Academic Evaluation Report

DA Form 2028

Recommended Changes to Publications and Blank Forms

DA Form 3349

Physical Profile

DA Form 3479–R

Training and Proficiency Record - Air Traffic Controller

DA Form 4187

Personnel Action

DA Form 4991–R

Declination of Continued Service Statement

DA Form 5500/5501

Body Fat Content Worksheet (Male/Female)

OGE Form 450

Executive Branch Confidential Financial Disclosure Report

Appendix B Army Training and Education Development

B–1. The Army Training and Education Development (ED) process

This appendix provides an overview of the Army Training and Education Development process. Commanders, commandants, training and training development proponents, and contractors must use ED to develop training and training courses, products, and materials, to include products to support new systems development, digital training, and experimental force development. It is a systematic decision-making approach to design individual, collective, and self-development training for the Army. The process is used to identify all requirements for training. It identifies what tasks, skills, and knowledge will be included in the training; who will receive the training; and how and where the training will be presented. It determines what training products will be required and the level of support resources required to produce, distribute, implement, and evaluate those products. TRADOC serves as the Army's proponent for training development policy and procedures.

a. TRADOC publishes regulations and pamphlets that present a comprehensive and integrated view of training development and related policy. These documents provide a training development vision and regulatory guidance in the following areas:

b. ED procedures.

(1) Training and training development management.

(2) Identification of training requirements.

(3) Individual and collective training products.

(4) Training implementation using certain products.

(5) Training evaluation and quality assurance programs.

c. TRADOC supporting pamphlets provide detailed guidance on performing various training development functions.

d. The goal of Army training development is to ensure mission-focused training through the identification and training of critical collective and individual tasks, and supporting skills and knowledge. This training must be rigorous and relevant to the units and organizations, Soldiers, Army civilians, contractors, and leaders being trained. Additionally, it must consider safety and environmental protection.

e. The training development goal for support of unit and organization training is to provide efficient and effective training, materials and products. Use of this training will result in Soldiers and leaders who are fully prepared to accomplish mission essential tasks to established standards.

f. The training development goal for support of individual training is to create and implement efficient and effective training resulting in fully qualified personnel able to perform critical tasks to the established performance standard.

B–2. Army Training and Education Development

a. ED is a disciplined, logical approach to making collective, individual, and self-development training decisions for the Army. ED involves five related phases: evaluation, analysis, design, development, and implementation.

b. Each phase of the ED model builds upon each of the preceding phases. Although the phases build upon each other, remember—

(1) The normal training development process for a new training requirement begins with evaluation (a perceived training requirement) and proceeds with analysis, followed by design, development, and implementation of the training/training product.

(2) All phases do not have to be followed in order; each phase can be entered individually as needed for revisions.

(3) Evaluation permeates all phases and is the cement that ensures all training and training products are effective in producing trained units, organizations, Soldiers, and Army civilian employees.

(4) The entire process must operate within a given set of resources.

c. The ED phases are described in table B–1.

Table B-1
Army Training and Education Development process

Phase	Requirements
<p>a. Evaluation determines: -How well training takes place. -How well Soldiers, Army civilians, units/organizations perform, and products support performance.</p>	<ul style="list-style-type: none"> -Formulates school evaluation policy. -Develops evaluation plans. -Designs and validates evaluation instruments. -Conducts internal evaluation (collect data). -Conducts external evaluation (collect data). -Conducts accreditation evaluations. -Accredits TASS schools. -Analyzes data; identifies deficiencies; reports evaluation results; ensures corrections.
<p>b. Analysis identifies: Need for training. Who gets the training. What tasks (collective and individual [including Leader] tasks) and supporting skills and knowledge are critical. <i>Note:</i> A critical task is a collective or individual task that a unit/organization or individual must perform to accomplish their mission and duties and to survive in battle and during other military operations.</p> <p>c. Design of tng determines: When, where, and how the training takes place. - Tng resource requirements (instructors, equipment, munitions, ranges, facilities).</p>	<p>Needs analysis: —Identifies performance deficiency solutions (training or non-training). —Determines training and training development requirement.</p> <p>Mission analysis: —Establishes unit/organization missions. —Identifies critical collective tasks for mission accomplishment.</p> <p>Collective critical task analysis: —Establishes collective task performance specifications, including task performance standards. —Defines supporting individual tasks.</p> <p>Job analysis: —Develops critical individual tasks for job accomplishment. —Defines supported collective task(s).</p> <p>Individual critical task analysis: —Determines individual task performance specifications, including task performance standards. —Defines supported and supporting individual tasks.</p> <p>—Establishes integrated training strategies for units and training base. -Designs individual training courses. -Designs training media and TADSS. -Produces student criterion referenced, performance measurement documents, for example, tests.</p>
<p>d. Development produces validated training and training products.</p>	<ul style="list-style-type: none"> -Writes the training material (lesson plans and TSPs). -Produces training media and TADSS. -Validates the training material, including tests and exercises. -Prepares material for reproduction. -Reproduces the training material. -Presents estimated student population and estimated number of students through the SMDR process or the TRAP process. -Acquires training resources. -Trains instructor, training management, staff, faculty, and cadre. -Prepares facilities and equipment.
<p>e. Implementation executes: - Standardized training at resident and unit/organization training sites. - Distribution of training products. - Use of training products.</p>	<ul style="list-style-type: none"> -Enters courses and schedules into RRS. -Distributes the training material. -Schedules classes for training. Course quotas will be managed in accordance with AR 350-10 depending on the type of training. -Manage student flow through RRS in accordance with AR 350-10. -Trains the Soldiers and Army civilian students, units, and organizations. -Administers the tests and exercises. -Counsels students and Soldiers. -Conducts after-action reviews -Maintains student records.

Appendix C

Military Schools, Colleges, and Training Centers

Refer to the Army Training Requirements and Resources System (RRS) for a complete listing of Army schools and associated courses.

C-1. Department of Defense schools

- a. Defense Acquisition University (DAU), Fort Belvoir, VA 22060
- b. Defense Civil Preparedness Agency Staff College, Battle Creek, MI 49016.
- c. Defense Computer Institute, Washington, DC 20374.
- d. Defense Information School (DINFOS), Fort Meade, MD 20755
- e. Defense Institute of Security Assistance Management, Wright-Patterson AFB, OH 45433.

- f. Defense Intelligence College, Washington, DC 20390.
- g. Defense Mapping School, Fort Belvoir, VA 22060.
- h. Defense Resources Management Education Center, Presidio of Monterey, CA 93940.
- i. Defense Language Institute/Foreign Language Center, Presidio of Monterey, CA 93940.
- j. Defense Language Institute, English Language Center, Lackland AFB, TX 78236.
- k. National Cryptologic School, Fort Meade, MD 20755.
- l. Western Hemisphere Institute for Security Cooperation, Fort Benning, GA 31905

C-2. Joint Education and Training Institutions

- a. National Defense University, consisting of the National War College and the Information Resources Management College at Fort McNair, Washington, DC 20319.
- b. Joint Forces Staff College, Norfolk, VA 23511.
- c. Joint Military Intelligence Training Center, DIA, Bolling AFB, DC 20032.
- d. HUMINT Training-Joint Center of Excellence (HT-JCOE), Fort Huachuca, AZ 85613.
- e. Joint Counterintelligence Training Academy, Elkridge, MD 21075.

C-3. Colleges of the military departments

- a. U.S. Air Force Air University, Maxwell AFB, AL 36112.
- b. U.S. Army War College, Carlisle Barracks, PA 17013.
- c. U.S. Army Command and General Staff College, Fort Leavenworth, KS 66027.
- d. U.S. Naval War College, Newport, RI 02840.
- e. U.S. Marine Corps University, Quantico, VA 22134.

C-4. Graduate level schools of other services

- a. U.S. Air Force Institute of Technology, Wright-Patterson AFB, OH 45433.
- b. Naval Postgraduate School, Monterey, CA 93940.

C-5. Army schools

- a. The Army Force Management School, Fort Belvoir, VA 22060.
- b. The Judge Advocate General's Legal Center and School, U.S. Army, Charlottesville, VA 22903-1781.
- c. U.S. Military Academy Preparatory School, Fort Monmouth, NJ 07703.
- d. U.S. Military Academy, West Point, NY 10996.
- e. U.S. Army Inspector General School, Fort Belvoir, VA 22060.
- f. U.S. Army Corps of Engineers' Professional Development Support Center, Huntsville, AL 35801.

C-6. U.S. Army Intelligence and Security Command School

U.S. Army Russian Institute, APO New York 09053.

C-7. U.S. Army Medical Command School

U.S. Army Medical Department Center and School, Fort Sam Houston, TX 78234.

C-8. U.S. Army Criminal Investigation Command School

U.S. Army Criminal Investigation Command School, U.S. Army Military Police School, Fort Leonard Wood, MO 65473-8028.

C-9. U.S. Army Training and Doctrine Command training centers and schools

- a. School of Military Packaging Technology, Aberdeen Proving Ground, MD 21005.
- b. U.S. Army Ordnance Center and School
 - (1) U.S. Army Ordnance Mechanical Maintenance School, Aberdeen Proving Grounds, MD 21005
 - (2) U.S. Army Ordnance Munitions and Electronics Maintenance School, Redstone Arsenal, AL 35898
- c. HQ CHRA, Training Management Div, Aberdeen Proving Ground, MD 21005
- d. U.S. AMSC-East, Fort Belvoir, VA 22060
- e. U.S. AMSC-West, Fort Leavenworth, KS 66027
- f. U.S. Army Infantry School and Fort Benning, GA 31905
- g. U.S. Army Air Defense Artillery Center and Fort Bliss, TX 79916
- h. U.S. Army Sergeants Major Academy, Fort Bliss, TX 79918
- i. U.S. Army Institute for Professional Development, Fort Eustis, VA 23604
- j. U.S. Army Transportation Center which includes the Aviation Logistics School, Fort Eustis, VA 23604

- k. U.S. Army Signal Center and Fort Gordon, GA 30905
- l. U.S. Army Intelligence Center, Fort Huachuca, AZ 85613
- m. U.S. Army Logistics Management College, Fort Lee, VA 23801
- n. U.S. Army Soldier Support Institute which includes the Adjutant General, Finance, and Recruiting & Retention Schools, Fort Jackson, SC 29207
- o. U.S. Army Training Center and Fort Jackson, Fort Jackson, SC 29207
- p. U.S. Army Chaplain Center and School, Fort Jackson, SC 29207
- q. U.S. Army Armor Center and Fort Knox, KY 40121
- r. U.S. Army Combined Arms Center, Fort Leavenworth, KS 66027
- s. U.S. Army Quartermaster School, Fort Lee, VA 23801
- t. U.S. Army Maneuver Support Center which includes the Engineer, Military Police, and Chemical Schools, Fort Leonard Wood, MO 65473
- u. U.S. Army Cadet Command, Fort Monroe, VA 23651
- v. U.S. Army Element, School of Music, Naval Amphibious Base (Little Creek), Norfolk, VA 23521
- w. U.S. Army Ammunition Center, Redstone Arsenal, AL 35897
- x. U.S. Army Aviation Warfighting Center and Fort Rucker, AL 36362
- y. U.S. Army Field Artillery Center and Fort Sill, OK 73503
- z. U.S. Army Warrant Officer Career Center, Fort Rucker, AL 36362
- aa. U.S. Army Financial Management School, Fort Jackson, SC 29207
- ab. U.S. Army Combined Arms Support Command, Fort Lee, VA 23801
- ac. U.S. Army Accessions Command, Fort Monroe, VA 23651
- ad. U.S. Army Recruiting Command, Fort Knox, KY 40121
- ae. U.S. Army Medical Department Center and School, Fort Sam Houston, TX 78234

C-10. U.S. Army Forces Command training centers

- a. U.S. Army National Training Center and Fort Irwin, CA 92310.
- b. Joint Readiness Training Center and Fort Polk, LA 71459.

C-11. U.S. Army Europe training center

U.S. Army Joint Multinational Readiness Center at Hohenfels, Seventh Army Training Command, Grafenwoehr, Germany, APO 09114.

C-12. U.S. Army Special Operations training center

U.S. Army John F. Kennedy Special Warfare Center and School, Fort Bragg, NC 28307.

C-13. Reserve Component training centers

- a. National Guard Professional Education Center, Camp Joseph T. Robinson, North Little Rock, AR, 72199.
- b. Army Reserve Readiness Training Center, Fort McCoy, WI 54656.
- c. National Guard Warrior Training Center, Fort Benning, GA 31905.

C-14. Reserve Component schools of The Army School System

- a. USAR.
 - (1) Combat support, combat service support, officer education, and health service training brigades/regiments.
 - (2) Training battalions functionally aligned with TRADOC or MEDCOM proponent schools.
- b. Army National Guard.
 - (1) Combat arms and leadership training brigades/regiments.
 - (2) Combat arms, leadership training, combat support, combat service support, multifunctional regiments and training battalions functionally aligned with TRADOC proponent schools.

Appendix D

Prerequisites and Service Obligation Incurred by Attendance at Foreign Military Schools

D-1. Schools that equate to U.S. senior service colleges

Officers attending the schools listed in Table D-1 are selected by appropriate authority and must be outstanding representatives of the Army and of the United States. Years of service are specified for U.S. senior service colleges.

Officers must be graduates of or have credit for ILE or equivalent. On graduation from the listed schools or colleges, individuals will be awarded MEL code 1.

D-2. Schools that equate to Intermediate Level Education

Officers attending the schools listed in Table D-2 are selected by appropriate authority and must be outstanding representatives of the Army and the United States. Officers nominated must desire to attend. On graduation from the listed schools or colleges, individuals will be awarded MEL code 4.

D-3. Schools that require senior service college or Intermediate Level Education prior to attendance

Officers nominated for the schools listed in Table D-3 must desire to attend and be graduates of or have credit for senior service college or ILE as indicated.

D-4. Administrative information and instructions

- a.* An AER (DA Forms 1059 (ILE)) will be completed for students in accordance with AR 623-3.
- b.* Incurred service obligation is computed from the date of course completion or termination of attendance, whichever is earlier.
- c.* 'Equate' as used here means that officers successfully completing a foreign military school will be credited with having completed the same level of schooling as those who successfully complete the equivalent U.S. Service School. (For example, a graduate of the Canadian Forces Staff College will receive the same credit as a graduate of the ILE.)
- d.* HRC will prepare permanent change of station orders for AA personnel attending schools of other nations for courses that are 20 weeks or more in duration.
- e.* ACOM commanders will publish orders for student officers not in a PCS status. The orders will contain the following information.
 - (1) Level of access to classified information and type of security clearance; that is, interim or final, when the military personnel record jacket does not accompany the student officer to school.
 - (2) The student's quota number in parentheses following the number of the class or course being attended.
 - (3) Reassignment of the individual and the reporting date, as prescribed in AR 600-8-105.
- f.* Officers selected to attend foreign military schools located in NO countries will be issued NO travel orders in accordance with AR 600-8-105.
- g.* AA officers attending SONs will be assigned to the U.S. Army Student Detachment, Fort Jackson, SC, with duty at the appropriate foreign location. The Detachment Commander will provide personnel administration for all assigned student officers in accordance with HQDA policies. This administration includes: promotion, reclassification, military pay, UCMJ discipline, medical care, supply, transportation, leaves of absence, and supply of pertinent DA publications.
- h.* Prior to assignment to U.S. Army Student Detachment, selected officers should become familiar with Web site information at www.jackson.army.mil/USASD or contact by telephone at 800-856-3801.
- i.* Officers assigned to the SON program are authorized direct access to the equivalent U.S. Army schools. When requested, Army schools will provide publications and data on their courses of instruction to officers attending schools of other nations.
- j.* Concurrent travel of Family members (if applicable in country), shipment of household goods, and use of privately owned vehicles (if applicable in country) is authorized for students ordered to foreign military schools on PCS orders.
- k.* Students selected to attend a school in a geographical AOR where a priority system for the movement of Family members is in effect, will follow the priority system prescribed.
- l.* When required by the DOD Foreign Clearance Guide and DODD 1000.21, officers selected to attend foreign military schools, and their Family members, will have valid passports and visas in their possession before traveling to the overseas destination.

**Table D-1
Schools that equate to U.S. Senior Service Colleges**

School or college	Prerequisites	Years of service obligation
Argentina: National Defense College	LTC(P)/COL, branch immaterial, TOP SECRET Clearance and Spanish language required.	2
Australia: Australian College of Defense and Strategic Studies	LTC(P)/COL, branch immaterial, TOP SECRET clearance.	2
Canada: Canadian Senior Service College	LTC(P)/COL, branch immaterial, TOP SECRET clearance.	2
India: National Defense College	LTC(P)/COL, branch immaterial, TOP SECRET Clearance. No foreign language requirement.	2
Inter-American Defense College (conducted by United States)	LTC(P)/COL, maneuver, fires and effects (MFE), TOP SECRET clearance, fluent in Spanish or Portuguese.	2
Japan: Institute for Defense Studies	LTC(P)/COL, branch immaterial, Japanese language required.	2
Korea: National Defense University	LTC(P)/COL, branch immaterial, TOP SECRET clearance, fluent in Korean.	2
**Korea: National Institute for Defense Studies	LTC/COL, branch immaterial TOP SECRET clearance, fluent in Korean.	2
Pakistan: National Defence College	LTC(P)/COL, branch immaterial, TOP SECRET clearance.	2
Switzerland: International Training Course at the Geneva Center for Security Policy	LTC(P)/COL, branch immaterial, TOP SECRET Clearance, fluent in German language.	2
UK: Royal College of Defence Studies	LTC(P)/COL, branch immaterial, TOP SECRET Clearance.	2

Notes:

¹ As of 27 Oct 08 and updated annually by Joint Staff J-7. Current list available at http://dtic.mil/doctrine/education/jme1_equivalency.pdf.

² **Not under schools of other nations (SON) program.

**Table D-2
Schools that equate to Intermediate Level Education (ILE) (formerly Command and General Staff College)**

School or college	Prerequisites	Years of service obligation
Argentina: Argentine Escuela Superior de Guerra (Command and General Staff College) ¹	CPT(P)/MAJ, MFE, FA48, TOP SECRET clearance, Spanish language required. Attends second year of 3-year course.	2
Australia: Australian Command and Staff College ¹	CPT(P)/MAJ, All Career Fields, TOP SECRET clearance. English language required.	2
Belgium: Belgian Superior Staff College	CPT(P)/MAJ, MFE, FA48, Dutch language required.	2
Brazil: Brazilian Escola de Comando e Estado-Major do Exercito (Command and Staff College) ¹	CPT(P)/MAJ, All Career Fields, TOP SECRET clearance, fluent in Portuguese. Officer attends second year of course.	2
Canada: Command and Staff College	MAJ, All Career Fields, English/French	2
Estonia: Baltic Defense College	CPT(P)/MAJ, All Career Fields, TOP SECRET clearance, English language required.	2
France: College Interarmees de Defense (Command and Staff College) ¹	CPT(P)/MAJ, All Career Fields, TOP SECRET clearance, fluent in French. Medical certificate, visa and photographs required. Arrive 2 weeks before class start date.	2
Germany: Führungskademie der Bundeswehr (General Staff Course) ¹	CPT(P)/MAJ, MFE, TOP SECRET clearance, fluent in German.	2
Ireland: Command and Staff College	CPT(P)/MAJ, All Career Fields, English	2
Italy: Scuola di Guerra (War College Superior Course) (Command and Staff College) ¹	CPT(P)/MAJ, All Career Fields, TOP SECRET clearance, fluent in Italian. Officer attends second year of this course.	2
Japan: Ground Self-Defense Staff Course [*]	CPT(P)/MAJ, All Career Fields, TOP SECRET clearance, fluent in Japanese.	2
Kuwait: Command and Staff College	CPT(P)/MAJ, All Career Fields, TOP SECRET Clearance, English language required, but recommend Arabic at the NO survival standard of 2/2.	2

**Table D-2
Schools that equate to Intermediate Level Education (ILE) (formerly Command and General Staff College)—Continued**

School or college	Prerequisites	Years of service obligation
Netherlands: National Defense University	CPT(P)/MAJ, All Career Fields, TOP Secret clearance, Dutch language required. This is a 17 month course	2
**Pakistan: National Defense College, National Defense Course	LTC(P)/COL, branch immaterial, TOP SECRET clearance, no language required, but Punjabi and/or Urdu desirable.	2
Singapore: Command Staff College ¹	CPT(P)/MAJ, All Career Fields, TOP SECRET clearance, English language required.	2
Spain: Spanish Escuela De Estado Mayor	CPT(P)/MAJ, All Career Fields, Spanish language required.	2
Switzerland: Swiss Military College	CPT(P)/MAJ, All Career Fields, German language required.	2
UK: Joint Services Command and Staff College	CPT(P)/MAJ, MFE, English language required.	2
**United Kingdom: British Army Staff College ¹	CPT(P)/MAJ, branch immaterial, TOP SECRET clearance.	2
**USA: Western Hemisphere Institute for Security Cooperation, Fort Benning, GA	CPT(P)/MAJ, MFE or OS, (normally each officer personnel management directorate (OPMD) branch and chaplains slate one officer to attend each year), TOP SECRET clearance, Spanish language required.	2

Notes:

¹ As of 27 Oct 08 and updated annually by Joint Staff J-7. Current list available at http://dtic.mil/doctrine/education/jme1_equivalency.pdf.

² **Not under schools of other nations (SON) program.

**Table D-3
Schools That Require Senior Service College Prior to Attendance**

School or college	Prerequisites	Years of service obligation
United Kingdom-Higher Command and Staff Course ²	COL post brigade command, MFE, TOP SECRET clearance.	1
Argentina-Joint Strategy Course ²	MAJ/LTC, branch immaterial, TOP SECRET clearance.	1
Australia-Joint Serviced Staff College ²	LTC, MFE, TOP SECRET clearance.	NA - Australia directs attendance as prerequisite to follow-on Personnel Exchange Program assignment with Australian Forces.
Spain-Escuela Superior del Ejercito**	MAJ/LTC, branch immaterial, TOP SECRET clearance.	NA - Individual has follow-on assignment in USDAO/ODC Spain.

Notes:

¹ All courses in table D-2 equate to ILE. All CPT(P) must be frocked to MAJ prior to reporting.

² Requires completion of SSC prior to attendance; no MEL credit.

Appendix E Noncommissioned Officer Academy Designations and Regions and AA Regional Quota Managers

E-1. Noncommissioned Officer Academy designations

The NCOAs are designated as follows:

a. Noncommissioned officer academies located on FORSCOM, TRADOC, and overseas ASCC installations will be designated as a U.S. Army (major installation or division/corps/army) Noncommissioned Officer Academy (for example, U.S. Army 3d Infantry Division Noncommissioned Officer Academy, Fort Stewart, GA).

b. Combined NCOA/drill sergeant schools located on TRADOC installations will be designated as a U.S. Army Noncommissioned Officer Academy/Drill Sergeant School, (major installation) (for example, U.S. Army Noncommissioned Officer Academy/Drill Sergeant School, Fort Benning, GA).

c. The CNGB and CAR designate NCOAs as appropriate.

E-2. NCOA regions

a. To ensure that all Soldiers have an opportunity to attend available WLC and BNCOC/ALC, the training base has been divided into geographic NCOA training regions. Sixteen NCOA regions are established worldwide. Alaska, Hawaii, Europe, and Korea are considered as separate regions, with the remaining 12 regions designed to accommodate Soldiers in CONUS and Puerto Rico. The NCOA regions and their composition are shown in Tables E-1 and E-2.

b. Each NCOA will provide NCOES training for Soldiers in its assigned geographic region (except as noted in Table E-1) to include administrative and logistical support.

c. If certain NCOES training is not available within a region, that region's student population will receive training at the nearest NCOA that offers the training.

Table E-1
Noncommissioned Officer Academy regions - Active Army

Region	Location	States/countries to be trained
1	Fort Knox, KY	Load Redistributed - 2010
2	Fort Bragg, NC	Fort Bragg, North Carolina
3	Fort Benning, GA	Fort Benning (Installation Population) and Virginia (less Fort Belvoir, MDW)
4	Fort Stewart, GA	Fort Stewart (Installation Population), Georgia (less Fort Benning), Florida, Puerto Rico, and South Carolina. Excess in Region 4 go to Region 3
5	Fort Campbell, KY	Fort Campbell (Installation Population), Tennessee, Illinois, Indiana, Michigan, and Ohio
6	Fort Polk, LA	Louisiana, Alabama, and Mississippi
8	Fort Sill, OK	Arkansas and Oklahoma
9	Fort Hood, TX	Texas (less Fort Bliss)
11	Fort Bliss, TX	Fort Bliss (Installation Population), Arizona, and New Mexico
13	Fort Lewis, WA	California, Idaho, Nevada, Oregon, and Washington. Excess in Region 13 go to Region 11.
14	Fort Richardson, AK	Alaska
15	Schofield Barracks, HI	Guam, Hawaii, Johnston Island, American Samoa, and Japan
17	Korea (EUSA)	Korea
18	Vilseck (7th Army CC)	Europe
20	Fort Leonard Wood, MO	Fort Leonard Wood (installation population), Missouri, South Dakota, North Dakota, Montana, Wyoming, and Kentucky (less Fort Campbell)
21	Fort Drum, NY	Connecticut, Delaware, Maine, New Hampshire, New Jersey, New York, Massachusetts, Rhode Island, and Vermont
22	Camp Ashland, NE	Fort Riley, KS (Installation Population ONLY), Kansas, and Nebraska
23	Camp Williams, UT	Fort Carson, CO (Installation Population ONLY), Colorado, and Utah
24	Fort Indiantown Gap, PA	Fort Belvoir, WRAMC, MDW, Maryland, Pennsylvania, and West Virginia
25	Fort McCoy, WI	Minnesota, Wisconsin, and Iowa

**Table E-2
Noncommissioned Officer Academy regions - Reserve Component**

Region	Location
A	Fort Dix, NJ
B	Fort Indiantown Gap, PA
C	Eastover, SC
C	Camp Shelby, MS
D	Fort McCoy, WI
F	Camp Ball, LA
F	Camp Ashland, NE
G	Fort Lewis, WA.
G	Camp Williams, UT
Arctic Multifunctional Regiment	Fort Richardson, AK
Pacific Multi-Functional Regiment	Waimanalo, HI
Caribbean Multi-Functional Regiment	Fort Allen, PR
3734th Training Battalion	Grafenwoehr, GE

E-3. Major command coordination

The CONUS ACOMs, ASCCs, or DRUs will send personnel to the NCOA serving the region nearest to the Soldiers' duty station(s).

E-4. Noncommissioned Officer Academy quota management

a. Management of NCOA course quotas is necessary to ensure that all eligible Soldiers in a particular NCOA region have an equal opportunity to attend WLC. Quota management also ensures that sufficient NCOs are trained to support command needs and sustain the promotion flow.

b. With the advice of NCOAs, installations will develop plans to manage WLC course quotas. Quota management plans will be established under the annual training requirement for each NCOES course taught at the respective NCOA.

c. Quota management plans will be designed to equitably distribute quotas to all units in the NCOA region.

d. Addresses of AA regional NCOA quota managers are listed in Table E-3.

**Table E-3
Addresses of regional quota managers - Active Army**

Region	Address
1	Commander, U.S. Army Armor Center & Fort Knox (ZK-DPTM-TS), Fort Knox, KY 40121-5000
2	Commander, XVIII Airborne Corps & Fort Bragg (AFZA-DPT-TS), Fort Bragg, NC 28307-5000
3	Commander, U.S. Army Infantry Center and Fort Benning (ZB-DPT-T), Fort Benning, GA 31905-5273
4	Commander, 3rd Infantry Division and Fort Stewart (AFZP-PTT-S), Fort Stewart, GA 31314-5000
5	Commandant, U.S. Army 101st Airborne Division NCO Academy (AFZB-DPT-NC), Fort Campbell, KY 42223-5000
6	Commander, Joint Readiness Training Center and Fort Polk (AFZX-GT-TTS), Fort Polk, LA 71459-5000
8	Commander, U.S. Army Field Artillery Center and Fort Sill (ZR-TTI), Fort Sill, OK 73503-5600
9	Commandant, U.S. Army III Corps NCO Academy (AFZF-NCOA), Fort Hood, TX 76544-5064
11	Commandant, U.S. Army NCO Academy (TZC-DPT-S), Fort Bliss, TX 79916-6501
13	Commandant, U.S. Army I Corps NCO Academy, (AFZH-NCOA), Fort Lewis, WA 98433-9534
14	Commander, Fort Richardson (AFVR-PTM), Fort Richardson, AK 99505-5800
15	Commander, United States Army Garrison, Hawai (IMPA-HI-PLT) Schofield Barracks, HI 96857-5000
17	Commander, Eighth Army (EACJ-TDD), Seoul, Korea APO AP 96205-0009
18	Commander, 7th Army CC (AETTV-DPT-TD), Vilseck, Germany, APO AE 09112

Table E-3
Addresses of regional quota managers - Active Army—Continued

Region	Address
20	Commander, U.S. Army Engineer Center and Fort Leonard Wood (ZT-FTM-TZ), Fort Leonard Wood, MO 65473-5000
21	Commandant, U.S. Army NCO Academy, Fort Drum, NY 65473-5245

Appendix F

Training Records

F-1. Military training records

a. Commanders will maintain a complete Individual Training Record (ITR) for all personnel to assist in development of a robust unit training program. The ITR consists of: diplomas, certificates of training (DA Form 87), Weapons qualification scorecards, physical fitness test scorecards (DA Form 705), body fat content worksheet (DA Form 5500/1), physical profile (DA Form 3349), records of mandatory training, and other records of training governed by this regulation. All unit individual and collective training will be documented utilizing DTMS.

b. Individual Flight Training Records will be maintained in accordance with AR 95-1.

c. Army Drivers Training and Equipment Operator's training records will be maintained in accordance with AR 600-55 and TB 600-1/2.

d. ITRs, to include leader books, are not subject to formal inspection. Exceptions are:

- (1) Army physical fitness and weight control program records.
- (2) DA Form 3479-R (Air Traffic Control Training and Proficiency Record).
- (3) Aircrew training records as required by AR 95-1.

e. All ITRs will be maintained in accordance with the Army Privacy Program (AR 340-21).

f. Course completion will be recorded in military and civilian personnel records in accordance with AR 600-8-104 and AR 690-400.

g. The training programs operate in accordance with the provisions of AR 350-10.

F-2. Managing training records in units

a. ITRs in units will be recorded in DTMS and maintained manually as required.

b. Weapons qualification scorecards will be maintained in the ITR.

c. Commanders will ensure ITRs are complete, current and support development of a unit training plan.

d. All institutional training requirements, schedules, quota assignment, and student management (reservations, enrollment, and completion entries) will be documented in RRS.

e. RRS data will feed DTMS and will be used in conjunction with appropriate forms to support creation of the ITR.

F-3. Managing training records in institutional schools

a. The CG, TRADOC ensures that training records required to be maintained on each student are completed and forwarded to the gaining unit.

b. The Commandant, U.S. Army Academy of Health Sciences, maintains appropriate training records on those Soldiers who take AIT at the Academy of Health Sciences.

c. ITRs in institutional schools will be recorded in the Resident Individual Training Management System (RITMS) and maintained manually as required

d. All institutional training requirements, schedules, quota assignment, and student management (reservations, enrollment, and completion entries) will be documented in RRS.

e. RRS is the official system of record for the individual institutional training record. RRS data will feed RITMS and will be used in conjunction with appropriate forms to support IMT training.

F-4. Transferring IMT military training records

a. A critical link in the completion of IMT is the transfer of pertinent training records from the IMT unit to the gaining unit. The following forms are part of the Individual Training Record (ITR) and used to transfer individual training information:

(1) DA Form 5286 (Individual Training Record Basic Training, Advanced Individual Training, One Station Unit Training).

(2) DA Form 5286-1 (Individual Training Record (Continuation Sheet) Basic Training, Advanced Individual Training, One Station Unit Training).

b. When RITMS is used to maintain training records, records are automatically transferred to the gaining unit upon reassignment.

F-5. Transferring Individual training records

a. The individual training record (ITR) is part of the military and civilian personnel records in accordance with AR 600-8-104 and AR 690-400 and will be transferred to the gaining unit upon reassignment.

b. When DTMS is used to maintain training records, records will be automatically transferred to the gaining unit upon reassignment.

F-6. Guide to civilian personnel record-keeping

a. The official record of completed training for Army civilians is the Defense Civilian Personnel Data System (DCPDS). Managers, activity training coordinators, and CPAC Human Resource Development advisors share responsibility to ensure proper and timely documentation of all completed training.

b. The employee's supervisor will ensure that training in excess of 8 hours, or training of any length that is required by law or regulation, is documented. Upon completion of training and course evaluation by the employee and supervisor, the supervisor will ensure the submission of course information into the official Army civilian database. It is the responsibility of the supervisor to verify documentation entry and accuracy.

c. Documentation for individual training completions will include:

- (1) Title and objectives of the training.
- (2) Length of training in hours.
- (3) Starting and concluding dates of the training.
- (4) The period of time, if any, during which the employee is obligated to remain in Government service as documented in a continued service agreement in accordance with Section 4108 of Title 5, U.S. Code.
- (5) Training expenses paid by the Government in accordance with Section 4109 of Title 5, U.S. Code.

d. Organizations will maintain civilian Individual Training Records (ITR) case files in accordance with the Army Records Information Management System and document the following:

- (1) Training for Placement.
- (2) Academic Degree Program Paid by the Government.
- (3) Continued Service Agreements (5 USC 4108).
- (4) Recovery and Waiver of Training Expenses (5 USC 4109).
- (5) Acceptance of contributions, awards and other payments incident to training in non-Government facilities.

Appendix G Army Training Programs

Section I Mandatory Training

G-1. Mandatory training overview

The Army mandatory training requirements are listed in this appendix. Mandatory training consists of senior leader selected general training requirements considered essential to individual or unit readiness for all Soldiers and Army civilians. This training is common to all Soldiers and Army civilians, regardless of component (unless otherwise noted), branch/career field, or rank/grade, and will be incorporated into unit or institutional training programs as specified in the governing reference (see table G-1, G-2 or G-3). HQDA, DCS, G-3/5/7 approves and validates training strategies used to address these requirements.

G-2. Program objectives

Objectives of the mandatory training program are:

- a. To limit directed training requirements to the minimum subjects required by law, higher regulatory authority, or those the HQDA, DCS, G-3/5/7 validates as essential to individual or unit readiness.
- b. To control directed training and ensure the subjects remain current.
- c. To provide unit commanders maximum flexibility in achieving and sustaining required levels of proficiency.

G-3. Modifications to mandatory training

a. Training requirements from new regulations or other policy directives must be approved for inclusion as mandatory training by HQDA, DCS, G-3/5/7. Emerging and additional training requirements should be incorporated into Soldier's manuals, drills, or Cs before competing them for consideration as a mandatory training subject.

b. Requests for inclusion or deletion as a mandatory training requirement are forwarded to HQDA, DCS, G-3/5/7

(DAMO-TR), Pentagon, Washington DC 20310-0450. Requests will include an explanation of the training requirement, training objective, target audience, implementing instructions, required resources, and justification for making the task a directed training requirement or a reason mandatory training is no longer required.

c. TRADOC determines implementing methods for incorporating HQDA-directed mandatory training into common core training for institutional courses, unless otherwise specified by regulation.

G-4. Mandatory training in units

All units provide and record mandatory training for all Soldiers assigned to MTOE and TDA organizations in the Operating and Generating Forces, as required by table G-1.

Table G-1
Mandatory training requirements in units

Subject	Reference	Proponent	Frequency
Antiterrorism training	AR 525-13	PMG	A
Army physical fitness training	AR 350-1	HQDA, DCS, G-3/5/7	O
Army Substance Abuse Program	AR 600-85	HQDA, DCS, G-1	I/A/R
Army Suicide Prevention Program	AR 600-63	HQDA, DCS, G-1	A/P/R
Army Traffic Safety Training Program	AR 385-10	HQDA, ACSIM	I
Army Warrior Training	https://atiam.train.army.mil/soldierPortal/	HQDA, DCS, G-3/5/7	A
CBRN Defense training	AR 350-1	TRADOC	A
Combating Trafficking in Persons (CTIP) Program	http://www.combat-trafficking.army.mil/	ASA(M&RA)	A/P
Composite Risk Management	AR 385-10	TRADOC	O
Cultural awareness training	AR 350-1 Chapter 8	TRADOC	P
Employment and reemployment rights (RC only)	DODI 1205.12	HQDA, DCS, G-1	A/P/R
Equal Opportunity Program	AR 600-20	HQDA, DCS, G-1	S
Ethics (see details below)	DOD 5500.7-R	TJAG	Initial entry
Fraternization	AR 600-20	HQDA, DCS, G-1	A
Law of War / Detainee Ops	DODD 2311.01E	TJAG	A/P
Modern Army Combatives Program	AR 350-1	TRADOC (USACS)	O
Operational security (OPSEC)	AR 530-1	HQDA, DCS, G-3/5/7	I/A/P/R
Personnel Recovery	AR 350-1	HQDA, DCS, G-3/5/7	A
Prevention of Sexual Harassment	AR 600-20	HQDA, DCS, G-1	S
Preventive measures against disease and injury	AR 40-5	TSG	P
Resilience training	www.battlemind.army.mil	MEDCOM	P/R
SAEDA	AR 381-12	HQDA, DCS, G-2	A
Sexual Assault Prevention and Response Program	AR 600-20	HQDA, DCS, G-1	A/P/R
Weapons qualification	DA Pam 350-38	HQDA, DCS, G-3/5/7	S (AA) A (RC)

Legend for Table G-1:

The following codes establish the frequency at which training is to be conducted:

A: Annual. Trained annually.

I: Inprocessing. Required whenever an individual is assigned to a new unit.

O: Ongoing. Continuous training, not a single event.

P: Pre-Deployment. Addressed before unit is deployed on an operational mission.

R: Redeployment. Addressed upon redeployment from an operational mission.

S: Semiannual. Trained twice per year.

Notes:

¹ *Published pre-deployment training guidance supersedes training requirement frequency contained herein.

G-5. Mandatory training in institutions

a. School commandants and commanders provide and record mandatory training for staff and faculty members as required by table G-1 above.

b. Mandatory training subjects taught to students in training institutions are shown in table G-2.

(1) The CG, TRADOC determines subject instruction at specific courses within each training system (IMT, OES, NCOES, SCP, CES). Training subjects in a given training system (shown by an "X" below) represent the presence of that subject in at least one course in that training system, not necessarily in all courses within that training system.

(2) Training resources and information for training subjects can be found at <https://www.us.army.mil/suite/files/17464288>.

Table G-2
Mandatory training subjects taught in training institutions

Subject	Reference	Proponent	IMT	OES (PME)	NCOES	SCP	CES
Antiterrorism training	AR 525-13	PMG	X	X	X	X	X
Army physical fitness training	AR 350-1	HQDA, DCS, G-3/5/7	X		X		
Army Substance Abuse Program	AR 600-85	HQDA, DCS, G-1	X				
Army Suicide Prevention Program	AR 600-63	HQDA, DCS, G-1	X	X	X	X	X
Army Traffic Safety Training Program	AR 385-10	HQDA, ACSIM	X				
Army Warrior Training	https://atiam.train.army.mil/soldierPortal/	HQDA, DCS, G-3/5/7	X				
Composite Risk Management	AR 385-10	TRADOC	X	X	X	X	X
Cultural awareness training	AR 350-1 Chapter 8	TRADOC	X	X	X		
Electronic Warfare training	AR 350-1	TRADOC	X	X	X	X	X
Enlisted PME Policy	CJCSI 1805.01	HQDA, DCS, G-1	X		X		
Equal Opportunity Program	AR 600-20	HQDA, DCS, G-1	X	X	X	X	
Fraternization	AR 600-20	HQDA, DCS, G-1	X				
Health Promotion (Preventive Medicine)	AR 600-63	HQDA, DCS, G-1	X				
Law of War / Detainee Ops	DODD 2311.01E	TJAG	X	X	X		
Subject	Reference	Proponent	IMT	OES (PME)	NCOES	SCP	CES
Leadership and Leader Development Doctrine	AR 600-100	HQDA, DCS, G-1		X	X	X	X
Military Justice	AR 27-10	TJAG	X	X			
Modern Army Combatives Program	AR 350-1	TRADOC (USACS)	X				
Occupational and Environmental Health (Combat Stress)	AR 40-5	TSG	X				
Officer PME Policy	CJCSI 1800.01C	HQDA, DCS, G-1	X	X			
Operational security (OP-SEC)	AR 530-1	HQDA, DCS, G-3/5/7	X	X	X	X	X
Personnel Recovery	AR 350-1	HQDA, DCS, G-3/5/7	X				
PMCS	AR 750-1	HQDA, DCS, G-4	X				
Prevention of Sexual Harassment	AR 600-20	HQDA, DCS, G-1	X				

Table G-2
Mandatory training subjects taught in training institutions—Continued

Public affairs program/ Media Awareness	AR 360-1	CPA	X	X	X		
Resilience training	https://www.us.army.mil/suite/page/442200	MEDCOM	X	X	X	X	
SAEDA	AR 381-12	HQDA, DCS, G-2	X				
Sexual Assault Prevention & Response	AR 600-20	HQDA, DCS, G-1	X	X	X	X	
Weapons qualification	DA Pam 350-38	HQDA, DCS, G-3/5/ 7	X				

Legend for Table G-2:

IMT: Initial Military Training (BCT, AIT, OSUT, BOLC II & III)

OES (PME): Officer Education System (Professional Military Education) (not including BOLC)

NCOES: Non-commissioned Officer Education System

SCP: School of Command Preparation (Pre-Command Course branch-immaterial and branch-specific phases)

CES: Civilian Education System

G-6. Mandatory training for Army civilians

All organizations provide and record mandatory training for all Army civilians as required by table G-3.

Table G-3
Mandatory training requirements for Army civilians

Subject	Reference	Proponent	Frequency
Antiterrorism training	AR 525-13	PMG	I/A
Army Substance Abuse Program	AR 600-85	HQDA, DCS, G-1	I/A
Army Suicide Prevention Program	AR 600-63	HQDA, DCS, G-1	A/P/R
CTIP Program	http://www.combat-trafficking.army.mil/	ASA(M&RA)	A/P
Composite Risk Management	AR 385-10	TRADOC	O
Constitution Day Training	Public Law 108-447, Division J, Sec. 111; http://constitutionday.cpms.osd.mil/	ASA (M&RA)	I/A
Equal Opportunity Program	AR 600-20	HQDA, DCS, G-1	I/S
Ethics	DOD 5500.7-R	TJAG	I
National Security Personnel System (NSPS) Training	Army NSPS Training Plan	Army NSPS Program Manager	In processing or upon conversion to NSPS
Operational security (OPSEC)	AR 530-1	HQDA, DCS, G-3/5/7	I/A/P/R
Prevention of Sexual Harassment	AR 600-20	HQDA, DCS, G-1	I/S
SAEDA	AR 381-12	HQDA, DCS, G-2	A

Legend for Table G-3:

The following codes establish the frequency at which training is to be conducted:

A: Annual. Trained annually.

I: Initial Entry. Required upon initial entry into the Army civilian workforce.

O: Ongoing. Continuous training, not a single event.

P: Pre-Deployment. Address before being deployed on an operational mission.

R: Redeployment. Address upon redeployment from an operational mission.

S: Semi-annual. Trained twice per year

Notes:

¹ *Published pre-deployment training guidance supersedes training requirement frequency contained herein.

Section II

Army Training Programs

G-7. Antiterrorism training

a. Specific Army standards for antiterrorism (AT) training are listed in AR 525-13. Annual individual AT awareness training is mandatory for all Soldiers and Army civilians. Individual AT awareness training is mandatory for all Family members age 14 years and older prior to travel outside the 50 United States and its territories and possessions on official business (that is, on an accompanied PCS move). Individual AT training must be documented in the individual's training records (see paragraph 4-3).

b. Training for AT will not take the place of annual Subversion and Espionage Directed Against U.S. Army (SAEDA) and Deliberate Security Violations training requirements (see AR 381-12). The Army has four levels of antiterrorism training: Level I - Individual AT Awareness Training; Level II - AT Officer Training; Level III - Pre-Command AT Training; Level IV - AT Executive Seminar.

(1) Level I. Level I training will be accomplished in initial entry basic training for all Soldiers and in general military subject training for all new-hire Army civilians and annually thereafter for all Army personnel. Only a qualified instructor (Level II-trained-and-certified AT officer) will conduct initial Level I AT awareness training. The minimum training requirements for Level I, Individual Awareness Training, are:

(a) All Army personnel will receive training on terrorist tactics and operations, individual protective measures, personal protective measures for CBRNE, terrorist surveillance techniques, improvised explosive device (IED) attacks, and an explanation of terrorist threat levels and the force protection condition system. All Army personnel should be provided copies of Chairman of the Joint Chiefs of Staff (CJCS) Guide 5260, "AT Personal Protection Guide: A Self-Help Guide to AT," (Oct 05) and CJCS Pocket Card 5260, "AT Individual Protective Measures" (Oct 01).

(b) All Army personnel will undergo AOR-specific AT training prior to traveling OCONUS or within three months of an OCONUS PCS. The AOR-specific training is available through the geographic combatant commands.

(2) Level II. Units down to battalion level will have a Level II trained AT officer (SFC or higher), who serves as the commander's planner/advisor on AT matters and serves as the instructor for Level I unit AT training. Level II training occurs at the U.S. Army Military Police School (USAMPS) or through the use of USAMPS Mobile Training Teams. Level II training prepares individuals in the rank of SSG and higher or equivalent or higher civilian grade to manage a unit, garrison or stand-alone facility's AT program, serve as the AT advisor to the unit, garrison, or stand-alone facility commander, and provide Level I training at the unit, garrison, and stand-alone facility level.

(3) Level III. Level III training applies to O-5/O-6 commanders/command selects and is executed at branch and function area pre-command course (PCC) and garrison commander training courses. Instruction provides commanders with knowledge, skills, and abilities necessary to implement the Army's AT Program.

(4) Level IV. Level IV training is an executive-level seminar for O-6 to O-8 commanders (and civilian equivalent) responsible for AT programs, policy, planning & execution that focuses on programs, policy, planning, and execution. The seminar includes a tabletop war game that facilitates interaction and discussion on power projection, weapons of mass destruction, threat condition management, and implementation of actions.

(5) Units, garrisons, and stand-alone facilities will integrate training into training programs. For units this includes in mission rehearsals and pre-deployment training.

(6) training will be integrated into all officer and NCO professional military education and appropriate civilian management professional development courses to ensure the long term development of knowledge and skills.

G-8. Army Permissive Parachuting and Training Program

a. The Army Permissive Parachuting and Training Program is for experienced Army Airborne qualified Soldiers assigned to non-airborne duty positions. Approved permissive parachuting status may be authorized in accordance with policy and procedures herein for Soldiers who have a need to perform static-line parachuting in conjunction with the performance of their current duties and/or have a desire to maintain their parachuting skills in preparation for future airborne assignments. To participate in the program, Soldiers must volunteer by submitting a request through command channels for the signature approval of a general officer (or Army civilian equivalent), at general-court-martial convening authority (GCMCA) level. Request from general officers and promotable colonels are forwarded through the HQDA General Officer Management Office (GOMO) for action by the Vice Chief of Staff, Army.

b. Approving authorities.

(1) ACOM/ASCC commanders; Unified & Special Command (U&SC) commanders; Director Army National Guard, the Chief, Army Reserve.

(2) HQDA, DCS, G3/5/7 (DAMO-SSF) for members of the Personnel Exchange Program, FAOs, and schools of other nations (SON).

(3) Director of Defense Human Intelligence for qualified Army personnel assigned to its overseas locations.

(4) Superintendent, U.S. Army Military Academy for assigned Army personnel and airborne qualified Cadets undergoing Cadet Troop Leader Training with active Army units.

c. Approving authorities may delegate approval authority to subordinate commanders that exercise GCMCA. A copy of the delegation will be forwarded to HQDA, DCS, G-1 (DAPE-MPE).

d. A copy of each permissive parachute approval will be forwarded to HQDA, DCS, G-1 (DAPE-MPE) 300 Army Pentagon, Washington, DC 20310-0300.

e. The Permissive Parachuting and Training Program has no provisions for waiver of selection criteria or restrictions; however, approval authorities may forward favorable recommendations for exceptions to policy to HQDA, DCS, G-1 (DAPE-MPE).

f. Prerequisites and Restrictions

(1) An eligible experienced static line parachutist must have completed airborne training and at least 36 cumulative months of parachuting duty in an airborne position.

(2) Enlisted Soldiers must possess SQI of "P" (Parachutist), "S" (Special Operations Support Personnel), or "V" (Ranger Parachutist), ASI 5W (Jumpmaster), or MOS 18 (Special Forces)

(3) Officers must have a skill identifier (SI) of either "5P" (Parachutist), "5S" (Ranger Parachutist), "5W" (Jumpmaster, or an AOC of 18A (Special Forces).

(4) Warrant Officers require either SQI "P", ASI "5W", MOS 180A (Special Forces Warrant Officer), or MOS 921A (Airdrop System Technician).

(5) Must meet airborne physical qualifications in accordance with AR 40-501 chapter 5.

(6) Must have completed airborne refresher training course (FM 3-21.220 app A) within 6 months of planned parachute activity. If the course requires a parachute jump, permissive parachute status must be conditionally approved prior to attending refresher training.

(7) Permissive parachuting status will not be approved for longer than 6 months. Renewals for qualified personnel may be submitted in accordance with para G-8a, above.

(8) Parachuting with foreign forces must be done in conjunction with a directed mission or assigned duties.

(9) Permissive parachuting is not permitted if related to or motivated by personal, recreational or for ceremonial purposes.

(10) Personnel from other Services, foreign forces, civilians, or retired military are not eligible for this program.

(11) Permissive parachute duty is incidental to mission accomplishment and is at no cost to the government (parachute pay, TDY or temporary change of station).

(12) Permissive parachute jumps can be counted to meet requirements for senior or master parachutist ratings.

(13) Injuries are normally considered in the line of duty.

(14) No hazardous duty pay is authorized and no orders are published for permissive parachute jumping.

G-9. Army physical fitness training

Policy governing the Army physical fitness training is in chapter 1 of this regulation. Chapter 3 provides guidance for physical fitness standards during institutional training. This paragraph provides general guidance concerning physical fitness standards.

a. Commanders will conduct physical fitness training programs that enhance Soldiers' abilities to complete Soldier or leader tasks that support the unit's FSO METL.

(1) Preparation for the APFT is of secondary importance. Maintenance of the military skills listed below will also be emphasized.

(a) Agility, to include fast movement in enclosed spaces (sprinting and lateral movement).

(b) Balance and controlling fear of heights.

(c) Vaulting, jumping, and landing correctly.

(d) Forced marching with loads, to include cross-country movement.

(e) Strength development activities such as rope climbing, pull ups, and resistance exercises.

(f) Crawling.

(g) Negotiation of natural and man-made obstacles (confidence and obstacle courses).

(h) Casualty evacuation (manual and litter carries).

(2) Commanders may establish unit APFT mission related goals which exceed Army minimum standards. However, individuals must be aware of these goals and be able to achieve them safely through the use of normal training time and adherence to the principles of conditioning outlined in FM 21-20. Personnel who meet Army minimum standards, but fail to meet unit goals, may not be punished or disciplined. However, they may be required to participate in special conditioning programs which focus on overcoming a weakness. Commanders who establish higher goals should do so because their unit missions require Soldiers to be more than minimally fit. Like-units with identical missions (companies within battalions, battalions within brigades) should have similar standards. Care must be taken by the chain of command to ensure unit goals do not arbitrarily replace Army standards.

(3) Physical performance requirements are inherent in many tasks listed in the Soldier's manual for each MOS. The ability to perform MOS physical tasks is one of the criteria for graduation from IET. Soldiers in units must maintain physical fitness proficiency as part of their overall MOS proficiency.

(4) Special conditioning programs are appropriate for Soldiers who have difficulty meeting unit goals or Army standards. Such programs will not be punitive; they must be designed to improve the fitness level of Soldiers. Additional training sessions are not always a substitute for smart, tailored conditioning sessions and can lead to over training. Special conditioning programs will be designed to meet individual needs to overcome identified weaknesses (for example, aerobic or strength deficiency). In addition, they should encourage a healthy lifestyle.

(5) Special physical fitness programs will be tailored according to FM 21–20 and kept separate and distinct from the Army Weight Control Program, except for the exercise programs prescribed to assist Soldiers with weight control problems. Commanders should avoid placing all Soldiers that exceed body composition standards or have fitness problems in the same category with the expectation that more exercise will automatically result in decreased body composition and weight. Special programs will be employed for Soldiers with physical fitness problems. Separate special programs or additional physical training is not always a solution to overcome identified weaknesses. Commanders are encouraged to place Soldiers with special fitness needs into the regular unit fitness program whenever possible. These programs will not be used to discipline Soldiers who may have attitude problems toward physical exercise.

(6) Competitive, intramural sports programs should complement unit physical fitness programs and be used to build esprit de corps, teamwork, and morale. Unit sports activities, however, must be sufficiently rigorous to develop some of the physical fitness components outlined in paragraph 1–21b of this regulation. They should not substitute for a formal program of physical conditioning.

(7) Any aerobic activity which results in Soldiers maintaining their training heart rate as described in FM 21–20 for a minimum of 20 minutes, three to five times per week, is adequate to maintain cardio respiratory fitness. The intensity of each cardio respiratory exercise session should be adjusted based on the training objective for that session. Physical training aimed at improving a Soldier's muscular strength and endurance should consist of multiple sets of timed exercises. Exercises should be continued until temporary muscle failure is achieved (until the individual cannot complete another correct repetition). Muscular strength and endurance sessions should work all major muscle groups of the body. Training sessions will be conducted a minimum of three times a week. Detailed guidance is provided in FM 21–20.

(8) Commanders should design and tailor programs according to the unit METL. Mission-focused physical training will be conducted to prepare Soldiers to meet the physical demands of combat, stability operations, and support operations. FM 21–20 outlines types of programs for units with different missions. Running has always been regarded as one of the best aerobic activities. However, unless the running is balanced with strength, muscular endurance, and load-bearing exercises related to the unit mission, the program is inadequate. The objective is to incorporate drills that include exercises to condition all major muscle groups for a total body workout. The scheduled physical training activities must be designed to allow Soldiers to improve overall physical fitness and to achieve APFT standards.

(9) Physiological differences, as well as unit and individual missions, must be considered when designing programs involving Soldiers of different gender. Despite the level of conditioning, cardio respiratory and strength differences between men and women are significant. For example, women generally have to exert more effort to maintain the same pace or to do the same amount of work as men. Commanders will practice the principles outlined in FM 21–20 and apply them to maximize unit and individual Soldier development.

(10) The Pregnancy/Postpartum Physical Training (PPPT) Program is designed to maintain health and fitness levels of pregnant Soldiers and to assist them in returning to pre-pregnancy fitness levels after pregnancy termination and successfully integrate them back into unit physical fitness training programs with an emphasis on passing required fitness standards and height/weight standards.

(a) Senior commanders, as the functional proponent, will ensure that all eligible Soldiers participate in the PPPT Program and that personnel are available to conduct the physical training portion of the PPPT Program for the pregnant/postpartum soldier in a manner that is consistent with the content, standards, policies, procedures, and responsibilities as set forth in the U.S. Army Center for Health Promotion and Preventative Medicine (USACHPPM) Technical Guide series 255A–E, U.S. Army Pregnancy Postpartum Physical Training Program manuals.

(b) Garrison commanders will provide support to the Senior Commander by ensuring adequate and appropriate facilities and equipment are provided for PPPT Program execution.

(c) Medical Treatment Facility (MTF) commanders will ensure health care experts provide consultative support and conduct health-related instruction for the PPPT Program on their installation consistent with the USACHPPM Technical Guide Series 255A–E, U.S. Army Pregnancy Postpartum Physical Training Program Manuals.

(d) The MEDCOM as the specified proponent will ensure that the U.S. Army Center for Health Promotion and Preventive Medicine (USACHPPM) Technical Guide Series 255A–E, are current, and provide medical consultative and educational support and periodic training of PPPT Program instructor trainers and medical experts through the USACHPPM to senior commanders and MTF commanders.

(e) Reserve Component, not on active duty, geographically remote Soldiers, and those assigned to installations with a negligible pregnant Soldier population may utilize the specifically designed PPPT program materials available from USACHPPM.

(11) Soldiers who are pregnant or who are recovering from childbirth are exempt from regular unit physical fitness training and APFT testing for the duration of the pregnancy and 180 days past pregnancy termination.

(a) Pregnant and postpartum Soldiers must be cleared by their health care provider prior to participating in any physical fitness training program.

(b) Prior to the commencement of postpartum convalescent leave, Soldiers will be issued a temporary profile for 45 days which begins on the day of pregnancy termination to allow PT at the Soldier's own pace.

(c) Soldiers are encouraged to use the At-Home component of the Army PPPT program while on convalescent leave. Following the convalescent leave period, Soldiers are required to participate in the installation PPPT program for up to 180 days after pregnancy termination.

(d) Postpartum Soldiers must receive health care provider clearance if returning to their unit's physical fitness training prior to 180 days following pregnancy termination.

(12) Commanders will use FM 21-20 when developing physical fitness training programs for Soldiers. This publication provides excellent material to design and tailor programs for Soldiers in all kinds of assignments.

(13) Physical fitness testing gives Soldiers an incentive to stay in good physical condition and allows commanders a means of assessing the fitness levels of their units. Accordingly, all AA and RC Soldiers must be able to pass the APFT at any time, except upon return from deployment. Following redeployment, Soldiers will be administered a record APFT no earlier than three months for AA and 6 months for RC Soldiers.

(a) Physical fitness testing will not form the foundation of unit or individual fitness programs; it is simply one element of a total program. Fitness testing ensures the maintenance of a base level of physical fitness essential for every Soldier in the Army, regardless of MOS or duty assignment. Unit programs must take this base level of conditioning and raise it to help meet or exceed mission-related physical performance tasks.

(b) Results of the APFT will be recorded on DA Form 705 which will be maintained for each Soldier. This scorecard will be kept in the Individual Training Record (ITR) at a central location in the unit, recorded in DTMS, and will accompany the individual as part of transferred records for AA Soldiers or RC Soldiers, during PCS. Units, separate organizations, and offices will have a system to monitor performance of their Soldiers.

(c) Individuals will be weighed when they take record APFTs or at least every 6 months in accordance with AR 600-9.

b. Commanders may establish incentives and unit physical fitness objectives related to their mission essential tasks.

(1) Soldiers who score 270 or above, with a minimum of 90 points per event on the APFT, and meet body composition standards will be awarded the Physical Fitness Badge for physical fitness excellence in accordance with AR 600-8-22. Soldiers are required to meet these criteria during each APFT for record to continue to wear the badge.

(2) Soldiers without medical profiles, who repeatedly fail the APFT, or fail to take the APFT with no authorized waiver within the required time will be barred from re-enlistment or processed for separation from the service. Provisions for separation are in AR 600-8-24 (for officers) or AR 635-200 (for enlisted Soldiers) and counterpart ARNG and USAR regulations. A repetitive failure occurs when a Soldier fails a record test, the Soldier is provided adequate time and assistance to improve his or her performance, and failure occurs again. (See AR 600-8-24 for officers who have incurred a statutory active duty service obligation because of participation in an Army-sponsored educational or training program.)

c. The Army Morale, Welfare, and Recreation (MWR) Sports Program enhances physical fitness and readiness requirements by the military. Many sports can be used to promote unit esprit de corps and teamwork, develop a competitive spirit, increase motivation for fitness development, improve physical fitness, help relieve stress, and add variety to unit programs. Vigorous sports such as basketball, triathlon, boxing, wrestling, racket games, soccer, swimming, biking, cross-country skiing, and running enhance fitness.

(1) MWR Sports and Fitness staff will plan and conduct unit-level/intramural sports activities. Programming will also include aerobic and fitness classes, as well as cardiovascular and strength training. Morale, welfare, and recreation organizations and personnel can provide assistance to Commanders to provide special programming to enhance their mission and support their Commander's Cup Competitions.

(2) MWR physical fitness facilities (gymnasiums and swimming pools) may be used in unit training programs, to include the following:

(a) Weight training

(b) Circuit training

(c) Unit PT

(d) Swimming and water survival training

(3) When mission accomplishment is not jeopardized, commanders and supervisors should permit their personnel to take part in the Army's All Army/Armed Forces Sports Program and international competitive events such as CISM (Conseil International du Sport Militaire), Pan American, and Olympic Games. Participation should be used as a way to promote physical fitness at the highest level of competition. All Army/Armed Forces competitions include boxing, wrestling, taekwondo, cross country, basketball, soccer, volleyball, triathlon, softball, bowling, golf, marathon, and rugby. International competitions include many Olympic sports as well as several purely military disciplines, to include parachuting, shooting, biathlon, and naval pentathlon. Two international competitive events related to military physical fitness are as follows:

(a) The Military Pentathlon (shooting, obstacle running, grenade throwing, utility swimming, and cross-country running).

(b) The Confederation of Inter-allied Reserve Officers (known by French acronym CIOR) military skills competition (orienteering, obstacle swimming, shooting, obstacle running, grenade throwing, map reading, and distance estimating).

d. When conducting physical fitness training in unit formations, the commander will prescribe a uniform proper to weather conditions and the type of activity. This can include appropriate components of the athletic ensemble (common table of allowances 50–900) when issued, or it can also include ACU trousers with undershirt or utility shirt. Commanders may authorize the wear of individually purchased athletic clothing for unit sports activities or for physical training.

(1) Testing standards are designed for Soldiers wearing running shoes. Accordingly, running shoes will be worn for physical fitness testing unless individual Soldiers elect to wear combat boots.

(2) Commanders should advise Soldiers on how to select suitable athletic or running shoes. However, they will not require the purchase of a particular color, brand, or style.

(3) The preferred footwear for running is the running shoe. However, some physical training in well-fitted and broken-in boots, to include limited running and rapid road marching, may be appropriate. Activities conducted in combat boots should progressively increase in duration allowing Soldiers to adapt to performing in boots. Training in boots will prepare Soldiers for running or forced-marches over rough terrain. Commanders must consider the experience of their Soldiers and their unit missions when deciding on the footwear for fitness training.

G–10. Army Warrior Training

Army Warrior Training (AWT) maintains Soldier proficiency in the performance of Warrior Tasks and Battle Drills (WTBD) and supports the unit's Mission Essential Task List (METL). The WTBD are geared toward the contemporary operating environment and lessons learned. All Soldiers must be ready to fight and complete the mission by applying the Warrior Skills learned through the fundamentals of WTBD. Proficiency in WTBD is enhanced through the execution of tasks in the following categories; shoot, move, communicate, urban operations, first aid, CBRN, and battle drills. The AWT is integrated into the unit collective training strategy utilizing WTBD throughout the training year.

a. The AWT is progressive training utilizing WTBD selected for skill levels 1 through 4 as found in Soldier Training Publication (STP) 21–1–SMCT and STP 21–24–SMCT.

b. All officers at the level of 1st and 2nd Lieutenant, junior Warrant Officers (W–1 and W–2) and enlisted Soldiers (E–7 and below) on active duty (regardless of component) will complete AWT annually.

c. Reserve Component, not on active duty, officers at the level of 1st and 2nd Lieutenant, Junior Warrant Officers (W–1 and W–2), and enlisted Soldiers (E–7 and below) will complete the AWT once during ARFORGEN Reset/Train phase and once during ARFORGEN Ready phase, or more frequently as directed by the unit commander.

d. The Major Subordinate Command, State Joint Task Force Headquarters commander may approve requests for exemptions from training.

e. The AWT will be monitored by unit leaders and conducted by the Soldier's first line leader/supervisor. The first line leader is responsible for providing rapid feedback from their training records. This will serve as the basis for input to the commander's assessment of a Soldier and leader's proficiency. Leaders assess WTBD from AWT during field training, weapons qualification, Sergeant's Time Training, and other training events. Conduct AWT throughout each fiscal year.

f. Unit leaders will obtain proper equipment to support WTBD training in the hands-on mode. However, for those units unable to obtain needed equipment or support personnel, commanders will select a replacement task that supports their METL from the Soldier's Manual of Common Tasks (SMCT) skill level 1–4 task lists. A commander in the rank of Lieutenant Colonel or above must approve use of a replacement task.

g. A list of WTBD can be found on the professional development model/career map located at: <https://atiam.train.army.mil/soldierPortal/>. The current list of WTBD will be published and maintained on the above site, providing an accurate catalog of individual and collective tasks and job aids in support the unit training effort.

h. Revisions to the WTBD will be reviewed semiannually and published as necessary.

G–11. Battle Command training

a. Commanders and leaders must adopt battle command as an integral part of their readiness and include Battle Command (BC) training into all activities as a part of unit standard operating procedures as rapidly as equipment fielding permits. Battle Command is comprised of a system of systems including, but not limited to, CPOF, Force XXI Battle Command Brigade and Below (FBCB2), AFDS, DCGS–A, BCS3, AMDPCS, TAIS, GCCS–A, and MCS.

b. Institutional Training. Institutional BC training addresses individual/leader knowledge and skill development (Staff Training Tables I–IV) through products like the common teaching scenarios.

c. Operational Training. Operational BC training sustains the task mastery achieved in the institution and new equipment training (NET), and achieves and maintains collective BC task proficiency through execution of the Staff Training Tables. NET mirrors institutional training and addresses changes in digital information system tasks, system integration tasks and application of individual and leader tasks through digital information systems. The individual and

leader tasks, digital information system tasks, system integration tasks, and application of individual and leader tasks through digital information systems are found in DTMS. Training progression and frequency is determined by unit leaders and commanders using the Staff Training Tables I–IV as a model. Collective BC training (Staff Training Table V–XII) is templated and resourced in C2 CS, providing the collective tasks, training events and recommended training frequency to attain and sustain collective BC proficiency.

d. Self development BC proficiency for both sustainment and delta training is available through the Combined Arms Center’s Collective Training Directorate Web site: <http://usacac.army.mil/CAC/CAC-T/ctd/index.asp>.

G–12. Combat lifesaver training

a. Immediate, far-forward medical care is essential on a widely dispersed and fluid battlefield to prevent Soldiers from dying of wounds. Medical personnel may not be able to reach and apply lifesaving measures to all wounded Soldiers in a timely manner. The combat lifesaver is a non-medical Soldier trained to provide lifesaving measures beyond the level of self-aid or buddy-aid. A properly trained combat lifesaver is capable of stabilizing many types of casualties and can slow the deterioration of a wounded Soldier’s condition until medical personnel arrive. Functioning as a combat lifesaver is a secondary mission undertaken when the tactical situation permits.

(1) Each squad, crew, or equivalent-sized deployable unit will have at least one member certified as a combat lifesaver. Combat lifesavers must be recertified every 12 months at unit level.

(2) Corps, divisions, and brigades will implement combat lifesaver training within their commands and designate a staff surgeon responsible for supervising their combat lifesaver programs. The primary instructor will be a medical NCO, 68W, current in CLS certification.

(3) Units without qualifying medical personnel will request training instructor support from the next higher command surgeon or local medical treatment facility.

(4) Combat lifesaver training will be conducted during IMT (BCT, OSUT, and BOLC) and in accordance with guidelines contained in this regulation and training materials provided by the Combat Lifesaver Program within the Army Correspondence Course Program (<http://www.cs.amedd.army.mil/CLSP/>). Student and instructor materials for IMT are published in the course POIs. Student and instructor materials for units and organizations are printed by the Army Training Support Center and shipped to the primary instructor. Unit training managers are not authorized to augment correspondence course material or change the length of the course. Training and testing will be conducted in accordance with the tasks, conditions, and standards established by MEDCOM; or, in the case of USASOC personnel, established by the USASOC DCS Surgeon.

b. Proof of combat lifesaver course completion will be placed in the Soldier’s MPF or MPRJ in accordance with AR 600–8–104. Soldiers who successfully complete CLS in IMT will be issued certificates of training in accordance with this regulation and awarded course credit in RRS.

c. Unit personnel are not authorized to increase or delete items contained in the combat life saver aid bag. As an exception, USASOC surgeons are authorized to modify items contained in First Responder aid bags, in accordance with validated mission requirements and with approval of the USASOC Deputy Chief of Staff, Surgeon. All Class VIII supplies and materials required for combat lifesaver training will be requisitioned through normal supply channels.

G–13. Combating Trafficking In Persons (CTIP) Program training

Trafficking in persons, often called human trafficking, is defined as recruitment, transportation, transfer, harboring, or receipt of persons by means of threat, use of force, coercion, abduction, fraud, deception, abuse, or exploitation. Trafficking in persons is the third largest and fastest growing criminal activity in the world, and is a grave violation of human rights. Human trafficking is a world-wide criminal threat to security, civil rights, and stability, and a direct threat to our national foreign policy goals.

a. Secretary, Chief of Staff, and Sergeant Major of the Army Memorandum, dated 24 July 2006, Subject: Combating Trafficking in Persons, establishes the Army’s policy on CTIP.

b. The Army’s no tolerance for trafficking in persons policy applies to all Soldiers and Army civilians. For affiliated contractors, contractor’s employees and subcontractor’s employees, the specific contracts shall state the applicable terms and conditions regarding the contractor’s compliance in accordance with the federal and defense acquisition regulations. This policy applies to all components of the Army, to include the National Guard and Army Reserve.

c. The Army’s policy:

(1) Opposes any and all activities associated with human trafficking.

(2) Vigorously enforces the law against all those who traffic in persons, as well as, those who facilitate trafficking in persons.

(3) Applies world-wide – on or off duty – on or off any military reservation.

(4) Requires commanders to establish and enforce off-limits locations.

(5) Requires mandatory awareness training for all military and civilian personnel.

(6) Requires commanders to develop a program that includes an assessment of trafficking in persons and related issues (for example prostitution), awareness training, and periodic checks.

d. A key component of the Army’s CTIP program is awareness by every leader, Soldier, Army civilian, and

contractor of the conditions that contribute to trafficking in persons, and an understanding of the measures to combat this criminal threat and violation of human rights.

e. The CTIP awareness training is posted on the Reimer distant learning library and can be accessed through AKO. This awareness training is mandatory for all military and Army civilians. Priority for training should be for deploying personnel. Commanders will satisfy all statutory and contractual labor relations obligations in implementing the guidance contained in this message. The overall goals are to change attitudes about the sex exploitation industry, labor trafficking and other forms of trafficking in persons, and to educate Army personnel on the criminality and human rights consequences of trafficking in persons. The Army-wide chain of command must reinforce the required training to combat trafficking effectively.

f. The Army established a Web site (www.combat-trafficking.army.mil) that contains useful information and provides content to assist commanders in combating activities associated with trafficking in persons. This Web site also provides a link to the mandatory awareness training.

g. All Army organizations will—

(1) Commanders of ACOMs, ASCCs, and DRUs will designate a staff office of primary responsibility and designate a CTIP program manager, as a collateral duty, to provide oversight for the command's program.

(2) Senior commanders, installation commanders, and colonel or higher level commanders with geographically dispersed units will develop a CTIP awareness program that includes procedures for reporting trafficking activities, an assessment of CTIP activities and related issues (for example prostitution) within their areas of command responsibility, and a process to determine the effectiveness of CTIP training. Commanders shall:

(a) Conduct CTIP awareness training annually for all assigned Soldiers and Army civilians using the CTIP training package posted on the digital library found on AKO. Training links are also found on the Army's CTIP Web site. Unless otherwise required or prohibited by the terms and conditions of their contracts, DOD contractor personnel may attend CTIP awareness training offered by DOD.

(b) Ensure deploying personnel receive priority for training. Make certain all deploying personnel are aware of specific army CTIP policies and reporting procedures applicable to the mission or operation for which they are deploying. As appropriate, integrate CTIP related training into the programs of instruction at all power projection platforms and mobilization stations and other similar pre-deployment training venues. Soldiers receiving pre-deployment training should receive information that increases their awareness of the culture, customs, traditions, and religious practices of the host country and of any coalition partners that lend themselves to trafficking in persons.

(c) Incorporate anti-trafficking and trafficking protection measures for vulnerable populations, in particular for women and children, into post conflict and humanitarian emergency assistance missions and programs.

(d) Increase efforts, within their authorities, to pursue indicators of trafficking in persons in commercial establishments patronized by DOD personnel, place offending establishments off-limits, and provide support to host-country authorities involved in the battle against trafficking in persons. Commanders and military police should meet periodically with host nation NGOs to review trafficking-related issues and prevention initiatives.

(e) Conduct ongoing, systemic evaluations of the commands CTIP efforts.

h. Additional CTIP leadership and law enforcement training modules are being developed and will be posted to AKO and to the Army's CTIP Web site when available.

G-14. Command climate training

All Soldiers and Army civilians will be treated with dignity and respect. They will be afforded a challenging and rewarding environment in which to live and work. Harassment for any reason, to include race, color, religion, national origin, gender, and perceived sexual orientation, will not be tolerated. Commanders at all levels will take appropriate action to prevent harassment/threats against any Soldier or Army civilian for improper fraternization relationships as defined by AR 600-20. As listed in table G-1:

a. Soldiers will receive initial and annual awareness training on the Army's fraternization policy in accordance with AR 600-20.

b. Soldiers and Army civilians will receive initial and semiannual prevention of sexual harassment training. The Army's prevention of sexual harassment Web site can be found at http://www.armyg1.army.mil/EO/sexual_harassment.asp.

c. Soldiers will receive initial and annual awareness training on sexual assault prevention and response. The Army's sexual assault prevention Web site can be found at <http://www.preventsexualassault.army.mil/>.

d. Soldiers and Army civilians will receive initial and semiannual equal opportunity training. The Army's equal opportunity Web site can be found at <http://www.armyg1.army.mil/EO/default.asp>.

e. **Rescinded.**

f. Soldiers and Army civilians will receive initial and annual awareness training on the prevention of alcohol and other drug abuse through the Army Substance Abuse Program (see AR 600-85). The Army Center for Substance Abuse Programs Web site can be found at <http://www.acsap.army.mil>.

G-15. Composite Risk Management and Environmental Considerations

a. Composite risk management (CRM) is part of the Army Safety Program (see AR 385-10). All Soldiers and Army civilians will complete the on-line CRM Basic Course (<https://crc.army.mil>) within 60 days of their arrival at their first operational assignment or civilian employment.

b. CRM training will be integrated into all courses within Professional Military Education (PME) and the Civilian Education System (CES). The CRM training will be progressive and sequential and tied closely to the education level and individual responsibility of the target audience.

c. Commanders and leaders will use CRM to make informed risk decisions. These decisions ensure that training is conducted realistically and in a manner that protects the Soldiers and Army civilian being trained. From an operational perspective, risk decisions enable Soldiers, leaders, and units to survive and win over the full range of military operations.

d. Commanders, leaders, and Soldiers will use the CRM Process as detailed by FM 5-19 to identify hazards and minimize risk of personnel injury, illness, or accident. The CRM Process will be documented during the planning and execution phases of training from mission conception through the AAR.

e. Commanders/leaders will use CRM to address environmental concerns to ensure that training is realistic, yet does not cause unnecessary environmental damage or violate environmental legal restrictions. Leaders are also responsible for assessing the impact of environmental management procedures on the ability to train and reporting such restrictions through Unit Status Reports.

f. Commanders must ensure that residual risk is accepted at the appropriate level of command.

g. The Occupational Safety and Health Act, applied by Executive Order, DODI 6055.1, and AR 385-10, requires job related safety training for all individuals who are potentially exposed to workplace hazards. These statutes and regulations specify job specific safety training for Soldiers and Army civilians.

(1) Top management officials will be provided training to enable them to manage the occupational safety and health programs of their organizations.

(2) Supervisory employees will be trained on the organizations' occupational safety and health program to provide and maintain safe and healthful working conditions for employees.

(3) All employees will receive appropriate safety and health training on the organizations' occupational safety and health program and their rights, and responsibilities. Employees will also receive appropriate safety and health training for specialized job safety and health appropriate to the work they perform.

(4) Military commanders and military and civilian supervisors and staff will be trained to use CRM tools and techniques to integrate CRM into all operations.

(5) All leaders will be trained to use the CRM Process to identify and control hazards, lead by example, minimize the severity and frequency of accidents, plan and conduct safe operations, motivate subordinates to practice safe behavior, apply environmental awareness to daily activities, and plan and conduct environmentally suitable actions and training.

(6) All Army personnel; commanders, managers, and individuals are responsible for safety, risk management, and accident prevention. All personnel will practice safe behavior, conduct safe operations, recognize and report unsafe acts and conditions, and take actions to prevent accidents.

G-16. Driver's training program

All units will establish and maintain a driver's training and licensing program in accordance with AR 600-55. Licensing records will be maintained in Soldiers' DTMS file.

G-17. Electronic Warfare (EW) training

Advances in the applications and use of the electromagnetic spectrum (EMS) have caused the Army to reexamine EW capabilities. Telecommunications and data transfer have allowed global reach from remote locations. High speed data and voice technologies are pervasive, enabling immediate communication across borders. Rapid growth has occurred in laser, infrared, electro-optical, high-power microwave, computer network operations, and low-light sensor equipment. Personal computers, internet based communications, and satellite imaging systems provide previously unknown capabilities. The Army's ability to selectively dominate the EMS is now an essential element of warfare.

a. Core competency individual EW training.

(1) All Soldiers will conduct EW training during IMT.

(2) EW training will be incorporated into all levels of OES, NCOES, and CES.

b. Army commanders at all echelons will assume responsibility for organic Army EW missions and personnel. In order to maintain effectiveness in EW, all Army battalion and brigade-level units must ensure they have trained EW officers (EWOs) per HQDA EW directives DTG 111401Z MAY 07 (UNCL), and DTG 132023Z MAR 08 (UNCL), DTG 230448Z JUL 08 (SEC). Deploying battalions must train one EWO at the 3-week Tactical EWO Course, deploying brigades must train one EWO at the 6-week Operational EWO Course, and deploying division headquarters must train two (primary and alternate) EWOs at the 6-week Operational EWO Course. Training is for all components

(AA/RC). Guidance for deploying units identifies individual, leader, and collective training requirements for all units by echelon from squad/section/crew through division and includes training for combat and stability operations.

(1) *Battalion-level EWOs*. The 3-week Tactical Electronic Warfare Operations Course at Fort Huachuca, AZ provides the basic fundamentals of EW, a basic understanding of the issues surrounding spectrum and frequency management, EW system capabilities, counter radio-controlled EW (CREW) systems employment and convoy planning. Graduates will be able to: improve the survivability of tactical unit convoys attacked by remote controlled IED, provide commanders at the battalion-level an understanding of employing the EW assets available, and integrate (plan, coordinate, and synchronize) EW in support of tactical ground operations. This course is aimed at Staff Sergeant and Company-grade officers. Award of SI/ASI: 1K upon successful completion.

(2) *Brigade-level and above EWOs*. The 6-week Operational Electronic Warfare Operations Course at Fort Sill, OK educates the operational-level EW officers and NCOs at the brigade and higher level on the fundamentals of EW, spectrum management, systems capabilities, CREW systems integration, and frequency management. Graduates will be able to plan, coordinate, and synchronize EW across the spectrum of military operations at the higher levels of Joint/Coalition Operations. This course is aimed at Sergeant First Class and above and O-4 level and above. Award of SI/ASI: 1J upon successful completion.

(3) *Corps-level and above EWOs*. The Joint Electronic Warfare Planning Course, conducted at Lackland AFB, San Antonio, TX, is a two week intensive course, presented by a Joint cadre, pulling in expertise from the full spectrum of EW application, focused on producing graduates ready to apply and manage EW at the corporate level (Corps and above). This course is designed to train personnel in the concepts and applications of Joint EW and to prepare personnel to conduct EW planning coordination in support of Combatant Commanders and JFCs.

(4) *EW Qualification Course*. An EW Qualification Course is currently being developed. It is anticipated that the approval of the EW Proponent Structure will include the approval of an Electronic Warfare Functional Area for commissioned officers. The Electronic Warfare Qualification Course will provide the training and education necessary to successfully perform EW officer responsibilities and functions in support of the commander at the operational and strategic levels of war in a wide variety of Army and Joint organizations. This course will be the credentialing course for EW officers in the Army.

c. Fort Huachuca-based New Systems Training Integration Office MTTs train CREW individual and collective tasks pertaining to the operational domain and unit sustainment (train-the-trainer) training. These MTTs, conducted in a classroom environment, will be the main method of home station training. The MTTs will train in the following three areas:

(1) *CREW Operator*. The Operator course is four (4) hours long and gives Soldiers confidence in the CREW systems that they will use when they deploy. This course consists of an overview of CREW maintenance and “hands-on” training with actual CREW systems and spectrum analyzers. It also provides a practical demonstration of jamming. This course is UNCLASSIFIED and recommended for all vehicle drivers and new crew members.

(2) *CREW Leader*. The Leader course is four (4) hours long and gives leaders confidence in the CREW systems they will use when deploying. This course covers: CREW systems, EW support, enemy threats, CREW theory, jamming techniques, interoperability issues, maintenance, testing, hands-on training, area specific CREW and IED-D, Navy systems, and aerial systems. This course is classified SECRET and recommended for all vehicle commanders, and above.

(3) *CREW Company Specialist*. Due to the amount of material covered, the Company Specialist course takes place over three (3) days. This course will provide selected individuals with detailed knowledge of CREW systems that they will use when they deploy. This course is designed to train the trainer on all CREW systems currently found in theater. Students will be the company SME in their units, be able to train soldiers, and will have basic troubleshooting skills. Students will be the EWO's representative at the company level. This course includes all the items in the CREW Operator and Leader courses. This course is recommended for at least two personnel per company. This course is classified SECRET.

d. The Electronic Warfare Leaders Course (conducted by MTTs) provides training to selected Officers, Warrant Officers, and Noncommissioned Officers (NCOs), in leadership positions at battalion and below on EW philosophies and concepts. It is a four (4) hour course designed to provide an overview of EW, the Electromagnetic Spectrum, EW Personnel, Army and Joint-Service EW capabilities, Spectrum Management, Convoy Operations, and the EW Coordination Cell. The training consists of EW topics designed to increase the leader's knowledge and understanding of the subject matter and to enhance their ability to perform functions associated with EW at battalion and below. This course is not authorized to be used for AOC, Military Occupational Specialty (MOS), Skill Qualification Identifier (SQI), or Additional Skill Identifier (ASI) producing or reclassification purposes.

e. The Electronic Warfare Senior Leaders Course (conducted by MTTs) will provide training to selected Officers, Warrant Officers, and Noncommissioned Officers (NCOs) in leadership positions at brigade and above on EW fundamentals and concepts. It is a two (2) hour course to provide an overview of EW, EW Systems and Capabilities, EW Planning, Role of the EWO / BDE EWO Responsibilities, EW in relation to the military decision making process, EW Training Resources, and EW as an Operational Environment. This training consists of EW topics designed to increase the senior leader's knowledge and understanding of the subject matter and to enhance their ability to perform

functions associated with EW at brigade and above. This course is not authorized to be used for AOC, Military Occupational Specialty (MOS), Skill Qualification Identifier (SQI), or Additional Skill Identifier (ASI) producing or reclassification purposes.

G-18. Ethics training

All Soldiers, Army civilians and employees, regardless of rank or position, shall comply with ethics rules and regulations as established in the Joint Ethics Regulation, DOD 5500.7-R. Violation of ethics standards may result in administrative or criminal penalties. Army personnel will receive the training they need to ensure that the highest standards of integrity are maintained and that they take no action which undermines public confidence in the Army. Initial, periodic, and annual training is required, as follows:

a. Initial training. Initial ethics training will be provided to all Army personnel. Active duty and reserve officers will receive initial ethics training no later than 90 days after entering active duty. Army civilians will receive initial ethics training no later than 90 days after the employee's initial entry date. New active duty and reserve enlisted members will receive initial ethics training within 180 days after entering active duty. In addition to the training methods described in paragraph d below, initial ethics training may consist of providing only written ethics materials prepared by a qualified instructor as defined by 5 C.F.R. §2638.704(d), as long as the materials include the names of local ethics counselors and their e-mail addresses, addresses, and telephone numbers, and consist of:

(1) The Standards of Ethical Conduct for Employees of the Executive Branch (Standards) (5 C.F.R. Part 2635) and the Joint Ethics Regulation to keep or review (or an appropriate Web site); or

(2) Summaries of the Standards, the Joint Ethics Regulation, and the 14 General Principles of Ethical Conduct (5 C.F.R. §2635.101(b)) to keep.

b. Periodic training. Except for Army personnel required to file the SF 278, Executive Branch Personnel Public Financial Disclosure Report, or an OGE Form 450, Executive Branch Confidential Financial Disclosure Report, or who are contracting officers, periodic ethics training will be provided to Army personnel as determined by their commanders or supervisors, consistent with the unit or organization annual training plan, or as required by the Army annual ethics training plan. Army personnel not required to attend annual ethics training are encouraged to take annual training. Additional annual acquisition ethics training will be provided for Army personnel working in an acquisition or contracting field as determined by their commanders or supervisors.

c. Annual training. All Army personnel required to file the SF 278 or OGE Form 450, or who are contracting officers, must receive annual ethics training.

d. Initial, periodic, and annual training will be one (1) hour in duration and personnel must be given official duty time to complete the training. All training must be approved by an ethics counselor and, except for initial training, must be:

(1) Presented face-to-face by a qualified instructor; or

(2) Prepared by a qualified instructor and presented by video teleconferencing, on-line computer training, computer-based, audiotape, videotape, telephonic, or similar method.

e. Availability of qualified instructors. Availability of qualified instructors for Army personnel required to file an SF 278 or OGE 450, or who are contracting officers. A qualified instructor under paragraph d(2) above is available if (1) a qualified instructor is standing by during and immediately following training to answer any questions or (2) if a telephone is available at the training site and personnel are provided the telephone number of a qualified instructor who is available during and immediately following the training to answer questions.

G-19. Field sanitation

All deploying units will train at least two field sanitation teams (primary and alternate) prior to deployment in accordance with FM 21-10 and FM 4-25.12.

G-20. Information as an element of combat power training

Leveraging the power of information across the full spectrum of conflict is an imperative for the 21st Century. Success or failure of land operations is susceptible to perceptions of the diverse, but relevant, groups and individuals among whom the operations take place. Perception is a determinant of attitudes, beliefs, and behavior. Generating conditions that promote mission accomplishment and national security interests are dependent on the cognitive effects spawned in these audiences.

a. Soldiers must have a full understanding on how their actions affect friendly and adversary actions. Soldiers' actions are the most powerful component of information.

(1) Visible actions coordinated with carefully chosen, truthful words influence audiences more than either do alone.

(2) Consistency contributes to the success of friendly operations. Conversely, if actions and messages are inconsistent and/or incongruent, friendly forces lose credibility. Loss of credibility makes land forces vulnerable to enemy and adversary actions and places the mission and Soldiers at risk.

b. Commanders and Staffs must integrate information into full-spectrum operations. Information is commanders' business. Commanders at every level require and use information to seize, retain, and exploit the initiative and achieve

decisive results. Therefore, commanders must understand it, integrating information in full-spectrum operations as carefully as fires, maneuver, and movement, protection, intelligence, sustainment, and command and control.

c. Battle command is the art and science of understanding, visualizing, describing, directing, leading, and assessing forces to impose the commander's will on a hostile, thinking, and adaptive enemy. Battle command applies leadership to translate decisions into actions – by synchronizing forces and warfighting functions in time, space, and purpose – to accomplish missions. In order to assist commanders in leveraging information, the U.S. Army Information Operations (IO) Proponent (USAIOP) is developing a training strategy and has established the following courses to train commanders and Soldiers:

(1) *Active Army Functional Area 30 Qualification Course*. Educates and certifies FA 30 officers prior to their initial FA 30 assignment. The course develops competencies to perform two primary functions: synchronize information engagement activities of public affairs, psychological operations, Soldier and leader engagements, combat camera, and defense support to public diplomacy with all other operational activity to ensure consistency of deeds, words, and images; and integrate information engagement activities throughout the operations process and into plans and orders. The resident FA 30 QC is 12 weeks and taught at Fort Leavenworth, KS.

(2) *Reserve Component FA 30 Qualification Course*. RC FA 30 QC is taught over 11 months in three phases: 50 hours of Web-based training; a minimum of 118 hours of synchronous and asynchronous DL training over 6 months; and 12 days of residency at Fort Leavenworth, KS, merged with the resident FA 30 QC. The structure and content of the RC FA30 QC is designed to provide the same competencies as the AA FA30 QC. To ensure this, both AA and RC course students are required to pass the same oral comprehensive exam administered by the USAIOP.

(3) *Tactical Information Operations Course*. This course trains/educates NCOs, warrant officers, and officers to conduct information operations at the tactical level; thereby, complementing information operations capability, capacity, and expertise in the force structure at brigade level and below. The resident course is 15 days long and taught at Fort Sill, OK. The RC version of the TIOC is 12 days long and taught at Northfield, VT and Fort McCoy, WI. The TIOC is also available for unit training through a mobile training team (MTT). The TIOC MTT is a 10-day course taught at unit locations. TIOC course graduates earn the P4 SI/ASI.

G–21. Law of war training/detainee operations

a. Soldiers and leaders require law of war training throughout their military careers commensurate with their duties and responsibilities.

- (1) Level A training is conducted during IMT for all Soldiers.
- (2) Level B training is conducted in MTOE units.
- (3) Level C training is conducted in The Army School System (TASS).

b. Level A training provides the minimum knowledge required for all members of the Army. The following basic law of war rules (referred to as “The Soldier’s Rules,” which stresses the importance of compliance with the law of war) will be taught during level A training:

- (1) Soldiers fight only enemy combatants.
- (2) Soldiers do not harm enemies who surrender. They disarm them and turn them over to their superior.
- (3) Soldiers do not kill or torture any personnel in their custody.
- (4) Soldiers collect and care for the wounded, whether friend or foe.
- (5) Soldiers do not attack medical personnel, facilities, or equipment.
- (6) Soldiers destroy no more than the mission requires.
- (7) Soldiers treat civilians humanely.
- (8) Soldiers do not steal. Soldiers respect private property and possessions.
- (9) Soldiers should do their best to prevent violations of the law of war.
- (10) Soldiers report all violations of the law of war to their superior.

c. Level B training is conducted in MTOE units for all unit personnel as follows:

(1) Training is conducted annually and conducted again prior to deployment when directed by a deployment order or appropriate authority.

(2) Commanders will establish specific training objectives; a qualified instructor will conduct training in a structured manner, and evaluate performance using established training conditions and performance standards. For the purposes of this training, a qualified trainer is defined as a Judge Advocate General's Corps officer or a Paralegal Noncommissioned officer certified to conduct such training by a Judge Advocate General's Corps officer.

(3) Training will reinforce the principles set forth in The Soldier's Rules. Additionally, training will emphasize the proper treatment of detainees, to include the 5 Ss and T (search, segregate, silence, speed to a safe area, safeguard, and tag). Soldiers will be required to perform tasks to standard under realistic conditions. Training for all unit leaders will stress their responsibility to establish adequate supervision and control processes to ensure proper treatment and prevent abuse of detainees.

(4) Training will be designed around current missions and contingency plans (including anticipated geographical

areas of deployment or rules of engagement). Detainee operations training will integrate MP and MI personnel where doctrinally appropriate.

(5) Training on the law of war and detainee operations will be integrated into other appropriate unit training activities, field training exercises and unit external evaluations at home station, combat training centers and mobilization sites. Maximum combat realism will be applied to tactical exercises consistent with good safety practices.

d. Army schools will tailor law of war training to the tasks taught in those schools. Level C training will emphasize officer, WO, and NCO responsibilities for:

- (1) Their performance of duties in accordance with the law of war obligations of the United States.
- (2) Law of war issues in command planning and execution of combat operations.
- (3) Measures for the reporting of suspected or alleged war crimes committed by or against U.S. or allied personnel.

G-22. Operational Credit Program

a. The Operational Credit Program (OCP) awards full or partial Military Occupational Skill (MOS) credit to Soldiers for job skills and duties performed outside of their primary MOS (PMOS).

b. Program overview:

(1) An institutional MOS-transition (reclassification training) course remains the preferred procedure to award a new MOS. However, operational credit provides commanders with another tool to accomplish MOS-T without significant investments in time and other scarce resources. Operational credit is not a program with lower quality standards and course task-condition-standards will not be compromised.

(2) The OCP provides the capability to award an additional MOS by participating in a three-phased program. In very rare instances will all MOS training requirements be met in the first two phases. Training in phases 1 and 3 will be based on the MOS-T program of instruction approved by the proponent school and taught by The Army School System (TASS) schools. Basic components of the OCP will consist of the following phases:

(a) *Phase 1. Pre-operation phase.* During this phase, Soldiers receive instruction based on a proponent approved training program. The program provides lessons to accomplish mission specific tasks (but it may not be the complete program of instruction (POI) for MOS qualification) prior to an operational mission or during pre-mobilization. This instruction is taught by proponent qualified instructors that include proponent school instructors, qualified TASS instructors, or instructors who have been certified by the proponent school. Unit commanders at battalion or company level must maintain a record, certified by a qualified instructor, of the tasks accomplished by each Soldier.

(b) *Phase 2. Operational phase.* During this phase, full or partial credit can be awarded for tasks performed to standard under the appropriate conditions while participating in an operational mission. The first O-6 in the chain of command will approve the documented tasks that have been validated by the subordinate unit commander. The documented tasks from phases 1 and 2 will be provided to the proponent school commandant or TASS functional proponent for task certification of full or partial MOS credit.

(c) *Phase 3. Post-operation phase.* After unit redeployment, the proponent school will provide the unit commander a list by Soldier that has received either full or partial MOS credit. If partial credit is awarded based on the first two phases, the proponent school must provide the unit commander feedback on the tasks for each Soldier to complete and receive full MOS credit. The unit commander will devise a training program, taught by certified instructors, in order to complete the final tasks. This training will be conducted within six months after redeployment and receiving feedback by the proponent school. After completion of all tasks, the unit commander (battalion or company level) will submit a list, through the first colonel in the chain of command, to the proponent school or TASS functional proponent of the remaining tasks accomplished by each Soldier and certified by a qualified instructor.

c. Unit commanders will process OCP requests through the chain of command as indicated in paragraph G-23b, above to the proponent school or TASS functional proponent for partial or full MOS credit. The requests should be in memorandum format with training records attached. Once endorsed by the chain of command and approved by the proponent school or TASS, the school will notify HRC of the Soldier's full credit for MOS qualification to be annotated to his/her personnel records.

d. TRADOC will coordinate with TASS functional schools as the Army's executive agent for training. Ensure quality control of implementing and managing OCP. Designate which MOS qualification courses are approved for OCP. For AA units, approve a training program tailored to complete the final tasks if full credit cannot be awarded based on the first two phases. Ensure Soldier meets all the prerequisites before awarding the MOS.

e. USAR TASS will supplement the base guidance in this message with implementing instructions. For USAR units, approve a training program tailored to complete the final tasks if full credit cannot be awarded based on the first two phases. Ensure Soldier meets all the prerequisites before awarding the MOS. Notify HRC of the Soldier's full credit for MOS qualification to be annotated to his/her personnel records.

f. The ARNG TASS will supplement the base guidance in this message with implementing instructions. For ARNG units, approve a training program tailored to complete the final tasks if full credit cannot be awarded based on the first two phases. Ensure Soldier meets all the prerequisites before awarding the MOS. Notify HRC of the Soldier's full credit for MOS qualification to be annotated to his/her personnel records.

g. HRC will annotate Soldier records as appropriate based on documentation from TRADOC or TASS functional proponent.

G-23. Resilience training

a. Resilience training (that is Battlemind) is the Soldier's inner strength to face the realities of the environment with courage, confidence, and resilience. This means meeting the mental challenges of training, operations, combat, and transitioning home. Soldiers with resilience take care of themselves, their buddies, and those they lead. The objectives of resilience training are:

- (1) To prepare Soldiers mentally for the challenges of training.
- (2) To prepare Soldiers mentally for the rigors of combat and other military deployments.
- (3) To assist Soldiers in their transition back home.
- (4) To prepare Soldiers with the skills to assist their battle buddies during deployment as well as during the transition back home.
- (5) To prepare leaders with the skills to sustain the resilience of those they lead.
- (6) To prepare Soldiers to deploy again in support of military operations, including additional combat tours.

b. Resilience training is a systematic approach to prepare Soldiers and leaders for the mental challenges they will confront throughout their military careers. The objective of resilience training is to help Soldiers identify the realities of challenging environments, develop skills to thrive and be resilient in the face of these realities, and know how to use these skills to help themselves, fellow Soldiers, and those they lead. These skills build on Soldier strengths to meet the challenges of training, deployment and transitioning home. The resilience training system trains Soldiers to manage cognitive, emotional, and physiological reactions using specific skills to grow and thrive in the face of challenges in the military as well as bounce back from adversity. The training system introduces these skills when Soldiers first enter the military, builds these skills across the deployment cycle, and consolidates these skills throughout a Soldier's career as part of an integrated developmental approach to creating resilient Soldiers.

- (1) Level A Resilience Training is conducted during IMT for all Soldiers.
- (2) Level B Resilience Training is conducted for Soldiers and spouses at pre-deployment and redeployment. During deployment, resilience training is provided to Soldiers through Battlemind Psychological Debriefings.
- (3) Level C Resilience Training is conducted as institutional leader development PME.

c. Level A Resilience Training trains fundamental resiliency skills required by all Soldiers. Initial training establishes a positive, strength-based perspective, addresses skills to meet the mental demands of IMT, and trains Soldiers in using these skills for themselves and for helping their battle buddies. Battlemind Warrior Resiliency (BWR) training for AMEDD personnel is included in this category. BWR trains AMEDD personnel in identifying Soldiers in need of behavioral health follow-up services.

d. Level B Resilience Training is conducted at the unit level as part of pre-deployment and redeployment training. During deployment, Battlemind Psychological Debriefings can be offered as an in-theater resilience building tool. Level B Resilience Training is conducted in small groups (platoon-size as a planning factor, preferably with intact units) by certified personnel (see paragraph f. below).

(1) Mild traumatic brain injury (mTBI) and post traumatic stress disorder (PTSD) awareness and response chain-teaching will be completed as part of pre-deployment and redeployment training. Key components of this training include an understanding by every Soldier and leader of the causes, symptoms and treatment available for mTBI and PTSD.

(2) Pre-deployment training for junior enlisted Soldiers is entitled "Pre-deployment Resilience Training for Soldiers (Preparing for War: What Soldiers Should Know and Do)". Pre-deployment training for leaders (NCOs and officers) is entitled "Pre-deployment Resilience Training (Ten Tough Facts about Combat)". Both modules identify realities of deployment, specify skills that will enable Soldiers to succeed, and reinforce basic resilience training principles. The leader module also presents specific challenges leaders may face during deployment and actions they can take to address those challenges.

(3) There are two redeployment resilience training modules, the same for all Soldiers.

(a) The initial redeployment training will be conducted within two weeks after the Soldier returns from deployment. This module prepares the Soldier for the transition from a combat zone to "the home zone". This training discusses the value of Soldier skills, the need to modify these desirable skills for a successful transition home, and typical reactions Soldiers have during the transition. The training module details techniques for adapting Soldier skills, identifies when behavioral health support may be needed, and describes available behavioral health resources.

(b) The follow-up redeployment training will be completed between 90-180 days after returning. This training discusses the continuing transition home, reinforces the need for adapting Soldier skills to the home environment, identifies typical problems, teaches self and buddy checks to identify when someone might need behavioral health support, and describes common "myths" associated with behavioral health problems.

(4) There are two resilience training modules for spouses, coinciding with pre-deployment and redeployment. The pre-deployment module focuses on the realities of deployment-related separation, actions spouses and Soldiers can take to minimize potential points of conflict, and builds on skills couples already have. The redeployment module focuses

on the realities of the transition home for both spouses and Soldiers, actions spouses and Soldiers can take to reduce potential points of conflict during the transition, and builds on skills to strengthen and grow as a Family.

e. Level C Resilience Training is conducted during leader development PME. The mTBI and PTSD awareness and response topics will be conducted during PME for enlisted Soldiers, warrant officers and officers. Resilience training for leaders addresses the mental challenges that they and their Soldiers may encounter, reviews positive and negative leader behaviors that can impact the resilience of their units, and identifies specific topics geared for the specific military education course.

f. Only a qualified instructor, certified by successfully completing the Battlemind Deployment Cycle Support Trainer Course (resident or MTT) offered by the AMEDDC&S will conduct resilience training and evaluate performance using established training conditions and performance standards. Training will be supported using training modules, student materials, and approved media resources located on the Battlemind Soldier Support (www.battlemind.army.mil) or Battlemind AKO (<https://www.us.army.mil/suite/page/442200>) Web sites. Training materials are based on scientific research, are part of an integrated approach to resilience training, and will be modified over time by the AMEDDC&S as part of this integrated approach. Although qualified instructors will incorporate their experience into the training, the training materials should not be changed.

g. Training will be documented and tracked as part of a Soldier's individual training record in DTMS.

G-24. Sergeant's training time

a. Commanders emphasize individual Soldier training in support of METL training by allocating dedicated training time for NCOs using sergeant's training time (STT). The STT recognizes the NCO's primary role in conducting individual, crew, and small team training. The STT develops junior leaders and builds cohesive teams.

b. The STT requires dedicated time on the training schedule and must be planned, resourced, rehearsed, and executed with no external distracters. NCOs select specific individual, crew, and small team tasks that support the unit's METL, based on their training assessment and platoon leader guidance. Commanders approve the selected tasks, provide the resources, allocate time to prepare, and monitor the training.

G-25. Weapons qualification training

a. Weapons qualification is the commander's tool for measuring the effectiveness of his weapons training program. Like physical fitness, marksmanship requires continual training to improve performance and prevent decay. Commanders will ensure individuals and crews are proficient in the safe and effective use, maintenance, and employment of weapons and weapon systems. Individuals and crews must meet weapons qualification standards for their weapon by training strategies described in DA Pam 350-38. The standards and frequency for weapons qualification are mandatory. However, commanders may tailor strategies in DA Pam 350-38 as required to allow their units to achieve standards.

(1) Preliminary marksmanship instruction (PMI) will be conducted before instructional or qualification firing of weapons. Examples of PMI are: fundamentals of marksmanship, shot grouping, battle sight zeroing, target detection/identification, range estimation, crew drill, immediate and remedial actions, and weapons maintenance. Examples of advanced marksmanship training are: night firing, firing in MOPP 4 configuration, and squad designated marksman. Whenever possible marksmanship training should be conducted with complete individual body armor. Rifle marksmanship training will be conducted in accordance with FM 3-22.9.

(2) Training on simulators and sub caliber ranges is encouraged before qualification, but do not replace the requirements for live fire qualification.

(3) Alternate qualification courses may be used when a standard record fire range is not available. The engagement skills training (EST) 2000 will not be used as a substitution for live fire qualification.

(4) Ammunition issued for training and qualification firing must be accounted for in accordance with AR 190-11 and AR 5-13.

(5) Individual qualification with weapons will be recorded on approved qualification scorecards, maintained in the Individual Training Record (ITR), recorded in DTMS and in military personnel records or DA Form 2-1 (See AR 600-8-104.) Commanders conducting training will record weapons qualifications in DTMS and provide the custodian of personnel records with information on qualification firing so it can be included in the Personnel Qualification Records.

(6) Exemptions from weapons qualification are as follows:

(a) Army Medical Department personnel and non-MEDCOM personnel in medical units will train and qualify with individual small arms (pistols and rifles). These personnel are not required to train and qualify on crew-served weapons. However, MEDCOM personnel attending training at NCOES courses will receive weapons instruction that is part of the curriculum. This will ensure that successful completion of the course is not jeopardized by failure to attend the weapons training portion of the curriculum.

(b) Chaplains and individuals classified 1-A-O (conscientious objectors).

(c) Cadets at the USMA, except when directed by the Superintendent.

(d) Individuals in duty positions not assigned individual weapons. When available, Soldiers will participate in

simulated marksmanship training (LMTS and/or EST 2000) and successfully complete simulator based performance tests with individual weapons. Crew-served weapons training using simulation is highly encouraged.

b. Qualification with the individual weapon is a prerequisite for assignment to a hostile fire zone, except for Chaplains and individuals classified as conscientious objectors. Qualification must be completed before deployment to the hostile fire zone and within the time period established in DA Pam 350–38 for units to re-qualify. Soldiers who consistently fail to qualify with their assigned weapons are not deployable assets so personnel actions for these individuals should reflect accordingly.

c. Qualification badges will be awarded in accordance with AR 600–8–22.

d. Unit commanders will designate and train Soldiers to operate, as an additional duty, crew-served weapons for which crews are not identified in the authorization document (for example, .50 caliber and M240 machine guns). Qualification with crew-served weapons will be in accordance with applicable training literature for those weapons and in accordance with training strategies in DA Pam 350–38. The requirement for simulator training and simulator-based performance tests prior to live fire also applies to crew-served weapons. Unit commanders may tailor training to meet directed-mission requirements.

e. Because ammunition is limited, the firing of weapons for familiarization by personnel not designated or assigned the weapon is not authorized, unless the unit commander deems it mission essential and the firing can be accomplished within existing authorizations prescribed in DA PAM 350–38. Familiarization weapons training also can be accomplished using training devices such as the EST 2000 for all Soldiers.

f. Before completing IET, personnel not excused by proper authority will qualify on a standard record fire range with the standard type U.S. Army rifle or the weapon with which they will typically be assigned.

g. Participation in competitive marksmanship program (See AR 350–66 for additional details) and morale, welfare and recreation Rod and Gun Club activities are encouraged to develop and improve skills.

Appendix H

Joint Airborne/Air Transportability Training (JA/T)

H–1. CONUS Joint Airborne/Air Transportability Training (JA/T) Program

a. The objectives of the CONUS JA/T Program are to:

- (1) Enhance readiness of Army forces through improved joint Air Force and Army training.
- (2) Practice strategic and tactical airlift planning, air loading, airdrops, air deployment, and assault airland techniques and procedures.
- (3) Improve the quality and quantity of airdrop (heavy equipment and personnel) techniques and assault airland training.

(4) Strengthen the Air Mobility Command Affiliation Program.

b. The following policy guidance pertains to Army involvement in JA/T missions:

(1) In planning, requesting, and conducting JA/T missions, all ACOMs, ASCCs, and HQDA agencies will comply with the policies contained in this regulation and appropriate Air Mobility Command guidance. (See app H.)

(2) The following missions are authorized in the CONUS JA/T Program:

- (a) Airdrop personnel and cargo, to include basic airborne qualification jumps.
- (b) Assault airland operations.
- (c) Static load training for units tasked to perform air transportability missions.
- (d) Joint development or certification of new and modified equipment or operational procedures.
- (e) Combat support training, examples of which include flare drops, leaflet drops, unconventional warfare activities, and joint airborne communications and command post employments.

(f) Other missions as agreed to by the Air Mobility Command and the supported commander.

(3) The following missions are not authorized under the CONUS JA/T Program:

- (a) Unilateral Army training using airlift primarily as a mode of transportation from one location to another.
- (b) Point-to-point air transportation not involving airdrop, assault airland, or air transportability training.
- (4) Transportation of personnel and equipment to and from CTCs will be programmed and budgeted as a transportation requirement and not under the CONUS JA/T Program. Procedures for requesting a Special Assignment Airlift Mission for transportation purposes are in AR 59–9.

(5) Requests for commercial transportation will not be submitted unless all actions to obtain military airlift are terminated.

c. Army priorities for the CONUS JA/T Program, in conjunction with the Air Force’s Air Mobility Command, are:

- (1) *Priority A:* Mission Critical. Joint Collective and Critical Individual Requirements.
- (a) Individual Readiness Proficiency (Basic Airborne Course, Jumpmaster Course, USAJFKSWC MFFPC)
- (b) Joint/Collective Readiness Training & Exercises (JFEX)

(2) *Priority B. Mission Essential.*

(a) Priority B1: Institutional Test & Evaluation (Army Airborne and SPEC OPS Test Dir)

(b) Priority B2: ARFORGEN Available force pool

1. United States Army Special Operations Command

2. Units designated or training as GRF/high state of readiness

3. Airborne units in the ARFORGEN Available force pool

(c) Priority B3: ARFORGEN Train-Ready force pool

1. Deployable airborne units in the ARFORGEN Train-Ready force pool

2. Airborne units not in the ARFORGEN process

(d) Priority B4: ARFORGEN Reset force pool

1. ABN units in the Reset force pool

2. Test and Evaluation missions in support of long range acquisition strategy

3. Air load and deployment training

(3) *Priority C. Mission Enhancement.*

(a) Airborne organizations not in the ARFORGEN process (that is NTC/JRTC O/C's)

(b) Early Entry Force ISO GRF training

(4) *Priority D: Demonstrations - air shows, sports events, Army parachute team.*

(5) *Priority E. OCONUS Airborne units.*

d. Major commands will implement these policies within their regulations. Further, ACOMs and ASCCs will establish procedures by which JA/T programs will operate in accordance with Air Mobility Command Operation Order 17-76. Additionally, Air Mobility Command's procedures have precedence during crisis situations.

H-2. JA/T requirements and requests

a. All JA/T missions will maximize training for both Army forces and mobility aircrews. Requirements must be verified by the FORSCOM representative/validator prior to the bi-monthly Headquarters Air Mobility Command JA/T validation period. This online process allows users to submit requirements for airlift support, request mobility mission support, and coordinate mission details. With six validation periods per year, the online process usually occurs approximately 50 days prior the first day of the next two months during which the mission will take place.

b. The JA/T requests are filed via the JA/T Web site: <https://jaatt.amc.af.mil/>. Computers on military domains and CAC are required for access. For individual accounts access, log on the Web site. Unit airlift scheduling representatives will be assigned appropriate Web site permissions to submit JA/T mission requests. Detailed instructions on the validation process and Web site functions can be found on the Web site Links & Downloads section. Missions submitted to the Web site that will occur in a previously validated month are considered Add-On missions. The requesting airlift user must provide justification and coordination references with the supporting flying wing, contingency response element (CRE), or special tactics team, as applicable. Changes to approved JA/T missions can be requested through the Web site at any time prior to the mission start date. Coordination with 618th TACC/XOBC, the supporting flying wing, CRE, or special tactics team, as applicable, is required.

H-3. JA/T workshops

a. The 618th TACC/XOBC will schedule and oversee the bi-monthly JA/T validation period.

b. Users submit requirements using the JA/T Web site at a specified time prior to the validation period. The FORSCOM representative/validator performs initial reviews of Army requirements to verify accuracy of information and that minimum criteria are met to be considered a JA/T mission. Successful reviews result in JA/T requirements posted on the Web site where flying wings can view and allocated airlift assets for support. Requesting users are also encouraged solicit support by direct contact with flying wing schedulers. Once flying wing and mission support are obtained, mission details must be thoroughly coordinated prior to airlift headquarters review. Upon successful review, the 618th TACC/XOBC will issue a JA/T sequence number with authorization to operate the mission. The originating user serves as the focal point for all coordination details and is ultimately responsible for all management aspects of a JA/T mission prior to and after validation.

c. Air Mobility Command has ultimate oversight of the JA/T Program, as the program is funded from its training operation authorizations. The Air Mobility Command Operations Order 17-76, Joint Airborne/Air Transportability Training, provides overall planning and execution guidance for JA/T missions conducted by Air Mobility Command and Air Mobility Command-gained CONUS-based airlift aircraft and crews. At the completion of every JA/T validation period, all approved JA/T mission taskings will be posted on the JA/T Web page.

H-4. Air Mobility Command Affiliation Program

a. This program matches numbered air forces with Army corps, division, and nondivisional units, worldwide. An affiliation relationship between an Air Mobility Command unit and a designated Army unit results in improved joint

training opportunities. The mission, size, attrition rate, combat readiness, and contingency commitments of affiliated units dictate the frequency of training.

b. The affiliation and JA/T programs are separate but complementary. Most affiliation training activities will take place in conjunction with scheduled JA/T missions.

Appendix I Constructive or Equivalent Course Credit for Officers and Army Civilians

I-1. Course credit policy

The policy for granting constructive or equivalent course credit is stated in paragraph 12 of chapter 3. The tables in this appendix identify the type of credit applicable to Officer Education System courses and Civilian Education System courses and provides details concerning eligibility and processing of applications for course credit.

I-2. Course credit tables

Table I-1 applies to all OPMD-managed AA commissioned officers. Table I-2 applies to Chaplains; table I-3 applies to Medical Corps (MC) officers; table I-4 applies to Judge Advocate General Corps officers and table I-5 applies to the Army Civilian Corps.

**Table I-1.
Constructive or equivalent course credit for OPMD-managed Active Army commissioned officers**

School/ Course	Type Credit (MEL award)	Eligibility	Application Submit- ted	Forward to:	Special Instructions
CCC (Phase I)	Constructive (MEL 6)	Complete more than 8 years AFCS	By: Individual officer or career management division	Commander, HRC, TN: appropriate career mgmt division	Officer must qualify by length of service, field experience, or demonstrated ability.
	Equivalent (MEL 6)	All officers	School commandant	Commander, HRC, TN: appropriate career mgmt division	Instructor duty is insufficient reason to award equivalency. Officer must complete all requirements of course. Commandant may waive requirements for subject matter area in which officer instructs. Commandant must first certify equivalent knowledge.
ILE	Constructive (MEL 4)	Officers in grade of MAJ or LTC complete OAC or CCC and more than 15 years AFCS	Individual officer or career management division	Commander, HRC, TN: appropriate career mgmt division	None.
	Equivalent (MEL 4)		College commandant	Commander, HRC, TN: Appropriate career mgmt division	Officers completing equated foreign military schools will normally be granted credit. Instructor duty is insufficient reason. Officer must complete all requirements expected of course graduates. Commandant may waive requirements or subject matter area in which officer instructs. Commandant must first certify equivalent knowledge.
SSC	Constructive (MEL 1)	Officers in grade of LTC or COL complete ILE and more than 23 years AFCS	Individual officer or career management division	Commander, HRC, TN: appropriate career mgmt division	None.
	Equivalent (MEL 1)		College commandant	Commander, HRC, TN: appropriate career mgmt division	None.

**Table I-2
Constructive or equivalent course credit for Chaplains**

School/ Course	Type Credit (MEL award)	Eligibility	Submits Application	Forward to:	Special Instructions
CCC (Phase I)	Constructive (MEL 6)	Complete more than 8 years AFCS	Individual chaplain or career management division	Commander, HRC	Officer must qualify by length of service, field experience, or demonstrated ability.
ILE	Constructive (MEL 4)	Chaplains in grade of MAJ or LTC, complete OAC or CCC and more than 15 years AFCS	Individual officer or career management division	Commander, HRC, TN: appropriate career mgmt division	Officer must qualify by length of service, field experience, or demonstrated ability.
SSC	Constructive (MEL 1)	Officers in grade of LTC or COL, complete ILE and more than 23 years AFCS	Individual officer or career management division	Commander, HRC	Officer must qualify by length of service, field experience, or demonstrated ability.

**Table I-3
Constructive or equivalent course credit for Medical Corps officers**

School/ Course	Type Credit (MEL award)	Eligibility	Submits Application	Forward to:	Special Instructions
OBC	Constructive (MEL 7)	Prior attendance at non-MEDCOM OBC or at least 1 year of MEDCOM AFCS in a capacity other than first year graduate medical education	Individual officer or MC career activities	HRC Commander	Officer must demonstrate distinguished duty or service that includes the common subject matter of the OBC. Letter of application must state specific reasons why applicant did not complete the course in residence or by distributed learning.
CCC (Phase 1)	Constructive (MEL 6)	Prior attendance at non-MEDCOM OAC or CCC and at least 6 years of MEDCOM AFCS at least 3 of which were in a capacity other than an educational program	Individual officer	HRC Commander	Officer must demonstrate distinguished duty or service that includes the common subject matter of the OAC or CCC. Letter of application must state specific reasons why applicant did not complete the course in residence or by distributed learning.
ILE	Constructive (MEL 4)	Credit for OAC or CCC and at least 9 years MEDCOM AFCS at least 5 of which were in a capacity other than an educational program. Credit for OAC or CCC and must be beyond eligibility for resident course attendance (15 years AFCS) or enrollment in distributed learning course (18 years AFCS).	Individual officer	HRC Commander	Officer must have an outstanding performance record indicating a diversity of assignments including at least one MEDCOM Command or key staff assignment. Officer must clearly demonstrate general understanding of the common subject areas of the ILE course. Additionally, letter of application must provide satisfactory justification why ILE nonresident (distributed learning) instruction was not completed during the eligibility period.

**Table I-4
Constructive or equivalent course credit for JAGC officers**

School/ course	Type credit ((MEL award)	Eligibility	Submits application	Forward to:	Special Instructions
Graduate course	Constructive (MEL 6)	Officers complete more than 8 years AFCS	Individual officer or career management division	TJAG (DAJA-PT)	Must qualify by length of service, field experience, or demonstrated ability.
	Equivalent (MEL 6)	All officers	School commandant	HRC Commander	Instructor duty is insufficient reason. Officer must complete all requirements expected of course graduates. Commandant may waive requirements for subject matter area in which officer instructs. Commandant must first certify equivalent knowledge.
ILE	Constructive (MEL 4)	Officers in grade of MAJ or LTC, complete officer graduate course	Individual officer or career management division	HRC Commander	None.
	Equivalent (MEL 4)		School commandant	HRC Commander	Instructor duty is insufficient reason. Officer must complete all requirements expected of course graduates. Commandant may waive requirements for subject matter area in which officer instructs. Commandant must first certify equivalent knowledge.
SSC	Constructive (MEL 1)	Officers in grade of LTC or COL, complete ILE, more than 23 AFCS	Individual officer or career management division	HRC Commander	None.
	Equivalent (MEL 1)	Officers in grade of LTC or COL, and complete ILE	College commandant	HRC Commander	None.

**Table I-5
Constructive or equivalent course credit for Army Civilian Corps**

School/ course	Eligible	Required	Prerequisite	Equivalent credit
Foundation Course	All Army civilian employees Military, foreign nationals, and other DOD employees	Required for Interns, Team Leaders, and Supervisors employed after 30 Sept 2006		ILDC
Basic Course	Army civilians in permanent appointments Military, foreign nationals, and other DOD employees	Required for Army civilians as team leaders or in permanent appointment to supervisory or managerial position; Complete within 1 year of appointment	Foundation Course or equivalent	LEAD, OBC/BOLC, WOAC, ANCO/SLC
Intermediate Course	Army civilians in permanent appointments Military, foreign nationals, and other DOD employees	Required for Army civilians in permanent appointment to supervisory or managerial position; Complete within 2 yrs of appointment	Foundation Course and Basic Course or equivalent	OLE, CCC, WOSC, FSC

**Table I-5
Constructive or equivalent course credit for Army Civilian Corps—Continued**

School/ course	Eligible	Required	Prerequisite	Equivalent credit
Advanced Course	Army civilians in permanent appointments Military, foreign nationals, and other DOD employees	Required for Army civilians in permanent appointment to supervisory or managerial position; Complete within 2 yrs of appointment	Foundation Course, Basic Course, and Intermediate Course, or equivalent.; Grade level GS-13-15 or comparable pay band	AMSC, SBLM, CGSC/ILE, WOSSC, SMC
SSC	Army civilians with 3 years in permanent appointment GS/GM-14/15 or comparable pay band		Advanced Course or equivalent and Baccalaureate Degree	MEL 1 education

Notes:

¹ Equivalent credit for Army military and civilian courses is granted through HQDA, DCS, G-3/5/7. No additional documentation is required. Credit for course work outside the Army (university, DOD or government courses), or supervisory experience is requested through the process identified in chapter 3, paragraph 12.

Appendix J Reimbursable Matrix Support for NET Support and Services

J-1. Automated data processing support

- a. Equipment
- b. Maintenance

J-2. Army modernization training automation system

- a. Contract support
- b. Hardware and software
- c. Training

J-3. Test support training

- a. Test support packages
- b. Follow-on test and evaluation
- c. Initial operation test and evaluation

J-4. NET related instruction

- a. Instructor and key personnel training
- b. Staff planners course
- c. NET team instruction
- d. New materiel introductory briefings
- e. Logistics assistance representative training
- f. New materiel operations and maintenance training
- g. Technical orientation training

J-5. Army civilian support

- a. Salaries
- b. Travel and per diem

J-6. NET team support

- a. Salaries (Army civilian and contractor)
- b. Travel and per diem

J-7. Contractor support

- a. Salaries
- b. Travel and per diem

Appendix K Multi-Source Assessment and Feedback

K-1. The MSAF program

a. The MSAF is a program to enhance leader adaptability and self awareness and to identify Army leaders' strengths and weaknesses. Assessments are made from those who surround a leader – subordinates, peers, and superiors. Multi-source assessments are also called 360 degree assessments. The MSAF builds on the Army's standard practice of conducting after action reviews for units.

b. The MSAF program is conducted for the purpose of assisting a leader to become more self-aware and to know how best to develop him or herself for future leader responsibilities. The MSAF program is separate and distinct from the Army's formal performance evaluations and personnel management practices. The MSAF will require candid and honest assessment by those asked to participate in the process.

c. Assessment instruments available through the MSAF system conform to leadership doctrine. Assessment questions focus on core leader competencies and important supporting leadership behaviors. The MSAF incorporates the existing leader development portfolio found on AKO. The MSAF training, instructions, assessment instruments, and feedback products are only available through Web-based delivery at <https://msaf.army.mil>.

d. The MSAF program will be executed for leaders in MTOE units, TDA organizations, and for students selected to attend specified professional military education and civilian education system courses. Individual leaders will also be able to initiate a limited number of MSAF assessments.

(1) Units will be scheduled for participation on a cyclical basis and aligned with ARFORGEN or deployment cycles. Coaching will be available for leaders assigned to MTOE units through a capability provided by the Combined Arms Center - Center for Army Leadership. A coach will assist the leader in interpreting the leader's individual feedback report and generating an individual development plan.

(2) Students scheduled to attend selected PME courses (BNCOC/ALC, ANCOG/SLC, SMC, WOAC, WOSC, WOSSC, CCC, and ILE) will be notified through RRS to participate in an MSAF assessment. Notifications will also be provided on individual RFOs (request for orders) as special instructions. Students scheduled to attend selected CES courses (Basic Course, IC and Advanced Course) will be notified through the Civilian Human Resources Training Application System to participate in an MSAF assessment. Timely completion will allow feedback to be available during resident course phases. Faculty, cadre, and staff will provide coaching to assist students in interpreting 360 results and planning development action plans for improvement.

(3) Any Army leader - military or civilian – can conduct a self-initiated MSAF assessment. The number of assessments for an individual will be limited to one every 18 months.

e. The Commandant, USAWC is responsible for the conduct and maintenance of an individual leadership assessment program for SSC students that focuses on the unique challenges and opportunities of senior Army leaders.

f. This program applies to AA and RC Soldiers from the rank of SGT through COL, and Army civilian leaders. Subordinates, peers and superiors of these leaders shall participate in the program and provide assessments when notified by the MSAF program.

K-2. Types of reports

a. *Individual reports.* The MSAF program provides a portfolio capability where an individual leader can store their feedback and developmental plans and retrieve them. This portfolio can only be accessed by the individual leader.

b. *Unit reports.* Upon completion of MTOE and TDA sessions, aggregate reports will be provided to MTOE unit commanders and TDA commanders, directors, or other organizational leaders. Aggregate reports will have no identifiers of persons assessed or making the assessments. No individual results will be discernible in these reports.

c. *Unspecified aggregate reports.* Periodic aggregate reports will be provided to leaders of institutional, educational and training functions. These institutional reports will report trends of strengths and weaknesses that correspond to a particular cohort by rank, Army educational level, or other grouping condition.

K-3. Confidentiality and Accessibility of reports

a. All assessments are strictly confidential so that only the targeted leader sees and controls the results from the assessments.

b. Leaders can share their results with others of their own choosing. Superiors or authorities may not request results from the individual leader or from any program personnel or data base administrators.

c. High-level encryption and other protection steps are used to prevent unauthorized disclosure. Program personnel and administrators are required to enter into non-disclosure agreements and pledges of privacy.

Appendix L Culture and Language Resources

L–1. Military-related links

a. No account required.

(1) *Field Support Modules (DLIFLC)*. The Field Support Web site is an online resource of the Defense Language Institute Foreign Language Center (DLIFLC) and offers country familiarization materials and language survival kits/guides directly supporting both linguists and non-linguists (<http://fieldsupport.lingnet.org/>).

(2) *LingNet (DLIFLC)*. The LingNet Web site is a service provided by (DLIFLC). LingNet hosts materials developed at DLI by the Curriculum Development Division. These include both the "Countries in Perspective" series and the Global Language Online Support System. The LingNet Web site also hosts materials developed by other government and Department of Defense agencies (<http://www.lingnet.org/>).

(3) *Basics of Iraqi Arabic*. Hosted by LingNet and consisting of more than 20 modules for learning the basics of Iraqi Arabic (<http://onlinelearning.lingnet.org/BIA/data/loader.htm>).

b. Account/logon required (limited availability without account on some sites).

(1) *LangNet*. LangNet is a language learning support system with interactive materials designed for those who want to practice and maintain their target language reading and listening skills (<http://www.langnet.org/>).

(2) *Joint Language University*. The Joint Language University is a co-operative effort between agencies of the Federal Government, the Department of Defense, and Academic institutions (<http://jlu.wbtrain.com/>).

(3) *Satellite Communications for Learning Associations (SCOLA)*. SCOLA is a non-profit educational organization that receives and re-transmits television programming from around the world in native languages. These programs are available via satellite, cable TV and the Internet to students of language study, ethnic communities, and anyone seeking a global perspective (<http://www.scola.org/>).

(4) *Tactical Language and Culture*. For members of the U.S. Armed Forces, this site is available if you have a .mil e-mail address. Register on this Web site to download your copies of the Tactical Iraqi, Tactical Pashto and Tactical French Language & Culture Training Systems software, manuals, and trainer materials. You also obtain access to the technical support forums. After you have registered and verified your account, you will need to log on to the site to see the downloads available to you (<http://support.tacticallanguage.com/>).

(5) *Center for Advanced Operational Culture Learning (USMC)*. This site contains culturally relevant resources such as current news and analysis, maps and images, digital media debriefs, tactics, and language (Arabic, Russian, French, Spanish, Turkish, and Uzbek), which enable users to explore operational culture in Operation Iraqi Freedom, Operation Enduring Freedom, Caucasus and Central Asia, South Asia, and Africa (<http://www.tecom.usmc.mil/caocl/>).

(6) *Army eLearning*. Army eLearning may include Rosetta Stone® and/or other contracted commercial products) for use by Soldiers and Army Civilians (<https://usarmy.skillport.com/SkillPortFE/login/usarmylogin.cfm>) or (<https://www.atrrs.army.mil/channels/eLearning/smartforce/>).

(7) *HQDA Intelligence Information Services Culture and Language Resources Portals*. The cultural portal provides information spanning the world which contains links to official government, academia, and commercial Web sites. The language resource portal features ethnic and language information displayed by AOR, to include regional dialects of interest to linguist. These sites are available on NIPRNET, SIPRNET, AKO, and Intelink-U. Below is the list of Web sites by networks.

(a) SIPRNET–Culture: <http://dadpm.inscom.army.smil.mil/culture/index.asp>

(b) SIPRNET–Language: <http://dadpm.inscom.army.smil.mil/culture/language.asp>

(c) AKO: <https://www.us.army.mil/suite/page/190527>

(d) OSIS: <http://www.intelink.gov/sharepoint/crp/default.aspx>

(8) *NetLibrary*. NetLibrary is an MWR-sponsored site that provides access to your library's eContent collection. eContent is the digital version of books, journals, and database content. You can access your library's eContent 24 hours a days, seven days a week. This site includes hundreds of language and culture related items. To create a free account, logon to AKO. Roll over the "Self Service" tab and click on the "My Library" link. Locate the "Library Database Links" box approximately halfway down the page on the right-hand side. Click on the link for "NetLibrary Audio and eBooks". Create your account from this link. After establishing your account you can access the library from the following link: <http://www.netlibrary.com/>.

(9) *TRADOC Culture Center/University of Military Intelligence*. The TTC provides comprehensive studies of various cultures and their way of life. Videos and other media are available to students. Cultural Awareness MTTs and USAIC&FH Institutional Training are available for Iraq, Afghanistan, and Horn of Africa (<http://www.universityof-militaryintelligence.us/main.asp>).

L–2. Other governmental links

a. *Voice of America*. The Voice of America, which first went on the air in 1942, is a multimedia international broadcasting service funded by the U.S. government through the Broadcasting Board of Governors. Voice of America broadcasts more than 1,000 hours of news, information, educational, and cultural programming every week to an

estimated worldwide audience of more than 115 million people in over 40 languages (<http://www.voanews.com/english/portal.cfm>).

b. *CIA World Factbook*. Provides country information (<https://www.cia.gov/library/publications/the-world-factbook/index.html>).

c. *CIA World Leaders*. The CIA publishes and updates the online directory of Chiefs of State and Cabinet Members of Foreign Governments regularly. The directory is intended to be used primarily as a reference aid and includes as many governments of the world as is considered practical, some of them not officially recognized by the United States (<https://www.cia.gov/library/publications/world-leaders-1/index.html>).

d. *Education Resources Information Center*. Provides free access to more than 1.2 million bibliographic records of journal articles and other education-related materials and, if available, includes links to full text. It is sponsored by the U.S. Department of Education, Institute of Education Sciences (<http://www.eric.ed.gov/ERICWebPortal/Home.portal>).

e. *Intelink*. A collaboration of organizations formerly known as the Open Source Information System (OSIS). Accessible through Intelink are the Marine Corps Intelligence Activity products, including country handbooks, cultural field guides, and smart cards, many in .pdf format (<https://www.intelink.gov/home.aspx>).

f. *Library of Congress*. The Library of Congress Web site is searchable for digital holdings. One of interest to language learners contains the scanned text of the 1997 edition of the ALA–LC Romanization Tables: Transliteration Schemes for Non-Roman Scripts, approved by the Library of Congress and the American Library Association (<http://www.loc.gov/catdir/cpsol/roman.html>).

L–3. Non-governmental sites

Note: Any link to a commercial entity does not constitute an endorsement by the United States Government or any of its agencies within. Their inclusion here is meant to be a representative survey of the resources available on the Worldwide Web from news organizations, commercial ventures and educational institutions.

a. *BBC World Services*. News and audio in 33 languages (<http://www.bbc.co.uk/worldservice/languages/>).

b. *BBC Languages*. Free online courses courtesy of the British Broadcasting Corporation (<http://www.bbc.co.uk/languages/>).

c. *Foreign Service Institute Language Courses*. Home for language courses developed by the Foreign Service Institute. These courses were developed by the United States government and are in the public domain (<http://fsi-language-courses.org>).

d. *Slavic and East European Language Research Center*. Operated by Duke University, the Slavic and East European Language Research Center develops teaching and assessment materials available online (<http://www.seelrc.org/projects/grammars.ptml>).

e. *Transparent Language*. A commercial venture that produces language learning software. Free software in over 100 languages is available at the link below (<http://www.transparent.com/languagepages/languages.htm>).

f. *Ethnologue*. Ethnologue.com is a place where you can conveniently find many resources to help you with your research of the world's languages. Ethnologue.com is owned by SIL International, a service organization that works with people who speak the world's lesser-known languages (<http://www.ethnologue.com/>).

g. *Omniglot*. This site contains details of most alphabets and other writing systems currently in use, as well as quite a few ancient and invented ones. It also includes information about some of the languages written with those writing systems, multilingual texts, tips on learning languages, a book store, some useful phrases in many different languages, and an ever-growing collection of links to language-related resources (<http://www.omniglot.com/writing/index.htm>).

h. *The Russian Language Mentor*. The Russian Language Mentor is a self-paced language maintenance and development curriculum intended for intermediate to advanced Russian linguists (<http://russianmentor.net/>).

i. *University of Pennsylvania - African Studies Center*. <http://www.africa.upenn.edu/afl/materials.htm>.

j. *The Language Flagship*. The Language Flagship leads the nation in designing, supporting, and implementing a new paradigm for advanced language education. Through an innovative partnership between the federal government, education, and business, The Language Flagship seeks to graduate students who will take their place among the next generation of global professionals, commanding a superior level of fluency in one of many languages critical to U.S. competitiveness and security (<http://www.thelanguageflagship.org/>).

Glossary

Section I Abbreviations

AA

Active Army

AAC

Army Acquisition Corps

AAR

after action reviews

AAW

Army Acquisition Workforce

ACC

Army competitive category

ACCP

Army Correspondence Course Program

ACE

American Council on Education

ACES

Army Continuing Education System

ACP

Army Campaign Plan

ACOM

Army command

ACS

advanced civil schooling

ACSIM

Assistant Chief of Staff for Installation Management

ACTEDS

Army Civilian Training, Education, and Development System

ADCON

administrative control

ADT

active duty for training

AER

academic evaluation report

AERS

Academic Evaluation Reporting System

AF

appropriated funds

AFB

Air Force Base

AFCS

active Federal commissioned service

AGR

Active Guard/Reserve

AIT

advanced individual training

AKO

Army Knowledge Online

ALC

Advanced Leaders Course

ALDP

Army Leader Development Program

ALMS

ALMS

AMC

Army Materiel Command

AMEDD

Army Medical Department

AMEDDCS

Army Medical Center and School

AMSC

Army Management Staff College

AMSP

Advanced Military Studies Program

AMT

Army modernization training

AMTAS

Army Modernization Training Automation System

ANCOC

Advanced Noncommissioned Officers' Course

AOC

area of concentration

AODC

Action Officer Development Course

AOR

area of responsibility

APFRI

Army Physical Fitness Research Institute

APFT

Army Physical Fitness Test

APT

Army personnel test

ARFORGEN

Army force generation

ARNG

Army National Guard

ARPRINT

Army Program for Individual Training

ARSOF

Army Special Operations Forces

ARSOFLO

Army Special Operations Forces Language Office

ARSTR

Army Strategic Command

ASA(ALT)

Assistant Secretary of the Army (Acquisition, Logistics, and Technology)

ASA(FM&C)

Assistant Secretary of the Army (Financial Management and Comptroller)

ASA(I&E)

Assistant Secretary of the Army (Installation and Environment)

ASA(M&RA)

Assistant Secretary of the Army (Manpower and Reserve Affairs)

ASCC

Army Service Component Command

ASCO

Army Space Cadre Office

ASI

additional skill identifier

ASLDP

Army Strategic Leadership Development Program

ASLDP-A

Army Strategic Leadership Development Program - Advanced

AT

antiterrorism

AT&LDS

Army Training and Leader Development Strategy

ATD

advanced technology demonstration

ATED

Army Training and Education Development

ATIS

Army Training Information Systems

ATRRS

Army Training Requirements and Resources System

AUTL

Army Universal Task List

AWE

Army Warfighting Experiment

AWT

Army Warrior Training

BASOPS/SRM

base operations support/sustainment, revitalization, and modernization

BC

battle command

BCAWS

Battle Command as a Weapon System

BCT

basic combat training

BCTC

Battle Command Training Center

BCTCDP

Brigade Combat Team Commander Development Program

BCTP

Battle Command Training Program

BCTS

Battle Command Training Strategy

BNCOC

Basic Noncommissioned Officer Course

BOIP

basis of issue plan

BOIPFD

basis of issue plan feeder data

BOLC

Basic Officer Leader Course

BRAC

Base realignment and closures

BSNCOC

Battle Staff Noncommissioned Officer Course

BSTB

brigade special troops battalion

C2 CS

command and control combined arms training strategy

C4

Chaplains Captains Career Course

C5

Captains Career Common Core Course

CA

combat arms

CA

collection and analysis team

CAC

Combined Arms Center

CAD

course administrative date

CAL

Center for Army Leadership

CALL

Center for Army Lessons Learned

CAR

Chief, Army Reserve

CATS

combined arms training strategy

CBRN

chemical, biological, radiological and nuclear

CBRNE

chemical, biological, radiological, nuclear and high-yield explosive

CBTDEV

combat developer

CCC

Captains Career Course

CCDR

Combatant Commander

CCH

Chief of Chaplains

CCP

Consolidated Cryptologic Program

CCR

cross component resourcing

CDR

commander

CES

Civilian Education System

CESL

Continuing Education for Senior Leaders

CFR

Code of Federal Regulations

CGSC

Command and General Staff College

CGSOC

Command and General Staff Officer Course

CH-BOLC

Chaplain Basic Officer Leader Course

CIA

Central Intelligence Agency

CID

Criminal Investigation Division

CIMT

Chaplain Initial Military Training

CIO

Chief Information Officer

CIOR

Confederation of Inter-allied Reserve Officer

CISM

Conseil International du Sport Militaire

CJCS

Chairman, Joint Chiefs of Staff

CJCSI

Chairman, Joint Chiefs of Staff instruction

CJCSM

Chairman, Joint Chiefs of Staff memorandum

CL

course location

CLP

Command Language Programs

CNGB

Chief, National Guard Bureau

COC

council of colonels

COE

contemporary operating environment

CONUS

continental United States

COTR

contracting officer's technical representative

CPA

Army Chief of Public Affairs

CRE

contingency response element

CREW

counter radio-controlled electronic warfare

CRM

composite risk management

CS

combat support

CSA

Chief of Staff, Army

CSLMO

Civilian Service Leader Management Office

CSS

combat service support

CTC

Combat Training Center

CTIP

combating trafficking in person

CVSP

Cardiovascular Screening Program

DARNG

Director, Army National Guard

DAU

Defense Acquisition University

DAWIA

Defense Acquisition Workforce Improvement Act

DCG

deputy commanding general

DCPDS

Defense Civilian Personnel Data System

DCS, G-1

Office of the Deputy Chief of Staff, G-1

DCS, G-3/5/7

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

DDE

department of distance education

DDTC

deployed digital training campus

DELDP

DOD Education Leadership Program

DEP

distant education program

DET

displaced equipment training

DETP

displaced equipment training plan

DFAS

Defense Finance and Accounting Service

DINFOS

Defense Information School

DL

distributed learning

DLETP

distributed learning education and training products

DLIELC

Defense Language Institute English Language Center

DLIFLC

Defense Language Institute Foreign Language Center

DLS

distributed learning system

DMWR

depot maintenance work requests

DOD

Department of Defense

DODD

Department of Defense directive

DODI

Department of Defense instruction

DOTMLPF

doctrine, organizations, training, materiel, leadership and education, personnel, and facilities

DPTM

Director of Plans, Training and Mobilization

DRRS-A

Defense Readiness Reporting System - Army

DRU

Direct Reporting Unit

DSLDP

Defense Senior Leader Development Program

DTF

digital training facility

DTG

date/time group

DTMS

Digital Training Management System

DTT

Doctrine and Tactics Training

EA

executive agent

EMM

events menu matrix

EMS

electromagnetic spectrum

EO

equal opportunity

EOH

Executive Office of the Headquarters

EPMS

Enlisted Personnel Management System

ESL

English as a second language

EST

engagement skills training

ETC

Exportable Training Capability

EUSA

Eighth United States Army

EW

electronic warfare

EWO

electronic warfare officer

FA

functional area

FAO

foreign area officer

FBCB2

Force XXI Battle Command Brigade and Below

FC

Foundation Course (Civilian Education System)

FCS

Future Combat System

FLL

focused language list

FORSCOM

Forces Command

FSC

First Sergeant Course

FSO METL

full spectrum operations mission essential task list

FUE

first unit equipped

GCMCA

general court martial convening authority

GMD

ground-based midcourse defense

GOMO

General Officer Management Office

GPP

Graduate Placement Program

GRF

global response force

GS

general schedule

GWOT

global war on terrorism

HQ

headquarters

HRC

Human Resources Command

HUMINT

human intelligence

IADT

initial active duty for training

IBCT

infantry brigade combat team

IC

Intermediate Course (Civilian Education System)

ICAF

Industrial College of the Armed Forces

ICH

instructor contact hour

IDT

inactive duty for training

IED

improvised explosive device

IET

initial entry training

IG

inspector general

IKPT

instructor and key personnel training

ILE

Intermediate Level Education

IMCOM

Installation Management Command

IMDC

isolated, missing, detained, or captured

IMT

initial military training

INSCOM

Intelligence and Security Command

IPL

integrated priorities list

IRR

individual ready reserve

ISSO

information systems security officer

IT

information technology

ITADSS

instrumentation and training aids, devices, simulators and simulations

ITAM

Integrated Training Area Management

ITE

integrated training environment

ITP

individual training plan

ITR

individual training record

ITRO

Interservice Training Review Organization

JA/T

Joint Airborne/Air Transportability Training Program

JAG

Judge Advocate General

JAGC

Judge Advocate General's Corps

JAWS

Joint Advanced Warfare School

JCS

Joint Chiefs of Staff

JFC

joint force commander

JFCOM

Joint Forces Command

JFEX

joint forcible entry exercise

JIM

joint, interagency, intergovernmental, and multinational

JKDDC

joint knowledge development and distribution capability

JMRC

Joint Multinational Readiness Center

JPME

Joint Professional Military Education

JPRA

Joint Personnel Recovery Agency

JPRC

Joint Personnel Recovery Center

JRTC

Joint Readiness Training Center

KPP

key performance parameter

LAR

logistics assistance representative

LEAD

leadership education and development

LDD

Leader Development Division

LIC

language identification code

LN

local national

LT/LD

leader training and leader development

LVC

live, virtual, constructive

MACP

Modern Army Combatives Program

MANPRINT

manpower and personnel integration

MDEV

materiel developer

MC

Medical Corps

MCA

military construction, Army

MDC

Manager Development Course

MDEP

management decision evaluation package

MDR

milestone decision review

MDW

Military District of Washington

MEB

maneuver enhancement brigade

MEDCOM

U.S. Army Medical Command

MEL

military education level

MER

mission essential requirement

METL

mission essential task list

MFE

maneuver, fires and effects

MFTB

multifunctional training battalions/brigades

MILCON

military construction

MIPR

military interdepartmental purchase request

MMRB

Military Medical Review Board

MOPP

mission-oriented protective posture

MOS

military occupational specialty

MRD

materiel requirements document

MSAF

multisource assessment and feedback

mTBI

mild traumatic brain injury

MTOE

modified table of organization and equipment

MTT

mobile training team

MWD

military working dog

MWR

morale, welfare, and recreation

NO

North Atlantic Treaty Organization

NCOA

Noncommissioned Officer Academy

NCODP

Noncommissioned Officer Development Program

NCOES

Non-Commissioned Officer Education System

NDCC

National Defense Cadet Corps

NDU

National Defense University

NET

new equipment training

NETCOM

Network Enterprise Technology Command

NETP

new equipment training plan

NETT

new equipment training team

NGB

National Guard Bureau

NGO

nongovernment organization

NGR

National Guard regulation

NMIB

new materiel introductory briefing

NSOOC

North Atlantic Treaty Organization Staff Officers Orientation Course

NSPS

National Security Personnel System

NTC

National Training Center

NWC

National War College

OBC

Officer Basic Course

OCONUS

outside continental United States

OCS

Officer Candidate School

OCP

Operational Credit Program

OES

Officer Education System

OLE

Organizational Leadership for Executives

OMA

operations and maintenance, Army

OMAR

operations and maintenance, Army Reserve

OMARNG

operations and maintenance, Army National Guard

OML

order of merit list

OPFOR

opposing forces

OPMD

Officer Personnel Management Directorate

OPMEP

officer professional military education policy

OPTEMPO

operational tempo

OSD

Office of the Secretary of Defense

OSJA

Office of the Staff Judge Advocate

OSUT

one station unit training

PCC

pre-command course

PCS

permanent change of station

PDM

professional development model

PEG

program evaluation group

PEO

program executive office

PEO STRI

Program Executive Office for Army Simulation, Training and Instrumentation

PM

program manager

PMCS

preventive maintenance checks & services

PME

professional military education

PMG

Provost Marshal General

PMI

preliminary marksmanship instruction

PMOS

primary military occupational specialty

POI

program of instruction

POM

program objective memorandum

PPBES

planning, programming, budgeting, and execution system

PPG

personnel policy guidance

PPPT

pregnancy/post partum physical training

PR

personnel recovery

PRCC

personnel recovery coordination cell

PT

physical training

PTSD

post traumatic stress disorder

QA

quality assurance

QAE

quality assurance element

QAO

Quality Assurance Office

QC

Qualification Course

RC

Reserve Component

RDTE

research, development, test and evaluation

REP

resident education program

RITMS

Resident Individual Training Management System

ROTC

Reserve Officers' Training Corps

RTI

Reserve Training Institute

SA

Secretary of the Army

SAEDA

subversion and espionage directed against the Army

SBLM

Sustaining Base Leadership and Management course

SCP

School for Command Preparation

SDC

Supervisor Development Course

SERE

survival, evasion, resistance, and escape

SES

senior executive service

SGI

small group instruction

SI

skill identifier

SIGINT

signal intelligence

SLC

Senior Leaders Course

SLD

Senior Leader Development Office

SMC

Sergeants Major Course

SMCT

Soldier's Manual of Common Tasks

SMDC

Space and Missile Defense Command

SMDR

structure and manning decision review

SOF

special operations forces

SON

schools of other nations

SoS

system of systems

SQI

special qualification identifier

SSC

Senior Service College

ST

sustainment training

STO

split training option

STP

Soldier training publication

STRAC

Standards in Training Commission

STRAP

system training plan

STRI

simulation and training instrumentation

STT

sergeant's training time

STX

situational training exercise

TAC

training, advising, and counseling

TACITS

Total Army Centralized Individual Solicitation

TADSS

training aids, devices, simulators and simulations

TASS

The Army School System

TATS

Total Army Training System

TCC

TRADOC Culture Center

TCDP

Tactical Commanders Development Program

TCM

TRADOC capabilities manager

TDA

table of distribution and allowance

TDY

temporary duty

TGOSC

Training General Officer Steering Committee

TIG

The Inspector General

TIGS

The Inspector General School

TIOC

Tactical Information Operations Course

TIS

time in service

TJAG

The Judge Advocate General

TJAGLCS

The Judge Advocate General's Legal Center and School

TMDE

test, measurement, and diagnostic equipment

TNGDEV

training developer

TPU

troop program unit

TRADOC

Training and Doctrine Command

TRAP

Training Resources Arbitration Panel

TRAS

Training Requirements Analysis System

TRO

training and readiness oversight

TSAID

Training Support Assistance and Integration Directorate

TSC

training support center

TSG

The Surgeon General

TSP

training support package

TSS

training support system

TSWG

training support working group

U&SC

unified and special command

UJTL

Universal Joint Task List

USAAWC

U.S. Army Aviation Warfighting Center

USACE

U.S. Army Corps of Engineers

USACHPPM

U.S. Army Center for Health Promotion and Preventative Medicine

USACIDC

U.S. Army Criminal Investigation Command

USACS

U.S. Army Combatives School

USAF

U.S. Air Force

USAFMSA

U.S. Army Force Management Support Activity

USAIC&FH

U.S. Army Intelligence Center and School and Fort Huachuca

USAIOP

U.S. Army Information Operations Proponent

USAIS

U.S. Army Infantry School

USAJFKSWC&S

U.S. Army John F. Kennedy Special Warfare Center and School

USAMPS

U.S. Army Military Police School

USAR

U.S. Army Reserve

USARC

U.S. Army Reserve Command

USARCENT

U.S. Army Central Command

USAREUR

U.S. Army Europe

USARNORTH

U.S. Army North

USARPAC

U.S. Army Pacific

USARSO

U.S. Army South

USASMA

U.S. Army Sergeants Major Academy

USASMDC/ARSTR

U.S. Army Space and Missile Defense Command/Army Strategic Command

USASOC

U.S. Army Special Operations Command

USAWC

U.S. Army War College

USC

U.S. Code

USF

unit set fielding

USMA

U.S. Military Academy

USMC

U.S. Marine Corps

USN

U.S. Navy

USSTRCOM

U.S. Strategic Command

VCSA

Vice Chief of Staff of the Army

WG

working group

WLC

Warrior Leader Course

WOAC

Warrant Officer Advanced Course

WOBC

Warrant Officer Basic Course

WOCC

Warrant Officer Career Center

WOCS

Warrant Officer Candidate School

WOSC

Warrant Officer Staff Course

WOSSC

Warrant Officer Senior Staff Course

WTBD

warrior tasks and battle drills

WTC

Warrior Transition Course

YG

year group

Section II**Terms****Accreditation**

A disciplined approach to ensuring standardization across the Army. It assures the command that training institutions meet accepted standards and higher headquarters guidance; it addresses the quality of our graduates and other concerns from the field. It is the result of an evaluative process that certifies an institution meets the required percentage of TRADOC Accreditation standards with a focus on quality current and relevant training and education that meets the needs of the ARMY.

Active Army

The Active Army consist of (1) members of the Regular Army on active duty; (2) members of the Army National Guard of the United States and Army Reserves on active duty (other than for training); (3) members of the Army National Guard in the service of the United States pursuant to a call; and for (4) all persons appointed enlisted, or inducted into the Army without component.

Active duty for training (ADT)

A tour of ADT for RC Soldiers. The Soldier must be on orders to return to non-active duty status when the training period is completed.

Active Guard Reserve

Active Guard Reserve Soldiers serve on full-time military duty in support of the Reserve components. Title 10, U.S. Code personnel are available for world-wide assignment, whereas Title 32, U.S. Code personnel must remain within the confines of the state boundaries. This program will remain a vital part of the RC.

Additional skill identifier

Code added to a Soldier's MOS which identifies a specialized skill that is closely related to, and an addition to, those required by a Soldier's MOS.

Administrative control (ADCON)

Direction or exercise of authority over subordinate or other organizations in respect to administration and support, including organization of Service forces, control of resources and equipment, personnel management, unit logistics, individual and unit training, readiness, mobilization, demobilization, discipline, and other matters not included in the operational missions of the subordinate or other organizations.

Advanced individual training

Training given to enlisted personnel subsequent to completion of basic training, so as to render them qualified for award of an MOS. Also, training conducted at training centers, at Army service schools, and, when so directed, by United States Strategic Army force units which qualifies an individual to perform in an entry or higher MOS.

Advanced technology demonstrations

Demonstrations conducted in an operational versus laboratory environment used to conduct risk reducing, proof of principal tests for future battlefield system improvements. Typically, technology developers, materiel developers, and Army operational users evaluate potential technology improvements and performance specifications aimed at developing exit criteria for future battlefield system improvements.

After action review

A method of providing feedback to units by involving participants in the training diagnostic process in order to increase and reinforce learning. The After action review leader guides participants in identifying deficiencies and seeking solutions.

Annual training

The minimum period of annual ADT or annual field training a member performs each year to satisfy the annual

training requirement associated with a Reserve Component assignment. It may be performed during one consecutive period or in increments of one or more days, depending upon mission requirements.

Army

The United States Army includes the Regular Army, the National Guard of the United States, and the Army Reserve; all persons appointed, enlisted, or inducted in the Army without specification of component; and all persons serving in the Army under call or conscription under any provision of law, including members of the National Guard of the States, Territories, and the District of Columbia, when in the service of the United States pursuant to call as provided by law.

Army centralized individual training solicitation

The process by which DOD agencies, the total Army, other services, foreign military, and civilian agencies are requested to submit their individual training requirements by fiscal year for input into RRS.

Army Continuing Education System

Integrated system of voluntary and self-development educational opportunities.

Army correspondence course

A formal, centrally managed series of self-study, self-paced instructional materials, identified by a common course title and course number; and administered to nonresident students. A course may include phases, but usually consists of subcourses (modules) presented in a logical, progressive sequence, directed toward specific training objectives.

Army Correspondence Course Program

Overall program governing Army correspondence courses (see Army Institute for Professional Development). The MEDCOM and JAG correspondence course extension programs are separate programs not under the Army Institute for Professional Development.

Army Force Generation (ARFORGEN)

A structured progression of increased unit readiness over time, resulting in recurring periods of availability of trained, ready, and cohesive units prepared for operational deployment in support of geographic CCDR requirements.

Army Institute for Professional Development

Organization responsible for overseeing, managing, and administering the Army Correspondence Course Program.

Army Learning Center

Facilities providing education and training support services under the direction of the installation Army Education Center.

Army Mobilization and Operations Planning System

The procedural foundation for an integrated and coordinated approach to developing, approving, and publishing operation plans. The Army Mobilization and Operations Planning System provides the structure for Army participation in the Joint Service Planning Process for the deployment and employment of current forces.

Army modernization training

Required training to support Army modernization, such as, training includes new equipment training, displaced equipment training, doctrine and tactics training, and sustainment training. Modernization training is the process which identifies training requirements for new or improved and displaced materiel systems.

Army Modernization Training Automation System (AMTAS)

A centralized database system, accessible worldwide, providing AMT managers with near-instantaneous access to all active and retired AMT plans. The system provides the ability to exchange information with combat, training, and materiel developers, and allows the staffing and approval of new equipment training plans electronically.

Army National Guard

The Army portion of the organized militia of the several States, Commonwealth of Puerto Rico, and the District of Columbia whose units and members are federally recognized.

Army National Guard of the United States

A reserve component of the Army, all of whose members are members of the Army National Guard.

Army Program for Individual Training

A mission, planning, and resourcing document produced by RRS that identifies by fiscal year projected individual training requirements for established courses and for skills where new courses are necessary.

Army-wide doctrinal and training literature

Publications that are DA numbered, indexed, and published. Products included are: field manuals, training circulars, ARTEP products (MTP, drill, exercise), Soldier training publications, non-equipment training manuals, selected DA pamphlets (350 and 351 series), and posters.

Army training

Instruction of Army personnel to accomplish their critical tasks and supporting skills and knowledge.

Army Training and Education Development (ED) process

The Army's training and education development process. It is a disciplined, logical approach to making decisions about all individual, collective, and self-development training in the Army. It determines whether or not training is needed; what is trained; who gets the training; how and how well, and where the training is presented; and the training support/resources required to produce, distribute, implement, and evaluate all training products. The ED involves five related phases of training: analysis, design, development, implementation, and evaluation.

Army Training Requirements and Resources System

The Department of the Army's major online information system for support of institutional training missions during peacetime, partial or full mobilization, and subsequent reduction to the training base consisting of a centralized training management database with interactive terminals supporting: The HQDA, HRC and its RC counterparts; Army schools and training centers; and others service or government agency schools and training centers.

Army Universal Task List

The Army Universal Task List is a comprehensive listing of Army tactical-level tasks, missions, and operations. The Army Universal Task List complements CJCSM 3500.04B, the Universal Joint Task List, by providing tactical-level Army-specific tasks.

Army warfighting experiments

Discrete, single events or progressive iterations for testing and assessing new equipment, technologies, and information gathering technologies aimed at increase warfighting capabilities. AWEs typically have large teams of multiple Battle Laboratories, materiel developers, combat developers, training developers, doctrine developers, industry, and academia to test, operate, and evaluate advanced ideas, concepts, and technologies.

Assessment

The process for determining the current or projected training proficiency status of units, leaders and Soldiers and for identifying how to improve training proficiency, education/training products and the training process. It involves evaluating training and training support, providing feedback, conducting training assessments, conducting organizational assessments and taking corrective action to improve future training.

Assistance Visit

A visit to an organization by a person or team having expertise in a particular area to help the organization identify its strengths and weaknesses and to make recommendations for improvement. Within the TRADOC Quality Assurance Program, an assistance visit is a visit to a training or education institution by a person or team representing the accrediting agency to assess the institution's strengths and weaknesses in terms of the Army's Accreditation Standards and to make recommendations for improvement.

Basic combat training

Training in basic military subjects and fundamentals of basic infantry combat, given to newly inducted and enlisted Active Army and Reserve Component personnel without prior military service.

Blended learning

A blended approach combines DL with some form of in-residence program. The in-residence phase or phases are typically at an institution, but can be conducted at satellite facilities.

Career field

Includes career program positions (professional and administrative) and functionally related clerical and technical positions which are grouped together for life-cycle management purposes.

Career program

Specified occupational series and functional fields group together on the basis of population, occupational structure, grade range, and commonality of job and qualification characteristics.

Career program functional chief

The senior career program official is the functional chief. For example, in the Comptroller Career Program, the functional chief is the senior military officer in the Office of the Assistant Secretary of the Army (Financial Management and Comptroller). The functional chief designates a senior civilian executive to serve as his principle advisor, and that individual is designated the career program functional chief representative.

Certification

A formal written confirmation by a proponent organization or certifying agency that an individual or team can perform assigned critical tasks to prescribed standard. The team or individual must demonstrate its ability to perform the critical tasks to the prescribed standard before certification is issued.

Collective training

Training either in institutions or units that prepares cohesive teams and units to accomplish their missions on the battlefield and in operations other than war.

Combatant command

A unified or specified command with a broad continuing mission under a single commander established and so designated by the President, through the SECDEF and with the advice and assistance of the Chairman of the Joint Chiefs of Staff. Combatant commands typically have geographic or functional responsibilities.

Combatant command (command authority) (COCOM)

Nontransferable command authority established by 10 USC 164, exercised only by commanders of unified or specified commands unless otherwise directed by the President or the SECDEF. COCOM cannot be delegated and is the authority of a CCDR to perform those functions of command over assigned forces involving organizing and employing commands and forces, assigning tasks, designating objectives, and giving authoritative direction over all aspects of military operations, Joint training, and logistics necessary to accomplish the missions assigned to the command. COCOM should be exercised through the commanders of subordinate organizations. Normally this authority is exercised through subordinate Joint force commanders and Service and/or functional component commanders. COCOM provides full authority to organize and employ commands and forces, as the CCDR considers necessary to accomplish assigned missions. OPCON is inherent in COCOM.

Combat developer

An individual or agency responsible for developing concepts and organizational and equipment requirements.

Common core

The combination of common military tasks, common leader, and directed or mandated tasks for specific courses, grade levels, or organizational levels regardless of branch or career management field or program.

Competency

A competency is a cluster of related knowledge and skills that affect a major part of one's job (a role or responsibility), that correlates with performance on the job, that can be measured against accepted standards and that can be improved via training and development.

Constructive simulation training

Models and simulations that involve simulated people operating simulated systems. Real people stimulate (make inputs to) such simulations, but are not involved in determining the outcomes.

Course

Complete series of instruction units identified by a common title or number.

Crew-served weapon

A weapon system for which a crew of at least two members is required.

Currency

The condition of an education/training product containing relevant content that is based on the newest approved doctrine, validated lessons learned, policy and procedures.

Defense activity for nontraditional education support

Program that offers, by distributed learning, a wide variety of graduate, undergraduate, and vocational courses from leading educational institutions.

Department of Defense high-level architecture

The DOD HLA is a department wide effort to establish a common technical framework to facilitate the interoperability of all types of models and simulations among themselves and with command, control, communications, computers, and intelligence systems, as well as to facilitate the reuse of modeling and simulation components.

Diagnostic test

An assessment that measures Soldiers or civilian task competency before training. As it measures performance against a criterion, results focus training on what Soldiers/DA Civilians need to know, and provide links to prescriptive training. As a placement test, it allows for testing out of lessons, modules, or phases of instruction.

Displaced equipment training

Training on how to operate, maintain, and employ on displaced or cascaded equipment provided to the receiving unit and assigned personnel.

Displaced equipment training plan

The plan detailing all the training required to support the redistribution of equipment within a MACOM or between MACOMs as a result of an Army equipment modernization action. The DETP describes training to be provided when the equipment is transferred to units that have not had previous experience on that equipment.

Distributed learning

The delivery of standardized individual, collective, and self-development training to Soldiers, DA Civilians, units, and organizations at the right place and time through the use of multiple means and technology. Distributed learning may involve student-instructor interaction in real time (for example, via two-way audio/video television) and non-real time (for example, via computer-based training). It may also involve self-paced student instruction without benefit of access to an instructor (for example, correspondence programs).

Doctrine and tactics training

Training provided to commanders, staffs, leaders, and operators on how to employ a new system. It is a component of NET and DET training. Tactics and techniques are covered through battle drills and situational training exercises which embody battle doctrine.

Education

Instruction with increased knowledge, skill, and/or experience as the desired outcome for the student. This is in contrast to training, where a task or performance basis is used and specific conditions and standards are used to assess individual and unit proficiency.

Embedded training

A function hosted in hardware and/or software, integrated into the overall equipment configuration. Embedded training supports training, assessment, and control of exercises on the operational equipment, with auxiliary equipment and data sources, as necessary. Embedded training, when activated, starts a training session, or overlays the system's normal operational mode, to enter a training and assessment mode.

Evaluation

A systematic, continuous process to appraise the quality (or determine the deficiency), efficiency and effectiveness of a program, process or product. It provides the mechanism for decision makers to assure quality.

External evaluation

The evaluation process that provides the means to determine if the training and training products received meet the needs of the operational Army and the training institution continues to produce graduates and training products that meet established job performance requirements.

Feedback

Information provided to an individual or organization derived from observation, conferences, interviews, focus groups, surveys, and so forth, for use in improving performance and/or to elicit a desired performance. Feedback may be positive or negative in nature. Feedback provided in an education/training environment should enhance transfer of learning.

FSO METL

A METL that characterizes full spectrum operations based on the doctrinal scope of a particular type of unit.

Functional proponent

Organization providing oversight for the content and function of their functional or specialty course(s). May or may not be the same as the training proponent.

Functional training

Training designed to qualify leaders, Soldiers, and DA civilians for assignment to duty positions that require specific functional skills and knowledge.

Home Station Training

Where the majority of AA training takes place; where individual skills are honed and unit readiness developed. For the RC, it is any pre-mobilization training conducted at a unit's home station/location, local training area, or military installation other than a CTC.

Horizontally aligned training

Training when tasks selected for training are relevant to duties, responsibilities, and missions assigned to leaders who serve at a specific organization level, notwithstanding the rank or status of the individual being trained.

Inactive duty training

Authorized regularly scheduled unit training assemblies, or equivalent training periods performed by RC Soldiers who are not in an active duty or active for duty status.

Individual development plan

A set of career objectives, courses, strategies, and developmental activities to assist employees to plan and execute short- and long-term goals.

Individual training plan

A document prepared for each enlisted, warrant officer MOS and commissioned officer occupational specialty code and each functional or specialty training program that describes the overall plan to satisfy training requirements and documents the long range training strategy. The individual training plan is a part of the institutional component of the Combined Arms Training Strategy.

Institutional Army

Those organizations and activities that generate and sustain trained, ready, and available forces to meet the requirements of the National Military Strategy and support the geographic CCDRs in the performance of the full spectrum of military operations. Administer executive responsibilities in accordance with public law.

Institutional training

Training, either individual or collective, that takes place in Army service schools, Army training centers, or other TASS locations.

Interactive multimedia instruction

The IMI is a group of computer-based training and support products. This includes source materials that are commonly used in IMI products, electronic products used for the delivery of or supporting the delivery of instruction, and software management tools used to support instructional programs. The IMI products include: computer aided instruction, computer managed instruction, Interactive Courseware, electronic publications, electronic testing, electronic guides and simulations.

Internal evaluation

The evaluation process that provides the means to determine whether the training and training development efforts have accomplished what was intended. It determines if the objectives of the training have been met and verifies the effective use of the S process to meet minimum essential analysis, design, development, implementation and evaluation requirements.

Interservice school or course

School or course used by two or more services or agencies administered by a coordinating service or agency, presenting a curriculum developed in coordination with the participating (using) Services.

Journey-level

Full and competent performance level for a position.

Leader book

A tool for recording and tracking Soldier proficiency on mission oriented tasks.

Leader development

The deliberate, continuous, sequential and progressive process, grounded in Army values, that grows Soldiers and civilians into competent and confident leaders capable of decisive action. Leader development is achieved through the life-long synthesis of the knowledge, skills, and experiences gained through the developmental domains of institutional training and education, operational assignments, and self-development.

Leader training

Leader training is the expansion of basic Soldier skills that qualifies Soldiers to lead other Soldiers.

Live simulation

Real people operating real equipment.

Materiel developer

The agency or mission assignee responsible for research, development, and product validation of a System that responds to HQDA requirements. A system includes its wholesale level logistics.

Materiel Requirements Document

Integrated Capabilities Document, Capabilities Development Document, or Concept Production Document

Mission Rehearsal Exercise (MRE)

A mission-tailored training and rehearsal exercise for deploying units, conducted to reinforce a commander's vision and intent, and expose the unit to conditions approximating those in the theater of employment. The MRE is conducted at a maneuver CTC and may be embedded in an MRX for the higher headquarters (that is, Division or Corps). The MRE begins with the first day of RSOI (building combat power) at the MCTC and ends when the unit main body has cleared the MCTC and returned to home station. Time devoted to the leader training program is not part of the MRE.

Mission Readiness Exercise (MRX)

A command and staff-level command post exercise conducted as a culminating training event for deploying AA and Reserve Component (RC) Divisions and Corps with subordinate brigade-level headquarters. The MRX can be conducted at home station or at an alternate site. The MRX begins at STARTEX (Day One for the simulation supported exercise) at the MRX site and concludes at ENDEX for the simulation supported exercise at the MRX location. Time devoted to the BCTP Seminar is not part of the MRX although MRX themes may be addressed during the Seminar.

New equipment

New or improved equipment reintroduced into the Army. New equipment applies to developed, product improved, and non-development items.

New equipment training

The identification of personnel, training, TADSS, and the initial transfer of knowledge gained through equipment development from the materiel developer/provider to the trainer, user, and supporter.

New equipment training plan

A document that outlines milestones and other key data elements for training to support new equipment training.

New equipment training team

A team of experts organized to conduct training of designated units or personnel on the operation and logistics support of new equipment at designated locations.

Noncommissioned officer

Enlisted Soldiers in the ranks of corporal through the Sergeant Major of the Army.

Nonresident training

Individual training distributed to students for completion without the presence of an on-site instructor/facilitator, small group leader or otherwise designated trainer.

Orientation course

Course that introduces the student to a particular technique or area of knowledge.

Power projection Army

Term used to describe the capabilities of the Army to respond rapidly to threats against national interests anywhere in the world and operating across the spectrum of conflict. The power projection Army provides national leaders with the option of responding to crisis with tailored infantry, armor, airborne, air assault, and special operations forces. In partnership with the Air Force, the Navy, the Army can strategically project a ground combat force capable of delivering decisive victory in regional conflicts, and conduct stability and support peace operations. The essential characteristics of the power projection Army are readiness, deployability, versatility, and sufficiency. Additionally, it must be capable of dominating maneuver, conducting precision strikes, winning the battlefield information wars, protecting the joint force, and projecting and sustaining combat power.

Quality assurance

Provides the commander assurance that the organization is efficiently and effectively meeting its mission requirements and ensures controls are in place to effect quality performance across the command. It employs quality control, assessment processes and statistical measurements to assess organizational effectiveness, efficiency and economy, to ensure all programs, products and processes have been fully integrated across the DOTMLPF, and to ensure organization/program/ process improvements

Quality control

The day-to-day actions taken to ensure a program, product or processes meet applicable specifications and standards.

Reclassification training

Training intended to qualify an individual in a new MOS. Upon satisfactory completion of the training the new MOS will be awarded to the Soldier and designated as the PMOS.

Relevancy

The condition of education/training presenting learning material that is essential to the performance of tasks by Soldiers or Army units. Sometime referred to in education communities as “authenticity.”

Reserve Component training institutions

The generic name which applies to all schools, academies, and centers operated by the RC to train individuals.

Resident training

Training presented, managed, and controlled by an on-site instructor or facilitator, small group leader, or otherwise designated trainer.

Risk management

Actions to reduce and eliminate hazards or control the impact of hazards during training and operational activities.

Self-assessment: education/training institution

The application of internal evaluation by an Army education/training institution. The institution compares itself against the approved, published accreditation standards. It is a formal opportunity for an institution to examine itself critically; assess and document its strengths and weaknesses; and to develop plans that sustain strengths, improve weaknesses and improve its ability to accomplish its missions. It is an essential tool for an organization seeking continuous improvement. It also provides the opportunity to share the institution’s improved procedures with other education/training institutions. A formal self-assessment results in documentation that an accreditation team can use for preparation and conduct of the formal accreditation evaluation.

Self-development training

Self-development is planned, goal-oriented learning that reinforces and expands the depth and breadth of an individual’s knowledge base, self-awareness, and situational awareness. Self-development will complement what you have learned in the classroom and on the job, enhance your professional competence, and help you meet your objectives. There are three types of self-development: structured, guided, and personal.

a. Structured self-development - Required learning that continues throughout your career and is closely linked to and synchronized with classroom and on-the-job learning.

b. Guided self-development - Recommended but optional learning that will help keep you prepared for changing technical, functional, and leadership responsibilities throughout your career.

c. Personal self-development - Self-initiated learning where you define the objective, pace, and process.

Schooling

Formal instruction of individuals at military or DA Civilian educational institutions.

Shared administrative control (shared ADCON)

The internal allocation of 10 USC 3013(b) responsibilities and functions between Army Organizations for the exercise of ADCON responsibilities and authorities of Army personnel and units. Shared ADCON will be as directed by the SA. The allocation of authorities and responsibilities pertinent to the exercise of shared ADCON between ASCCs, ACOMs, and/or DRUs, as appropriate, will be documented in appropriate agreements/understandings. The exercise of shared ADCON responsibilities and authorities with regard to an Army force are subject, by law, to the authority, direction and control of the SECDEF.

Small group instruction

The means of delivering training which places the responsibility for learning on the Soldier through participation in small groups led by small group leaders who serve as role models and mentors throughout the course. This instruction uses small group processes, methods, and techniques to stimulate learning.

Soldier

An enlisted member, warrant officer, or commissioned officer in the Army.

Soldiers manual

A MOS-specific Soldier training publication that contains task summaries for the critical tasks in each skill level of a MOS. These task summaries identify for the trainers and Soldiers the conditions under which the task must be performed, the required standards, and the performance measures for evaluating the Soldier's performance.

Soldier training publication

A training publication that contains critical tasks and other information used to train all Army Soldiers to the same standards. It provides guidance on the conduct of individual Soldier training in the unit and aids all Soldiers in the training of critical tasks.

Special qualification identifier

Digit added to the specialty or MOS identifying special qualifications needed for performance of a specific type military activity.

Specialty

Professional military career field for training, utilization, and development of commissioned officers.

Structure manning decision review

An annual process that compares the total Army training requirements for a fiscal year against the training capability of a given TASS school or training battalion and resolves differences.

Student

An individual formally enrolled in any course of instruction.

Subcourse (for correspondence courses)

Basic unit of instruction in an Army correspondence course. A grouping of lessons in the course. Synonymous for module.

Sustainment training

Individual and collective training conducted in the unit or resident schools, units, and organizations to ensure continued expertise on the operations, employment, and logistics support of fielded systems or equipment.

System MANPRINT management plan

A management plan to ensure the combat developer, training developer, and materiel developer take the six MANPRINT domains into account during the development of all materiel items.

System training plan

The master training plan for a new system. It outlines the development of the total training strategy for integrating a new system into the training base and gaining units; plans for all necessary training support, training products, and courses; and sets milestones to ensure the accomplishment of the training strategy.

Tactical engagement simulation training system

An advanced collective training methodology supported by a Family of TADSS used in free-play, force-on-force, field training exercises. The tactical engagement simulation training system consists of three subsystems: the simulator subsystem which includes TADSS and supporting procedures that simulate casualty-producing effects of weapons in real time; the control subsystem which includes a staff of trained observer-controllers who referee, ensure realism, record events, and report actions observed through AARs and unit take home packages; and the management subsystem which includes activities and computers to plan, schedule, conduct, and evaluate the training of battle-focused METL tasks to standard. This live simulation training system includes unique curriculum, specially trained military and civilian instructors, and life cycle contractor support personnel world-wide.

The Army School System

Fully accredited and integrated Active Army, Army National Guard, and U.S. Army Reserve schools that provide standard resident and nonresident (distributed learning) training and education for the Army.

The Army School System Course

A course designed to train the same MOS/AOC skill level or AOC, LIC, SQI, or SI throughout the Army. The course ensures standardization by training all critical tasks to task-performance standard. It may be trained at different sites and may involve use of different media and methods to train the various phases, modules, or lessons

Total package fielding

Total package fielding is the Army's standard materiel fielding process. TPF integrates all relevant factors before, during, and after fielding to ensure that force modernization is supportable and executable (see AR 71-9).

Trainer's guide

A separate document usually published as part of a Soldiers' Training Publication that contains an MOS-Training Plan. It lists critical tasks to be trained in a specific MOS by duty position and subject area.

Training

An organized, structured process based on sound principles of learning designed to increase the capability of individuals or units to perform specified tasks or skills. Training increases the ability to perform in known situations with emphasis on competency, physical and mental skills, knowledge and concepts.

Training and readiness oversight

The authority CCDRs may exercise over assigned RC forces when not on active duty or when on ADT. This authority includes - (1) Providing guidance to Service component commanders on operational requirements and priorities to be addressed in military department training and readiness programs. (2) Commenting on Service component program recommendations and budget requests. (3) Coordinating and approving participation by assigned RC forces in Joint exercises and other Joint training when on ADT or performing IDT. (4) Obtaining and reviewing readiness and inspection reports on assigned RC forces. (5) Coordinating and reviewing mobilization plans (including postmobilization training activities and deployability validation procedures) developed for assigned RC forces.

Training developer

The individual whose function is to analyze, design, develop, and evaluate training and training products, to include development of training strategies, plans, and products to support resident, non-resident, and unit training. In developing systems, the command or agency responsible for the development and conduct of training which will provide the tasks necessary to operate and logistically support the new materiel system.

Training proponent

Army organization or agency assigned primary responsibility to analyze, design, develop, implement, and evaluate training, instructional materials, and training support products related to its doctrinal, combat, or logistical training responsibility and that is presented at one or more Army schools or training centers.

Training requirements analysis system

The management system that provides for the documentation of training and resource requirements in time to inject them into resource acquisition systems. The TRAS uses three types of documents: individual training plans, course administrative data, and programs of instruction.

Training resource arbitration panel

HQDA action group chaired by an appointee from the ODSCPER to manage the Army execution year individual training program.

Training support package

A package integrating various training products necessary to train one or more critical tasks. Some components are: a course management plan, lessons plans, training products of an appropriate media mix, and all other materials needed to conduct the training.

Training Support System

The Training Support System is the system of systems that provides networked, integrated, interoperable training support capabilities that are necessary to enable operationally-relevant, full-spectrum, JIIM training for Soldiers, units, and DA Civilians anytime, anywhere.

Vertically aligned training

Training when tasks for a specific skill level build upon the skills, knowledge, and experience gained during previous training and operational assignments. Tasks in the same general category must be progressive and sequential. They must show an increase in the skill level required to accomplish them; the conditions and standards must be more exacting; or the tasks must represent increased supervisory responsibilities when compared to related tasks trained earlier.

Virtual simulation

Simulation involving real people operating simulated systems. Virtual simulations inject humans-in-the-loop in a central role by exercising motor control skills, decision skills, or communication skills.

Warrant officer

Officer in the ranks of Warrant Officer One through Chief Warrant Officer Five.

Warfighting rapid acquisition program

WRAP implements the Army's accelerated procurement of systems and technologies identified through the warfighting experiments, demonstrations and programs. The WRAP acquisition process is the bridge that links ongoing and future Army experiments and demonstrations to the materiel development and acquisition processes.

Section III**Special Abbreviations and Terms**

None.

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