Army Regulation 350–1

Training

Army Training and Leader Development

Headquarters
Department of the Army
Washington, DC
19 August 2014

UNCLASSIFIED

SUMMARY of CHANGE

AR 350–1
Army Training and Leader Development

This major revision, dated 19 August 2014--

o Establishes Individual Development Plan management and the Army Career
  Tracker; expands Multi-Source Assessment and Feedback; establishes the Army
  Learning Product Development by introducing analysis, design, development,
  implementation and evaluation (ADDIE)and eliminates Army Training and
  Education Development (ATED); removes the combined list of Army Training
  Strategy and Army Leader Development Strategy goals; removes reference to
  Army Training and Leader Development Strategy and Army Training and Leader
  Development Guidance; establishes the Army Leader Development Forum which
  replaces the Quarterly Leader Development Review (chap 1).

o Modifies responsibilities of U.S. Army Forces Command and Office of the
  Chief, Army Reserve based on realignment of U.S. Army Reserve Command;
  deletes Eighth U.S. Army; adds U.S. Army Cyber Command; removes U.S. Army
  Forces Command responsibility as Army service component command for Joint
  Forces Command (chap 2).

o Renames and restructures the Noncommissioned Officer Education System by
  replacing Basic Noncommissioned Officer Course with Advanced Leaders Course,
  and Advanced Noncommissioned Officers' Course with Senior Leaders Course;
  renames and restructures Officer Education System by replacing Basic Officer
  Leaders Course I, II, and III with Basic Officer Leaders Course A and B,
  renames Warrant Officer courses; modifies the entry on DA Form 1059 for APFT
  failure from achieved marginal course standards to failed course standards;
  changes the profile waiver criteria to an exception to policy for Warrant
  Officer Candidate School and Officer Candidate School; changes the approval
  level for senior service college deferments for lieutenant colonel
  (promotable) and colonel; deletes the First Sergeant Course adding the
  Company Commander First Sergeant Course; aligns Warrior Leader Course to
  Noncommissioned Officer Education System (chap 3).

o Revises and restructures the Civilian Education System; establishes general
  policy and guidance for the overall administration of Army civilian training
  programs, including identifying authorities that govern civilian training;
  clarifies requirements for maintaining civilian training records and
  documentation; clarifies authorized resources and expenses which may be used
  to support civilian training; identifies centrally managed civilian training
  courses/programs (chap 3).

o Clarifies the source for mandatory training in units; adds unit level
  collective training terms of reference; revises troop schools (chap 4).

o Revises and establishes new training standards for language and cultural
  training (chap 8).

o Adds requirement of formal inspection of individual training records. Changes maintenance of individual training records from manual to documentation in Digital Training Management System (app F).

o Revises table G-1 to reflect only reoccurring mandatory training in units common to all Soldiers in a unit; establishes conditions for exemptions to mandatory training; validates the U.S. Army Forces Command-published pre-deployment training guidance messages and identifies other Army training programs; addresses mandatory training for selected personnel; increases resilience training requirements; replaces sexual harassment training and sexual assault prevention and response training with Sexual Harassment / Assault Response and Prevention Program training; adds requirement for Army Values training; adds requirement for Deputy Chief of Staff, G-2 initial orientation and annual refresher information security training (app G).

o Adds internal control evaluation (app M).

o Adds glossary terms pertaining to Training Support System management and execution for execution commands, execution support commands, senior commander, mission commander, and supported commands; and mandatory training and command-directed training (glossary).

o Makes administrative changes (throughout).

Headquarters
Department of the Army
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19 August 2014

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Effective 19 September 2014

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:

GERALD B. O'KEEFE
Administrative Assistant to the
Secretary of the Army

History. This regulation is a major revision.

Summary. This regulation consolidates policy and guidance for Army training and leader development and support Army decisive actions in Unified Land Operations.

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 provided that the modification is coordinated with and concurred with by the Administrative Assistant to the Secretary of the Army and that the modification is disseminated through

the Administrative Assistant to the Secretary of the Army.

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 rank 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 internal control process. This regulation contains internal control provisions in accordance with AR 11–2 and identifies key internal controls that must be evaluated (see app M).

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 management. 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), 9301 Chapek Road, Building 1458, Fort Belvoir, VA 22060–5527. 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 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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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 forces capable of Unified Land Operations, able to operate effectively with Joint, interagency, intergovernmental and multinational partners across the range of military operations to provide capable and ready forces to combatant commanders (CCDRs) 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 forces prepared to seize, retain, and exploit the initiative to gain and maintain a position of relative advantage in sustained land operations through simultaneous offensive, defensive, and stability or defense support of civil authorities operations in order to prevent or deter conflict, prevail in war, and create the conditions for favorable conflict resolution. Training must address the Joint context and follow the concepts and implementation guidelines in Department of Defense (DOD) Training Transformation.

1–6. The modular force
To meet requirements of current operations and anticipated future missions, the Army restructured operating forces in all components of the Army into operational headquarters and modular brigades - Armored, Stryker, and Infantry brigade combat teams, multifunctional support brigades (aviation, maneuver enhancement, battlefield surveillance, fires, and sustainment), functional and theater brigades. Modularity enables the Army to assign a set of Army modular brigades to an operational headquarters to accomplish a specific mission and to synchronize the allocation of resources to ensure their readiness. The Army's intent behind the modular force 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 AA and reserve component (RC) forces will provide the Joint Force commander the capabilities necessary to achieve operational and strategic objectives and to conduct sustained land combat.

1–7. Army Force Generation
The Army Force Generation (ARFORGEN) process established in AR 525–29 is the structured progression of unit readiness over time to produce trained, ready and cohesive units prepared for operational deployment in support of a CCDR and other Army requirements. The ARFORGEN process is the Army's core process for force generation cycling units through three phases: Reset, Train/Ready, and Available. Each of the three phases contains a balanced force capability to provide a sustained flow of forces for current commitments and to hedge against unexpected contingencies. ARFORGEN establishes the basis to plan and execute Army-wide unit resourcing. As a model, ARFORGEN supports the Army's planning, programming, budgeting, and execution (PPBE) process. As a process, it synchronizes the Army's efforts to provide land forces and other capabilities required by our Nation.

    a. The Reset Phase offers the units and individuals the opportunity to focus training on: Soldier-Family reintegration; block leave; unit reconstitution; changes of command; behavioral health, medical and dental readiness; professional military education (PME); individual, team, crew and collective training tasks; receipt of new personnel and equipment; and other reconstitution related tasks.

    b. The Train/Ready Phase offers units the opportunity to increase training readiness and capabilities to the highest level possible given resource availability to meet established readiness goals focusing on: individual and collective training tasks; PME; further integration of new personnel and equipment. AA units may be notified of future deployments and RC units may be notified of future mobilizations and deployments. Units will attain proficiency

through training in accordance with the Combined Arms Training Strategies (CATS) and ARFORGEN training templates.

c. The Available Phase requires units to have attained the highest state of training and readiness capability in the event they are deployed, and if not deployed, units in the Available Phase are generally the first units considered for sourcing operational requirements to support a contingency. Available forces, not deploying should continue to take advantage of PME opportunities. Units sustain proficiency through training in accordance with the CATS and ARFORGEN training templates.

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 and leaders capable of responding across the range of military operations. Army Doctrine Publication (ADP) 7–0 and Army Doctrine Resource Publication (ADRP) 7–0 provide the Army's doctrinal foundation for how units train. Unit training management on the Army Training Network provides the how-to extension of that doctrine. Unit CATS are Mission Essential Task List (METL) - based Training strategies and are synchronized with the ARFORGEN Force Pools to support readiness reporting requirements. They are designed to train a unit to perform its missions, employment, capabilities and functions and contain all the collective tasks designed to train the unit. Training Events in the CATS provide recommendations of the methods that can be employed to train those tasks. Training Events are often designed to suggest a sequential training path so that commanders can select the appropriate level of event difficulty to match the unit's level of proficiency at executing the collective tasks associated with that Task Selection. CATS are nested Crew-level to Brigade Combat Team (BCT), integrate DA Pam 350–38 and provide recommendations on who, what, how and the frequency to train. They provide recommendations on use of training aids, devices, simulators, and simulations (TADSS), training gates, multi-echelon training, resources and provide a base line purpose, outcome and execution guidance for each event. A unit commander has two major training responsibilities: prepare the unit to accomplish the assigned mission and develop Soldiers/leaders for future responsibilities. In the absence of a directed mission, the commander will use METL-based 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 missions the unit was doctrinally designed to execute across the range of military operations. Assignment of a deployment mission allows leaders, in dialogue with their Army service component command (ASCC) commander, to focus their training on those METL tasks that support the deployment mission.

1–9. Army training and leader development goals
Due to modularity, ARFORGEN, and the changing operational environment (OE), the Army has developed strategies to guide efforts to train the Army and grow agile leaders. The Army publishes the Army Training Strategy and Army Leader Development Strategy. These two complementary "high" Army strategies describe the vision, specific goals and objectives, management process, and supporting training models, guidance, and systems in an era of persistent conflict, to prepare units and leaders for Unified Land Operations, and to rebuild strategic depth.

1–10. Army training and leader development
a. All training and leader development actions occur within the Army culture, a culture which embraces values and ethics, the Warrior Ethos, standards, and enduring principles and imperatives. Army training strategies serve to synchronize the role each training domain plays in building force readiness.

(1) Training is what the Army does every day. Training builds confidence and competence, while providing essential skills and knowledge - resulting in unit readiness. Unit commanders are responsible for scheduling and conducting training.

(2) Leader development is the deliberate, continuous, sequential, and progressive process - founded in Army values - that grows Soldiers and Army 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 training and education opportunities in the institutional, operational, and self-development domains. The Army Leader Development Model, founded in doctrinal products (ADRP 7–0), portrays the interaction among three separate but overlapping training 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. For additional information on the Army Leader Development Model, see doctrinal products (ADRP 7–0).

b. Details on these strategies are based on a general division of responsibilities and outlined in the Army Training Strategy and the Leader Development Training Strategy.

1–11. Training domains
The Army's training and leader development efforts support training in the three training domains: institutional, operational, and self-development. Each training domain complements the other. All of the domains have an important

role in training Soldiers and Army Civilians, growing leaders and preparing units for employment. ADP 7–0 provides further discussion on the training domains.

a. The institutional training 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 standards throughout their careers, and support units on a continuous basis. Army schools help instill the key competencies, values, warrior ethos, and Army Profession mindset needed 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 training domain to accomplish training and mission rehearsal/assessment. 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 access to training task development data bases, 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. Army schools will—

(1) Conduct initial training for Soldiers and Army Civilians that instills common values, ethics reasoning, 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 is conducted per 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 MTTs in specified areas requiring specialized functional expertise.

(5) Provide leader development (training and education) for all Soldiers and Army Civilians.

(6) Use the U.S. Army Training and Doctrine Command (TRADOC) Army Learning (training and education) Policy and Systems process (described in app B) to produce and distribute learning or training products to all Army training domains, to include:

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

(b) Proponent commanders/commandants will develop Individual Training Plans (ITPs) to identify required courses and resources in order to align resource requirements, such as major construction, Army (MCA), with the PPBE budget formulation process and energize other resourcing acquisition systems. It also synchronizes the training provided in Army schools, in units, during materiel fielding, at mobilization sites, in operational theaters, and through self-development. As the long range planning document, the ITP outlines training strategies, purposes, scope, implementation milestones for related courses specific to a career management field, MOS, or AOC by Functional Area (FA). ASI and/or SQI are also identified with respective career management field or MOS or AOC by FA.

(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 (TSS) 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 Army Training Management System with links to the Army Centers of Excellence, the Army Training Requirements and Resources System (ATRRS), and Army lessons learned processes and databases.

b. The operational training domain. The operational domain encompasses training activities that unit leaders schedule, and individuals, units and organizations undertake. Unit leaders are responsible for the proficiency of their subordinates (Soldiers and Army Civilians), subordinate leaders, teams/crews, and the unit as a whole. Subordinate leaders assist commanders in achieving ARFORGEN training readiness proficiency goals by ensuring training is conducted to standard in support of the unit's METL. These activities include: progressive training conducted at home station, regional collective training capability, regional training centers, and mobilization centers; Exportable Combat Training Capability, combat support training exercise and Combat Training Centers (CTC) rotations; during Joint exercises; and while regionally aligned or operationally deployed. For units in the operational Army, METL-based strategies (known as 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. Commanders are responsible for unit readiness.

c. Self-development training domain. 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. When preparing for Decisive Action, 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. 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 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:

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

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

(3) Personal self-development. Self-initiated learning where the individual defines the objective, pace and process, such as: pursuing college education, advanced degree programs, and so forth.

d. Success. The success of self-development is tied to regular self-assessment and performance feedback.

(1) The Multi-Source Assessment and Feedback (MSAF) tool. This is an excellent example of a self-development tool available to all individuals and units (see app K). 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 plan to guide performance improvement; to include updating a Soldier's Army Career Tracker record no later than 30 days upon arrival at the first unit of assignment. A second critical component of success is ensuring uniform access to current learning materials and programs. The self-development training domain must be a robust component of the professional development model providing every Soldier and Army Civilian clear understanding of what success looks like. The professional development model can be found at https://actnow.army.mil, or https://ile.atsc.army.mil/pdmPublic/pdm.html.

(2) Individual Development Plan Management (enlisted, officer, civilian).

(a) Army Career Tracker provides a means to create an integrated approach that synchronizes development across all learning domains; provide individual assessment and feedback capabilities; and, allow each Soldier or civilian to collectively view Army training, experiential learning and education data from a single interface that provides a common training picture as well as their life-long learning strategy.

(b) Army Career Tracker is a leader development tool that integrates training, education, and experiential learning into one personalized and easy-to-use interface. Army Career Tracker provides users with a more efficient and effective way to monitor their career development while allowing leaders to track and advise subordinates on personalized leadership development.

Section IV
Army Training and Leader Development Processes

1–12. The Army Training System
The Army Training System prepares Soldiers, Army Civilians, leaders, and organizations to conduct Unified Land 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, prepare, execute and assess training to standard.

d. Provide training activities through CTC that expose units to subject matter expertise.

e. Provide resources needed to execute training activities.

f. Provide a TSS and Army 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 so they achieve success on assigned missions. Leaders are also responsible for developing subordinates for future assignments that might hold increasing responsibilities.

1–13. Authorities and responsibilities for training
a. Training is an administrative control (ADCON) authority of the Army. In accordance with Title 10, United States Code, Section 3013b, the Secretary of the Army is responsible for the training of all Army forces, including those

assigned to combatant commands (COCOMs). Army unit commanders are responsible for the training proficiency of their unit and, when required, for certifying training readiness. Commanders are responsible for confirming that training has been conducted to standard and within prescribed time periods. The Army commands (ACOMs), Army service component commands (ASCCs), and direct reporting units (DRUs) that provide forces for operational employment by a CCDR will confirm the units meet established Army deployment and employment criteria; and the respective ASCC (for ASCC/CCDR assigned conventional forces) and FORSCOM (for unassigned AC and RC conventional forces) will validate that those forces meet training prerequisites before deployment. Unless otherwise directed by the Secretary of Defense, CCDRs may employ RC Army forces assigned to their commands in contingency operations only when validated by the Army force provider.

b. Training and readiness oversight. In contrast to the training validation responsibility of Army commanders, training and readiness oversight describes the limited authority of CCDRs over assigned RC forces when not on active duty or when on active duty training (ADT). CCDRs normally exercise training and readiness oversight through their Service Component commanders and FORSCOM. The training and readiness oversight 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.

1–14. Army Learning Product Development
The analysis, design, development, implementation and evaluation process must be used by all commands and agencies. The process ensures a systematic approach to making individual and unit training decisions. The analysis, design, development, implementation, and evaluation process determines whether or not training and/or education is needed; the content and level along the career continuum; 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.

1–15. The Army training management process
The HQDA, Deputy Chief of Staff (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 recommends 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 ensures 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 in order to develop synchronized and integrated strategic recommendations for the Chief of Staff of the Army (CSA) in support of Army Transformation and Force Readiness.

(2) The TGOSC meets at least twice annually, to synchronize issue development with the submission of the program objective memorandum (POM) and the Budget Estimate Submissions. The general planning window for the Spring TGOSC cycle is the period covered by the upcoming funding letter and budget submission under the PPBE. The general planning window for the Fall TGOSC cycle is the period covered by the upcoming POM build under the PPBE.

(3) The TGOSC forwards 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, Assistant Secretary of the Army (Manpower and Reserve Affairs) (ASA/M&RA), Secretary of the Army (SA)). All TGOSC recommendations 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 DCS, G–1, Director of Military Personnel Management, represent the Army Staff as voting members; other Army Staff may be invited. 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) Primary TGOSC membership includes general officers or senior executive service (SES) members from each ACOM, ASCC, DRU, U.S. Army Reserve (USAR) and Army National Guard (ARNG) who are responsible for training and leader development. The TGOSC chair may invite other HQDA and Joint general officers or SES to attend based on the issues being presented. All TGOSC primary members are voting members.

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

b. Supporting Councils of Colonels (COC) and the working groups (WG). A number of COCs and working groups

support the TGOSC: Institutional Training/Distributed Learning COC, Home Station/Deployed Training COC, Combat Training Centers COC, Army Munitions Requirements COC (for training munitions issues), One Army School System WG, Civilian Training COC, the Training Support Working Group (TSWG), Joint, interagency, intergovernmental, multinational (JIIM) Training WG and the Senior Warrant Officer Council.

(1) Each COC/WG assists the TGOSC to accomplish its responsibility and will forward appropriate issues from its areas of interest through the Integration Forum 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 six-month TGOSC cycle.

(2) HQDA, DCS, G–3/5/7 Training Directorate chairs each COC. Respective charters designate co-chairs. Each COC consists of ACOM, 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 ACOMs/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 HQDA, ACOM and ASCC level topics and required actions from each. They must also include those topics recommended for consideration by the TGOSC.

(3) The TSWG is an integration forum for major programs of the Army TSS. The TSWG considers issues generated by management reviews of each TSS program and identifies issues that need to go forward to the COCs and/or TGOSC for their review and action. The TSWG serves to address TSS program management review (PMR) issues and provides direction and focus for the TSS actions in support of the Army Training Strategy. The TSWG will consider issues generated by each of the TSS program management reviews and identify any issues that need to go forward to respective COC forums for their review, decision, or forwarding to the TGOSC. The TSWG is co-chaired by HQDA, DCS, G–3/5/7 Training Directorate and the Training Support Analysis and Integration Directorate, of the Army Training Support Center (ATSC). The TSWG will include a point of contact from the TRADOC lead agent for each TSS program and a representative from each ACOM, ASCC, DRU, ARNG and USAR.

c. Integration Forum. The HQDA, DCS, G–3/5/7 Assistant Director of Training, or designated O–6/GS–15 level representative chairs the Integration Forum. 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 and working groups. The HQDA, DCS, G–3/5/7 Assistant Director of Training may invite ACOM, ASCC, DRU, ARNG, USAR, selected Army Staff and other representatives (subject matter experts) when needed. The Integration Forum's primary function is to integrate recommendations forwarded by the supporting COCs and working groups 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) is a leader forum that provides an opportunity for the CSA to facilitate an informative dialogue among senior commanders and Army trainers. The forum focuses on current and future strategic training and leader development issues for the current and future warrior leader. Primary members of the ATLDC are general officers responsible for training and leader development from each ACOM, ASCC, DRU; the ARNG; the USAR; Army Divisions; and Army Schools.

e. Army Leader Development Forum. The commanding general (CG), TRADOC is vested with the authority to shape and lead efforts to develop officers, warrant officers, noncommissioned officers (NCOs), and civilians to meet our future security challenges in an increasingly uncertain and complex strategic environment. The Army Leader Development Forum is chaired by the CG, TRADOC, who, as the senior responsible official for leader development, leads and executes the Army Leader Development Program (ALDP) for the Army and makes leader development decisions and forwards recommendations to the CSA. The Army Leader Development Forum membership includes ACOM, ASCC, DRU, National Guard Bureau (NGB), U.S. Army Reserve Command (USARC) and HQDA staff principals, U.S. Army Human Resources Command (HRC) Commander, and other members as CG, TRADOC directs. Army Leader Development Forum members critically examine leader development initiatives and programs, discuss issues and draw upon their experience and judgment to advise CG, TRADOC. The ALDP process is described in DA Pam 350–58. Army Leader Development Forum may establish supporting council of colonels and work groups as required.

1–16. Training Support System

The Army delivers relevant live, virtual, constructive (LVC), and gaming training enablers through the Army's TSS products, services, and facilities to create training conditions that realistically portray the operational environment and enable METL based operational training strategies. The TSS consists of five primary programs that complement each other and together generate the Army's TSS capability through the delivery of products, services, and facilities. The TSS programs include the Sustainable Range Program (SRP), Mission Command Training Support Program (MCTSP), CTC modernization, Training Information Infrastructures (TIIs), and the Soldier Training Support Program (STSP). Each TSS program will recommend, as needed, supporting functions or components that may include program policy and procedures, manpower and table of distribution and allowances (TDA) structure, modernization strategy, operations

support functions and resources, facilities, connectivity, and management support systems. Chapter 5 provides a more detailed description of the Army's TSS, roles and responsibilities, and management structure.

1–17. 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 attributes, competencies, enabled by the leader development pillars of training, education and experiences, supported by the three training domains of institutional training and education, operational assignments, and self-development.

b. A robust leader development program is essential to maintain the Army; and leadership is a key element of combat power. The Army Profession is maintained by leaders who place high priority on and invest themselves and the resources available to develop future leaders at all levels.

c. The Army is adapting to develop leaders who can maintain a decisive advantage over adversaries. These leaders can effectively operate in a more complex and decentralized operational environment. Leader development programs must prepare leaders for limited exposures with, or operating with Joint, interagency, intergovernmental, and multinational partners. Leader development programs must also produce and reward leaders who are inquisitive, creative, and adaptable.

d. Leader development instills and refines desired attributes and competencies in Soldiers and Army Civilians through an appropriate combination of formal education, experience, training, assessment, counseling and feedback, remedial and reinforcement actions, evaluation, and selection. This integrated, progressive and sequential process occurs in 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, HRC, unit commanders, and organization leaders 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. MSAF applies in operational, institutional, and self-development domains to all NCOs, officers (O–7 and below) and civilian leaders in the Army. Although these are the targeted groups for participation, any Army personnel can and are encouraged to participate regardless of rank or duty position. Also non-Army personnel who possess a common access card (CAC) can register to participate in MSAF. This assists Army personnel in Joint assignments to receive feedback from their non-Army superiors, peers and subordinates. Self-development actions include conducting a self-assessment and seeking feedback on a periodic basis through the MSAF program (see app K).

(5) The three primary training domains are supported by several key enablers. These enablers occur across one or more domains and support the Soldiers and Civilians 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. As part of this process, leaders will help Soldiers design an individual development plan (IDP), in accordance with doctrinal products (ADP/ADRP 6–22, Army Leadership). The IDP will assist Leaders and Soldiers with an objective approach to professional development to identify weaknesses and sustain strengths. To ensure the IDP is fully established throughout a Soldier's career, each first term Soldier will receive an initial counseling from their first-line Leader within 30 days of arrival to their first permanent duty station, as part of the Reception and Integration process. Leaders and Soldiers will create an IDP in the Army Career Tracker and this requirement will be conducted annually until the Soldier transitions from military service.

(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.

e. The Army Leader Development Strategy articulates the characteristics we desire in our Army leaders as they progress through their careers; establishes nine imperatives for the integration of policies, programs, and initiatives to produce Army leaders; and provides guidance for career-long development of Army leaders through education, training, and experience.

1–18. Training standardization

a. The objectives of training standardization are as follows:

(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 and the Decisive Action Training Environment. While ensuring tasks are performed to Army standards, commanders encourage trainers to exercise initiative and to create realistic and challenging environments (political, military, economic, social, infrastructure, information, physical, terrain, and time) conditions for training within the context of mission, enemy, terrain and weather, troops and support available, time available, and civilian considerations. Army collective and individual unit tasks and CATS will be provided Army-wide by the Army Training Management System (ATMS) Digital Training Management System (DTMS) and Army Training Network. 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 ACOM commanders.

(4) Advises HQDA, DCS, G–3/5/7, and the ACOMs on matters pertaining to standardization.

(5) Tasks the appropriate TRADOC staff or proponent school to develop training solutions for standardization issues.

1–19. Conducting training in units and schools

Army training, doctrine, products, techniques and resources are located on the Army Training Network, https://atn. army. mil. The ATMS (Army Training Network and DTMS) is the Army's primary tool that provides access to training strategies (CATS, collective and individual tasks, training support packages (TSPs), etc); and ATMS (DTMS) is mandated to manage unit training. HQDA mandatory training subjects for training in units, training in institutions, and training for Army Civilians can be found in appendix G and on Army Training Network. 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/educational outcomes, conditions, and standards for each task to be trained).

c. Demonstrate, guide, and evaluate in the assigned tasks to the established 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.

1–20. Managing training in units

Leaders in Joint organizations (that is, Joint Task Forces, Joint Land Component Commands, and COCOM Headquarters) manage training using procedures in the Joint Training Manual (CJCSM 3500.03C). Leaders in Army units (for example, TDA units and modified table of organization and equipment (MTOE) units within ACOMs, ASCCs and DRUs) manage training using procedures on Army Training Network website, https://atn.army.mil. Army Training Network supports and is consistent with Joint training management procedures. Leaders in Army units will—

a. Use ATMS (DTMS) to manage unit training. The ATMS provides the ability to plan, resource and manage unit and individual training at the unit level and provides access to all proponent approved CATS, collective, and individual

tasks. Additional information is provided on the ATMS 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. Focus training on key collective tasks derived from the unit METL, unit mission and the higher commander's guidance. Unit CATS provide focus on METL-based Training strategies and are synchronized with the ARFORGEN Force Pools to support readiness reporting requirements. They are designed to train a unit to perform its missions, employment, capabilities and functions and contain all the collective tasks designed to train the unit. Training Events in the CATS provide recommendations of the methods that can be employed to train those tasks. Training Events are often designed to suggest a sequential training path so that commanders can select the appropriate level of event difficulty to match the units level of proficiency at executing the collective tasks associated with that Task Selection. CATS are nested BCT to Crew level, integrate DA Pam 350–38 and provide recommendations on who, what, how and the frequency to train. They provide recommendations on use of TADSS, training gates, multi-echelon training, resources and provide a base line purpose, outcome and execution guidance for each event. CATS provide a strategy from which leaders can extract a unit training plan based on the unit's assigned missions and readiness requirements.

c. Conduct training to standard.

d. Minimize risk. Minimize risk in training activities by applying the risk management process in accordance with FM 5–19 when planning all training events.

e. Manage activities. Manage activities so that training land is protected, rehabilitated, and maintained.

f. Available time. Given a directed mission, use available time to train to accomplish the mission.

g. Assess performance. Assess performance in training and operations and provide feedback to unit personnel and Army lessons learned processes.

1–21. Managing training in Army schools

The Army coordinates course allocations for schools, to include the resident training base and distributed training courses, through 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 assignments, and student management (reservations, enrollment, and completion entries) will be documented in ATRRS. HQDA 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 seat requirements, compares those requirements with school training capacity, and reconciles differences into an affordable, acceptable, and executable training program. HQDA, DCS, G–3/5/7 and HQDA, DCS, G–1 co-chair the SMDR. HQDA, DCS, G–1, coordinates the SMDR and verifies and provides the record set of training requirements reviewed at the SMDR. HQDA, DCS, G–1, provides the manpower program (active Army accessions, reserve component inputs to training, and AC/RC end strength projections), from which the training requirements are derived and ensures that personnel policies support the training program. HQDA, DCS, G–3/5/7, validates the training seat requirements, based on historical quota utilization rates, force structure adjustments, strategic senior Army leader decisions, etc. 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 in training capacity. After general officer approval, the individual training program (training seat requirements) is published jointly by HQDA, DCS, G–1 and HQDA, DCS G–3/5/7, 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 seat 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 training systems (commands) 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 Resources Arbitration Panel (TRAP) addresses unprogrammed training-seat changes to the ARPRINT during the execution and budget years. These changes can generate unprogrammed resource requirements such as additional manpower, base operations (facilities, meals, lodging), equipment, ammunition, and funding, for which commands may require resourcing through HQDA. If unprogrammed resourcing through HQDA is required, the TRAP helps HQDA determine whether to approve the unprogrammed training-seat changes or disapprove and accept risk. HQDA, DCS, G–3/5/7 and HQDA, DCS, G–1 co-chair the TRAP. Detailed guidance on the TRAP process is included in AR 350–10.

d. The analysis of change cell is a forum that addresses issues impacting training in the budget and execution years too complex to address in the TRAP or SMDR. Its role is to develop recommendations to resolve critical issues impacting inputs to programmed training. Issues include, changes in training loads generated by changes in current authorization documents, Army policies, current manpower inventory, projected gains and losses, training attrition

rates, training strategies and availability of resources. Detailed guidance on the analysis of change cell is included in AR 350–10.

e. The TRADOC Training Requirements Analysis System (TRAS) integrates the training development process with PPBE 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. Additional information about the TRAS process can be found in TRADOC supporting publications.

Section V
Army Training Programs

1–22. Oversight of Army training programs
The HQDA, DCS, G–3/5/7 approves all Army training programs and provides oversight for several program areas. The HQDA, DCS, G–3/5/7 is assisted by the HQDA Director of Training, designated HQDA lead agents, and the TGOSC. These programs apply to both the Operating Force and Generating Force. Consistent with the training management principles in ADP/ADRP 7–0 and unit training management on Army Training Network, 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 TSS capabilities available to the unit. HQDA establishes training requirements and program guidance when important to ensure a particular force capability, equity, or standard. The CATS Program provides a metric useful for HQDA to determine operational tempo (OPTEMPO) and training resourcing requirements for the POM as well as strategy from which leaders can extract a unit training plan. DTMS can assist the commander/trainer in planning, resourcing, and tracking individual and collective unit training tasks. Details for Army training programs are found in appendix G, Section II. The 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.

1–23. Physical readiness training
This regulation describes the policy, requirements and standards of the physical readiness training (PRT). Appendix G describes general policy and requirements governing Army PRT for all Soldiers. Policy governing military physical readiness and height/weight standards during institutional training is contained in chapter 3. The primary reference for developing physical readiness programs is FM 7–22.

1–24. The Combat Training Center Program
The CTC Program consists of the Mission Command Training Program (MCTP), Fort Leavenworth, KS and the Maneuver Combat Training Centers located at the National Training Center (NTC), Fort Irwin, CA; the Joint Readiness Training Center (JRTC), Fort Polk, LA; and the Joint Multi-national Readiness Center (JMRC), Hohenfels, Germany. The CTC Program objectives are to increase unit readiness; develop battlefield leaders; embed doctrine, provide feedback on unit tactical effectiveness to participants; provide a realistic OE; and provide data to improve doctrine, organization, 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.

Section VI
Training and Education Schools

1–25. The Army School System
The Army School System (TASS) is a composite school system made up of AA, ARNG, USAR, and Army Civilian institutional training systems. TASS conducts IMT (for example, Basic Combat Training, Advanced Individual Training (AIT), One-Station-Unit-Training (OSUT), Basic Officer Leaders Courses (BOLC A & B)); reclassification training (for example, MOS and officer branch qualification); officer, warrant officer, NCO and Army Civilian professional development training and education (for example, the 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. TASS is further discussed in chapter 3.

1–26. One Army School System
One Army School System is comprised of RC and active component (AC) institutions that utilize training resources to train Soldiers in the most efficient and effective manner possible without regard to component. One Army School System is more responsive to the mission by using various delivery means, to provide relevant and realistic institutional training to a supply based ARFORGEN model in an era of persistent conflict. One Army School System is designed to

maximize training capacity across the Army, support the Army Learning Module 2015 and enhance multi component training opportunities where feasible. One Army School System is further discussed in chapter 3.

1–27. Schools of other government organizations
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 JIIM 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.

1–28. Inter-service training
a. The Inter-service Training Review Organization (ITRO) is a consortium of the military services established to identify training commonalities among Services and determine resource efficiencies (cost, manpower and facilities) associated with consolidation or collocation.

b. The ITRO reviews training and related activity among military departments to increase effectiveness and efficiency through:

(1) Feasibility studies for consolidated or collocated training, or course or curricular realignments

(2) Memorandums of agreement between services or standardization

(3) Analysis of resources required for inter-service training, administrative or management improvement

c. The ITRO assists the military departments by performing special studies directed toward improving common training needs among the services. Moreover, ITRO functions as a forum for the free exchange of ideas, information, and new technology as related to inter-service training.

Chapter 2
Responsibilities

Section I
Headquarters, Department of the Army

2–1. 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, the ASA (ALT) will—

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

(1) Provide new equipment training (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 AMC TNGDEVs.

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

(c) The TRADOC Combined Arms Center Training to ensure NET products, individual and collective tasks are in accordance with 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), Army Acquisition Workforce (AAW) personnel and generating force/operating force regarding operational contracts support skills and knowledge.

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; The Army Office of the General Counsel; The Judge Advocate General (TJAG); Chief, National Guard Bureau; 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 and DARNG for administration of quotas for OES/NCOES, certification, and functional area training courses for AA personnel.

f. Through the Director, for Acquisition Career Management—

(1) Assist the Army acquisition executive in implementing Defense Acquisition Workforce Improvement Act (Title 10, United States Code, Section 1701 et seq. (10 USC 1701 et seq.)) provisions. This includes high-quality education, training, and other career broadening programs to enhance technical competencies and leadership skills of persons serving in acquisition positions.

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

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

(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.

(5) Assist with implementing improvements regarding development of non-acquisition Operational Contract Support skills and knowledge. This includes education, training and other mission enhancing programs.

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 developing policy concerning foreign training programs under international military education and training; foreign military sales; foreign military financing; international narcotics and law enforcement affairs; and nonproliferation, antiterrorism (AT), de-mining, and related matters.

2–2. Assistant Secretary of the Army (Installations, Energy and Environment)
The ASA (IE&E) is responsible for matters related to installation, real estate (to include new land purchases), military construction; environment, safety and occupational health; National Environmental Policy Act (42 USC 4321–4347); and the Land Use Requirements Studies.

2–3. 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 AA, the ARNG/Army National Guard of the United States, USAR, Army Civilian and contractor). The ASA (M&RA) will provide policy, programming and oversight of readiness training and leader development.

2–4. 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 develop 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 (SES or general officer) to the Army e-Learning Office at army. elearning@us.army.mil/, if an Army organization has a compelling reason for not using the Army e-Learning Program. Waiver requests will be processed within three working 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 Army Knowledge Online (AKO), by clicking on Self-Service, My Education.

2–5. Assistant Chief of Staff for Installation Management
The ACSIM will—

a. Develop policy and guidance for 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 (BASOPS)/sustainment, revitalization, and modernization (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. Ensure facilities acquisition is integrated into and synchronized with materiel acquisition, in coordination with HQDA, DCS, G–3/5/7, HQDA, DCS, G–8, and HQDA, DCS, CIO/G–6.

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 (MATDEVs); coordinate prioritization and funding for these items as part of unit set fielding integration reviews.

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

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

2–6. Office of the Chief of Staff Army, Director, Senior Leader Development Office
The Director, Senior Leader Development Office will—

a. Manage the active component population of general officers, O–6s and promotable O–5s in accordance with established laws and policies, to attended developmental opportunities outlined in chapter 3 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 JAGC).

b. 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 (SSC), fellowships, internships, Army schools, and non-Army schools.

c. Manage officers selected to command at the general officer and colonel level ensuring completion of appropriate command preparation development opportunities.

d. 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.

2–7. Deputy Chief of Staff, G–1
The DCS, G–1 will—

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

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

(2) Develop 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. Develop policy guidance for the Army Health Promotion Program, Army Body Composition/ Weight Control Program, 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 the Superintendent, USMA 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. Develop 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 MATDEVs and proponent (TRADOC) training developers (TNGDEVs) as appropriate.

l. Ensure timely and accurate MOS decisions.

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

n. Review near-term personnel plans, policies, and programs to ensure they support ACOM personnel requirements with the correct MOS for new systems.

o. Develop personnel policy guidance and procedures for the development of institutional training requirements for the Army in accordance with AR 350–10.

p. Manage ATRRS in accordance with AR 350–10, in coordination with HQDA, DCS, G–3/5/7,

q. Provide guidance and direction for the operation of the Civilian Human Resources Agency.

r. Develop HQDA-approved Sexual Harassment, Assault and Response Prevention (SHARP) training information and resource materials in conjunction with TRADOC and make them available through AKO.

s. Develop HQDA-approved Army substance abuse policy, prevention, professional development and awareness training information, resource materials, and training courses.

t. Manage the Army's Civilian intern program (see also AR 690–950, Career Management).

u. Support The Army Distributed Learning Program (TADLP):

(1) Develop Army personnel policy guidance for distributed learning (DL) instructional activities.

(2) Provide direct access for training enrollment to Soldiers and Army Civilians through the ATRRS DL Web site for all self-development training.

v. Support HQDA, DCS, G–2 and HQDA, DCS G–3/5/7, in reviewing the strategic language list for training as required (see Chapter 8 for additional details).

w. Under HQDA, DCS, G–1 staff supervision, the CG, Human Resources Command will:

(1) Act as the principal agent for the HQDA, DCS, G–1 staff supervision, 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 Captain Career Courses (CCC) (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, and/or the AMEDD Officer Career Course.

(5) Manage the Advanced Civil Schooling 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 Officer Candidate School (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)/Warrant Officer Intermediate Level Education (WOILE), and Warrant Officer Senior Staff Course (WOSSC)/Warrant Officer Senior Service Education (WOSSE). Select and assign WOs to serve as WOCS training, advising and counseling officers.

(11) Develop and manage, in compliance with HQDA, DCS, G–3/5/7, the Advanced Leaders Course (ALC) and Senior Leaders Course (SLC) training seat requirements.

(12) Schedule AA Soldiers to attend ALC and 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 of AR 11–6 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) Provide 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/WOILE, and WOSSC/WOSSE.

(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 TADLP—

(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 TRAP.

(24) Ensure HRC will participate in the Training Coordination Council Workgroup (TCCW) and provide full support for training program execution.

x. One Army School System will—

(1) Co-chair the SMDR ensuring that the output from the TCCW is incorporated in the requirement verification process for the out years.

(2) Serve as Army Staff proponent for policies and procedures for developing and verifying all Army institutional training and DL requirements for the Army (AA, ARNG, and USAR).

(3) Participate in the TCCW to resolve training requirements issues.

2–8. 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 per AR 350–32, and opposing forces (OPFOR) training in accordance with AR 350–2.

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. Develop the Army Foundry Intelligence Training Program, AR 350–32.

e. Serve as the Army's foreign language proponent in accordance with AR 11–6. In coordination with HQDA G–3/5/7, determine and provide TRADOC the countries/cultures and associated languages to include in Army Culture and Foreign Language Strategy (ACFLS) Education and Training; and review the strategic language list 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 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 foreign disclosure in accordance with AR 380–10, within the institutional training domain.

2–9. 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 HQDA 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 HQDA 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; the CG, U.S. Army Cadet Command for ROTC; the Commandant, U.S. Army Infantry School (USAIS) for Federal OCS; the DARNG for state-operated OCS; and the U.S. Army Warrant Officer Career College (WOCC) to assure standardized training in all commissioning sources.

c. Ensure Army training resource requirements defined by METL-based CATS are synchronized with ARFORGEN 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 DA Pam 350–38 (Standards in Training Commission (STRAC)).

e. Serve as proponent for the Army SRP. Formulate policies for planning, programming, operating, and managing ranges and training lands.

f. Serve as Army policy and resource proponent for leader development.

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 and the Army Civilian Training, Education & Development System (ACTEDS).

(1) Identify effective and efficient delivery of training to meet training requirements for the Army Civilian Corps.

(2) Develop and manage training policy and training procedures for Civilians in military and civilian institutions.

(3) Manage the enterprise-level Civilian training requirements to meet the short and long-term Army and DoD training management goals/objectives.

(4) Validate Civilian functional training requirements identified by AG(CP), functional chief/functional chief representatives, ACOMs, ASCCs and DRUs. Develop programming and budget data.

(5) Allocate HQDA ACTEDS training funds for Competitive Professional Development (CPD) based on validated training requirements. Manage the execution of those funds.

(6) Validate eligibility of CP and Command nominations for competitive training.

(7) Prioritize training allocations for constrained courses during the year of execution and during the program objective memorandum (POM) years.

(8) Serve as a member of the Civilian Personnel Policy Committee (CPPC).

(9) Report competitive training to OSD, OPM and other key stakeholders as required.

(10) Manage Civilian Competitive Professional Development operations and enforcement management control procedures outlined within this interim policy. Distribute HQDA central training funds for CPD based on validated training requirements. Manage and monitor the execution of funds through financial databases and provide periodic updates, as required.

(11) Serve as the Army staff proponent for managing all mandatory Civilian training requirements.

(12) Serve as the Army's liaison to OPM and DoD, as delegated by the ASA (M&RA), to ensure compliance with and implementation of training and leader development policy and program development as defined by OMB directives and statutory requirements. Monitor impacting legislation and coordinate with AG–1(CP). Maintain civilian training data, an enterprise training management system, and report to OSD, OPM and congress as directed.

(13) Establish new training strategies that accommodate emergence of new Army-wide workforce development programs, distance learning, delegated authority and its affect on training program analysis, evaluation and cost effectiveness.

(14) Co-chair the SMDR with DCS, G–1 and participate as a voting member in the TRAP to build an executable and affordable Army Program for Individual Training (ARPRINT).

(15) Identify training courses to ensure integration of Army civilians into existing military schools. Maximize the use of TRADOC and other military schools as planned resources for Civilian functional training.

(16) Develop, validate, resource, and manage an Army Civilian Training Student Account (CTSA) to support resident SSC participants.

(17) Ensure the integration of Army civilians into existing military leader development programs wherever practical.

h. 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, and DA Pam 420–1–2.

i. Advise the Chief of Staff on JIIM training programs.

j. Validate Joint training requirements for officer professional military education, as required by CJCSI 1800.01D.

k. Exercise HQDA responsibility for training Soldier and leader tasks and establishing policy for Army warrior training (AWT).

l. Exercise HQDA responsibility for Soldier training courses; the Army physical readiness training program; weapons qualification; chemical, biological, radiological, nuclear (CBRN) and explosive defense training; Personnel Recovery (PR) training; training in the code of conduct and survival, evasion, resistance, and escape (SERE); and Army modernization training.

m. Monitor Joint Airborne/Air Transportability Training (JA/ATT) Program. (appendix H)

n. Exercise HQDA responsibility for amphibious training.

o. Exercise HQDA responsibility and publish guidelines for RC pre- and post-mobilization training requirements.

p. Establish policy for training and education programs for military personnel in Civilian and industrial institutions.

q. Coordinate with the HQDA, DCS, G–1, on development of policies and programs for ACES.

r. Serve as the HQDA proponent and develop policy for the foreign area officer program (FA 48).

s. Serve as the HQDA proponent and develop policy for the simulation operations FA (FA 57).

t. Serve as the HQDA proponent and develop policy for the Strategist FA (FA 59).

u. Exercise HQDA responsibility for and develop policy for the Harvard Strategist Program.

v. 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 SSCs of Other Nations program.

(7) Army Fellowships (per AR 621–7).

w. Provide HQDA representation for the Defense Management Education and Training Board.

x. Provide distribution plans for displaced equipment to the Army staff and the ACOMs.

y. Provide program and budget guidance for the operation of Army Learning Centers and the APT, to include printing and publishing language aptitude and proficiency tests for use throughout DOD.

z. Plan, execute, and manage foreign military training programs outside the Security Assistance Program.

aa. Chair the Army TGOSC, through the Director of Training to—

(1) Schedule meetings for the Institutional Training COC, DL COC, Home Station/Deployed Training COC, CTCs COC, Army Munitions Requirements COC, Civilian Training COC, TSWG and JIIM Training WGs.

(2) Direct the training portions of the operations and maintenance, Army (OMA) program and budget.

(3) Monitor the training portions of the AA, ARNG and USAR budgets.

(4) Program funds to support approved Army training strategies and master plans.

(5) Approve training strategies developed for the individual ready reserve (IRR) by CG, TRADOC, and CG, MEDCOM, in coordination with CG, HRC.

(6) Serve as the Director of the U.S. Army CTC Program; develop policy and provide 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.

(7) Manage Army participation, support to and resource issues concerning JIIM training, including: Joint inter-operability program, and Joint Chiefs of Staff (JCS) Exercise Program.

(8) Approve ACOM proposals for contracted Soldier training courses in coordination with representatives from other Army staff elements and the proponent ACOM.

(9) Validate and integrate institutional training, unit training, and leader development requirements into USF.

(10) Serve as the HQDA proponent for AMT and related support facilities.

(11) Coordinate AMT issues with HQDA staff agencies.

(12) Ensure NET requirements are planned and funded to support Army Warfighting Experiments (AWEs), advanced technology demonstrations, and warfighting rapid acquisition program initiatives.

(13) Serve as the HQDA proponent for TADLP.

(14) Provide the TGOSC with an annual review of the e-Learning Program.

(15) Exercise HQDA responsibility for the Defense Foreign Language Program for military personnel.

(16) Supervise the programming and budgeting activities to support the NCOES, except for MEDCOM courses administered by The Surgeon General (TSG).

(17) Develop policy for the management and operation of Training Support Centers, except for policy governing visual information functions.

(18) Manage the Integrated Training Area Management (ITAM) Program.

(19) Ensure proponent institutions and CTCs are scheduled and funded to receive new equipment to coincide with operational fielding.

ab. 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.

(1) Exercise HQDA responsibility for establishment of institutional training travel policies, procedures and standards for executing institutional training travel orders.

(2) Program and provide management oversight of institutional training travel funds.

(3) Exercise HQDA responsibility for the development, coordination, and implementation of training policies, priorities, and programs in support of the Army's institutional training mission.

(4) Determine and direct quarters and subsistence support for Soldiers attending institutional training in coordination with HQDA staff agencies.

ac. Provide management oversight and funding for the Army Training Network, CATS and DTMS programs.

ad. Serve as the Army's senior language authority. Assist HQDA G–2 in determining the countries/cultures and languages to include in ACFLS language requirements, to include reviewing the strategic language list for service concurrence. (See chapter 8 for additional details).

ae. Support TADLP—

(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 provide 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 Content Management Capability (ALCMC) throughout the Army.

(5) Provide guidance to ACOM, ASCC, and DRU on operating in a DL training environment and ensure standardized training and training development policies and procedures.

(6) Resource DL through the PPBE 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 ATMS.

(8) Ensure Army transformation and Army modularity support combining DL and other TSSs into an integrated training system, in accordance with the ARFORGEN model.

(9) Coordinate with TRADOC Capabilities Manager - The Army Distributed Learning Program, TRADOC Capabilities Manager for the Army Training Information Systems and Chief, Army Training Division, NGB 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 and student/instructor ratio models for DL.

(11) Validate the annual courseware development "1 to N list" submitted by Headquarters (HQ), TRADOC.

af. 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 IT employees access to Army e-Learning during duty hours for IT self-development, management, legal compliance, and 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 IT required skills.

ag. 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 links with the ALCMC.

(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.

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

ai. The One Army School System—

(1) Serves as Army Staff lead for implementation of One Army School System.

(2) Ensure the HQDA, DCS G–37/TR (Training Directorate) serves as the proponent and primary action office responsible for synchronizing the efforts among the ACOMs, ASCCs, DRUs, Army RC, and the Army Staff to achieve full implementation of One Army School System.

(3) Serve as Army Staff proponent for training and training management policy and procedures and the integration of required resources to meet the One Army School System training mission.

(4) Participate in the TCCW. Coordinate the resolution of all major training mission resource issues and constraints presented to the TCCW.

(5) Ensure resources follow the mission across components.

(6) Co-chair the SMDR ensuring that the output from the TCCW is incorporated in the requirement verification process for the out years.

(7) Co-chair, along with TRADOC, a workgroup of Army stakeholders to review current institutional training force structure requirements to determine the right structure to better support the institutional training mission.

(8) Co-chair, along with TRADOC, a workgroup of Army stakeholders to review the total enduring institutional training TDA requirements and authorizations.

(9) Ensure HQDA, DCS G–37/TR in coordination with ARNG and USAR, will account for the total instructor and training support personnel requirements for RC TASS institutions.

aj. Serve as the proponent for the Army Driver and Operator Standardization Program, per AR 600–55.

2–10. 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 and sustainment specialist training in compliance with HQDA, DCS, G–3/5/7.

c. Ensure integrated logistics and sustainment 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/TNGDEVs, as appropriate.

f. Exercise 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.

2–11. Deputy Chief of Staff, G–8
The HQDA, DCS, G–8 is responsible for programming, materiel integration, Department of the Army (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 Program Objective Memorandum (POM), and the Future Years Defense Program; includes the independent assessment, integration, and synchronization of the Army POM.

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 FA (FA 49) and force management FA (FA 50).

2–12. Chief, National Guard Bureau
The Chief, National Guard Bureau (CNGB) is the principal adviser to the SecArmy on matters relating to the National Guard and is the channel of communications on all matters pertaining to the National Guard and the Army National Guard of the United States between DA and the several States and Territories. The CNGB is responsible for implementing SecArmy and DA guidance for the Army National Guard (ARNG), including acquiring, managing and distributing ARNG resources and developing and administering policies and programs affecting the ARNG, and for fulfilling Army responsibilities related to the ARNG for the SecArmy and DA. The CNGB coordinates with and advises the ASA (M&RA) to ensure that the ARNG's budget and policies are consistent with DA policy and Total Army interests. The CNGB is the principal military adviser to the CSA on National Guard matters. The CNGB is assigned responsibility for:

a. Informing the SecArmy and appropriate members of the Secretariat of all significant matters and communications provided to others pertaining to DA.

b. Organizing and directing the National Guard Bureau, managing its personnel and other resources to accomplish assigned responsibilities with respect to the ARNG and ensuring direct liaison between the National Guard Bureau and the HQDA Staff.

c. Implementing DOD and DA guidance on the structure, strength authorizations and other resources of the ARNG of the United States.

d. Prescribing the training, discipline and requirements for the ARNG and allocating Federal funds for the training of the ARNG.

e. Ensuring that units and members of the ARNG are trained by the States in accordance with approved policies and programs of the SecArmy.

f. Monitoring and assisting the States, consistent with SecArmy or Secretary of Defense guidance, in the organization, maintenance and operation of ARNG units to provide well-trained and well-equipped units capable of supporting and augmenting the Total Army, including conducting Homeland Defense and Defense Support of Civil Authorities missions.

g. Planning, programming and administering the budget for the ARNG and coordinating with the ASA (M&RA) to ensure consistency with DA policy and Total Army interests.

h. Supervising the acquisition and supplying of, and accountability of the States for, Federal property issued to the ARNG through the property and fiscal officers designated, detailed or appointed under Title 32 United States Code section 708.

i. Granting and withdrawing, in accordance with applicable laws and regulations, Federal recognition of units and officers of the ARNG.

j. Coordinating policies and programs for the employment and use of ARNG technicians under Title 32 United States Code section 709.

k. Supervising the Active Guard and Reserve program as it pertains to the ARNG in accordance with processes and priorities established by the SecArmy.

l. Ensuring Army officials and personnel of the National Guard Bureau comply with applicable DA policies, issuances, publications and legal opinions and that appointments of all Army officials and personnel of the National Guard Bureau comply with applicable Army personnel and manpower policies.

m. Developing and promulgating, as authorized by the SecArmy in applicable Army directives, regulations and publications on ARNG matters consistent with DA policies.

n. Facilitating and coordinating with other Principal Officials of HQDA, including the ASA (M&RA); DCS, G–I; and DCS, G–3/5/7 on the development of departmental policies and programs for mobilizing and employing the ARNG as part of the Army's operational force to meet requirements.

o. Description of additional activities include:

(1) Ensure ARNG units are organized, trained, and prepared for mobilization, deployment and missions in support of the CCDR or as otherwise directed. Certify and approve pre-mobilization training in accordance current guidelines on RC training.

(2) Recommend HQDA policy for training the ARNG.

(3) Recommend weapons qualification and training policies affecting ARNG.

(4) Provide input for updates of Army maneuver and weapons training strategies.

(5) Program and budget to support ARNG training requirements as defined by Army maneuver and weapons training strategies.

(6) Prescribe programs to maintain physical readiness of the ARNG.

(7) Develop procedures, and standards for training programs in coordination with Forces Command (FORSCOM), U.S. Army Pacific (USARPAC), U.S. Army Europe (USAEUR), U.S. Army Special Operations Command (USASOC), U.S. Army Reserve Command (USARC), and HRC in preparation for PME.

(8) Assist FORSCOM in the development of command training guidance as it pertains to the ARNG.

(9) Coordinate and facilitate the support of the appropriate ASCC for training support when required and requested.

(10) Coordinate with Army component commanders on the units, which will participate in overseas deployment training (ODT).

(11) Support the states, territories, Commonwealth of Puerto Rico, and District of Columbia in the training of ARNG units.

(12) Develop procedures and standards for training ARNG Active Guard Reserve (AGR) program participants.

(13) Establish military education prerequisites in appropriate ARNG regulations, except for criteria prescribed in AR 135–155.

(14) Recommend policy on professional career development of Soldiers in ARNG.

(15) Establish initial active duty for training (IADT) requirements for MOS-producing Total Army Training System (TATS) courses for the ARNG.

(16) Represent ARNG in the SMDR process.

(17) Select ARNG personnel to attend Army and DOD schools. Schedule ARNG officers for the BOLC and CCC, and WOCS, WOBC, WOAC, WOSC/WOILE, and WOSSC/WOSSE. State Adjutants General will control quotas and monitor input for resident NCOES courses conducted by TASS institutions.

(18) Support peacetime training requirements for ARNG Soldiers in TATS courses.

(19) Manage all NGB personnel attending non-Army schools in ATRRS.

(20) Develop, in coordination with the ACOMs, policy for access, use, and management of ATRRS in ARNG.

(21) Establish and provide guidance and direction to ARNG TASS organizations.

(22) Program and budget to support TASS.

(23) Support compliance with the Defense Acquisition Workforce Improvement Act and DOD directed acquisition position qualifications and certification requirements.

(24) Participate in the NET and DET planning process to include a review of the training strategy as outlined in the system training plan (STRAP).

(25) Support TADLP—

(a) Implements the ARNG DL Program as the proponent for DL in the ARNG.

(b) 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.

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

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

(e) Serve as the office of primary responsibility for the training and technology components of DL within the ARNG.

(f) Ensure interoperability of ARNG DL technologies with TADLP.

(g) Provide and sustain ARNG DL technologies.

(h) Provide access for U.S. Army active and reserve Soldiers at ARNG DL classrooms in accordance with the cross component resourcing agreement.

(i) Synchronize DL courseware development prioritization with the U.S. Army Training and Doctrine Command capability manager (TCM), TADLP.

(j) Review DL courseware and provides concurrence for course administrative data (CAD) and programs of instruction (POIs).

(26) Use the ALCMC 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.

(27) 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.

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

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

q. Provide a representative to the FORSCOM annual ARFORGEN Training Template and EMM workgroup to review/revise templates and EMMs in order to ensure continued synchronization with METL/CATS.

r. Review annually current institutional training force structure requirements (instructors, support personnel, and so forth) to determine the right structure to better support the institutional training mission in coordination with TRADOC, USARC and HQDA. Document enduring requirements.

s. Account for the total institutional training instructor and support personnel requirements for NGB, in coordination with HQDA, G–3/5/7.

t. Participate in the TCCW. Identify ARNG constraints in manpower, infrastructure, services and equipment to TRADOC.

u. Execute training support (range operations, Integrated Training Area Management, training support center, observers and controllers, lane support and mission training complex (MTC)/LVE integrated training environment operations) at ARNG installations, consistent with the mission commander's priorities.

v. Prepare requirements for and execute TSS Services on ARNG installations.

2–13. Chief, Army Reserve
The CAR will—

a. Serve dual-hatted as CAR and CG, USARC. In his/her role as CG, USARC, execute training responsibilities as a major subordinate commander of FORSCOM in accordance with paragraph 2–23.

b. Serve as the HQDA adviser on USAR training and leader development matters, and coordinate such with the ASCCs with USAR training responsibilities (e.g., USAREUR and USARPAC).

c. 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.

d. Publish an Army Reserve Training Strategy, complementing the Army Training Strategy, aligning with ARFOR-GEN, and enabling USAR units to meet ARFORGEN Aim Points.

e. Implement, review, and provide supplemental guidance on any DOD, HQDA, and ACOM/ASCC/DRU policies for operations, training, mobilization, and deployment of USAR forces.

f. Review and provide input for updates to Army training strategies which include capabilities and needs of USAR forces. Strategies include training policies/resourcing of training readiness, Base METL, CATS, ARFORGEN Templates and Event Menu Matrices, weapons qualification, physical fitness, TSS, Distributed Learning System, and Army Training Information System).

g. Plan, program, budget, and execute USAR appropriations (i.e., reserve pay & allowances, operations & maintenance, USAR, military construction, Army Reserve, National Guard Reserve equipment account) to support requirements of the Army Reserve Training Strategy.

h. Publish training and evaluation programs for USAR Soldiers and units without an applicable Soldier Training Publication and CATS respectively.

i. Represent the USAR in the ADLP.

j. Review all STRAP.

k. Support Army Modernization Training in accordance with this regulation.

l. Establish priorities to support ARFORGEN training requirements for USAR units in the Reset, Train/Ready, and Available force pools and execute training support (range operations, Integrated Training Area Management, training support center, Mission Training Complex, and LVC and gaming ITE operations) at USAR funded installations (Fort McCoy, WI, Fort Hunter Liggett, CA; ASA–Dix, NJ; Devens RFTA, MA, and Camp Parks, CA) and local training areas.

m. Develop policy, procedures, and standards for training USAR AGR Soldiers.

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

o. Participate in the SMDR, TACITS, and TCCW in accordance with AR 350–10. Identify USAR institutional training needs (for example, individual and leader education training requirements). Identify One Army School System/TASS support constraints in manpower, infrastructure, services and equipment to TRADOC.

p. Develop, in coordination with the ACOMs/ASCCs/DRUs, policy for access, use, and management of ATRRS for USAR forces.

q. Coordinate with Army service component command for ODT in accordance with AR 350–9.

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

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

t. Ensure attendance of qualified officers, NCOs, and Soldiers at OES and NCOES courses, are consistent with Army training policies and priorities.

u. Determine and document institutional training force structure requirements (for example, instructors, support personnel, equipment, TADSS, MDEPs) to support the institutional training mission.

v. Assist with TSS training enabler planning, and monitor USAR unit use of IMCOM executed training enabler resources that support senior commander-directed training programs.

2–14. The Inspector General

The Inspector General will—

a. Conduct, as appropriate, Army-wide inspections related to training policy and the impacts of training on the readiness and warfighting capabilities of all Army units.

b. Conduct inspector general training and sustainment courses in accordance with AR 20–1.

2–15. Chief of Public Affairs

Chief of Public Affairs—

a. Develop public affairs doctrine that is congruent with public policy and upon which Army public affairs training is based.

b. Serve as the proponent for, exercise HQDA responsibility for, and develop policy for the public affairs FA (FA 46).

c. Coordinate with the Defense Information School in the design and development of 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 HQDA mandatory training requirements.

2–16. The Surgeon General

TSG will—

a. Develop policy and manage and provide clinical and technical professional medical training and education to support common core training and education to include HQDA mandatory training requirements. This includes medical training for individuals and units not in the AMEDD and medical training under special circumstances, such as CBRN and explosive defense conditions.

b. Develop field medical support concepts, doctrine, training, education, 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 readiness and managing the Cardiovascular Screening Program (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.

2–17. The Judge Advocate General
TJAG will—

a. Develop and administer the curriculum, doctrine, standards, and delivery of legal education and training for attorneys (military and Civilian), warrant officers, legal paraprofessionals, paralegal NCOs and specialists in the Judge Advocate Legal Service 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 officers to Direct Commission Course, Judge Advocate Officer Basic Course 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.

g. Establish professional and educational policies and procedures for the JAGC.

h. Direct education, training and functions of The Judge Advocate General's Legal Center and School.

i. Program and budget resources to meet requirements.

2–18. Chief of Chaplains
The Chief of Chaplains will —

a. Develop and publish the Chaplaincy Training Strategy.

b. Develop and publish annual training guidance for the Chaplain Corps.

c. Develop 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, the Chaplains Captains Career Course (C4), and branch functional courses.

h. Direct training and function of the U.S. Army Chaplain Center and School.

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; Chaplain Clinical Ethicist; Ethics; World Religions; and Strong Bonds.

o. Exercise HQDA responsibility for moral leadership training in the Army.

2–19. 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.

e. Provide guidance for exercise related construction planning and construction design training.

2–20. Provost Marshal General
The PMG will—

a. Develop policy and provide management and technical oversight of the Army's policing functions, including law enforcement, criminal investigations, criminal intelligence fusion, corrections, forensics, physical security, high risk personnel security, AT and detention operations.

b. Serve as the Responsible Official to the Secretary of the Army's Department of Defense Executive Agent responsibilities for Forensics, Level III Corrections, Detainee Operations policy, eGuardian Suspicious Activity Reporting System and Civilian Police and Guards Training and Fitness Standards. Serves the Secretary of the Army (Executive Agent) as the Responsible Official and Executive Manager for DOD Biometrics.

2–21. 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 noncommissioned officer academies (NCOAs).

b. Ensure attendance of qualified officers, NCOs, and Soldiers at OES and NCOES courses, consistent with Army training policies and priorities.

c. Manage training quotas allocated to their command, and Soldier attendance.

d. Manage Warrior Leader Course (WLC) training seats and attendance.

e. Ensure officers, NCOs and Soldiers are aware of the following:

(1) The OES and NCOES courses established for their MOS.

(2) The importance of OES and NCOES attendance and training to individual MOS proficiency, career progression, developmental timelines, cadre development, and unit readiness.

f. Ensure promotable Soldiers are scheduled to attend resident NCOES courses at the time of selection for promotion, and officers attend OES 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, ALC, SLC, and functional training.

i. Ensure Army civilian supervisors attend CES 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 Defense Acquisition Workforce Improvement Act and DOD-directed acquisition position qualifications and certification requirements.

l. Ensure 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 NET Plans.

(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 NET Plan), and request availability and stabilization of personnel receiving NET and designated NETT members in support of the NET Plan.

(5) Provide installation support to include billeting, tactical vehicle transportation, and food services to NETT as available and required on a reimbursable basis.

(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 NETT.

(8) Assist capability developer (CAPDEV) in preparing combat developments feedback data and assist MATDEV and TNGDEV in preparing DET plans as required.

(9) Notify HRC of any MOS or ASI awarded as a result of AMT.

(10) Program, budget, fund travel and per diem for ACOM personnel to attend NET courses (except NET team members), and provide DET information to CAR.

(11) Manage DET for USAR units, as required, in conjunction with MATDEV and TNGDEV. Assist ARNG units receiving DET when required.

m. Ensure that if the command is the proponent for a Soldier training course per paragraph 4–14, Appendix G, or otherwise designated by HQDA, DCS, G–3/5/7—

(1) Develop TSPs for the course and, if requested, provide the TSP to other ACOMs. Course TSPs will be developed following the guidance published in appendix B of this regulation. TSPs will include standardized course prerequisites and standardized certification tests. The ACOM points of contact can secure information about TSPs developed by proponent ACOMs and Training/TATS courseware development from HQ, TRADOC.

(2) Approve any TSPs developed by other ACOMs for the course.

n. Ensure that 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 ACOM.

(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 (see DOD 5500.07–R (Joint Ethics regulation)).

(8) Provide, when requested, 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 Army Values training.

q. Conduct annual fraternization policy training.

r. Conduct annual SHARP training.

s. Conduct pre-deployment and post deployment SHARP training, as directed in AR 600–20.

t. Ensure commanders establish operational intelligence training programs in accordance with AR 350–32.

u. Fund all unprogrammed costs for MTTs.

v. Provide all equipment requirements at home station to support MTTs.

w. Manage and execute training travel funds in support of AA Soldiers assigned.

x. Ensure commanders of ASCCs, with HQDA, DCS, G–1, DCS, G–2, DCS, G–3/5/7, and TRADOC, annually review the strategic language list for training. (See chapter 8 for additional details).

y. Support TADLP—

(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.

(3) Ensure unit commanders support attendance of their Soldiers during the duty day at DA directed and quota managed DL courses, and ensure 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 responsible official 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) 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 occur.

(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 ACOM 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 ALCMC 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.

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

aa. Maintain knowledge of AR 340–21, The Army Privacy Program, and AR 25–55, The Department of the Army Freedom of Information Act Program.

Section II
Army Commands

2–22. 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 Senior Responsible Official and principle lead for the training and leader development processes. Develop training doctrine and execute training policies and procedures as directed by HQDA.

(1) Designate Army training and education proponents responsible for the development of unit and individual training and the development of TSPs and products for approved training requirements.

(2) Serve as the Army's lead for training and education development products and processes.

(3) Develop, publish and sustain training management doctrinal products (ADP/ADRP 7–0), supporting pamphlets, and electronic portals (ATMS, Army Training Network, DTMS CATS).

(4) Develop and implement TASS policies and procedures.

(5) Develop and update an Army Leader Development Strategy based on guidance from Senior Leaders of the Department of the Army; SA; U.S. Army; ASA (M&RA); ASA (Financial Management and Comptroller); CSA; VCSA; SMA; DCS, G–1; DCS, G–3/5/7; DCS, G–8; and other HQDA principals as required.

(6) Assess the ALDP and related policies to ensure they are consistent with the Army Leader Development Strategy.

c. Lead, shape, manage and execute leader development for the Army through the ALDP.

(1) Direct the execution of the ALDP.

(2) Synchronize ALDP initiatives and recommend policy revisions to HQDA G–3/5/7.

(3) Recommend prioritizations and allocation of ALDP resources to the CSA.

(4) Assess and periodically report on the status of the ALDP, identify gaps, develop and recommend solutions, as directed by the CSA.

d. Serve as the Army lead agent for DL implementation, and provide oversight for DL implementation and integration throughout the life of the program.

(1) Appoint and charter a TCM for TADLP and Army Training Information Systems (ATIS).

(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, prioritize and validate the annual courseware development "1 to N list" for the U.S. Army, ARNG, and USAR.

(6) Direct and coordinate the installation and sustainment of DL facilities and infrastructure with the Program Director (PD), Distributed Learning System (DLS).

(7) Coordinate and facilitate the integration of DL facilities.

(8) 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.

(9) Update ATRRS with—

(a) Current and future DL locations and constraints.

(b) 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.

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

(11) Establish administrative procedures for tracking student progress through DL content / course phases, modules, and lessons for input into ATRRS.

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

(13) Provide and coordinate requirements with the PD DLS to procure, install, staff, and maintain DTFs.

(14) Provide and coordinate requirements with the PD DLS for the development and implementation of the deployed digital training campus.

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

(16) Ensure that the ALCMC 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.

(17) Coordinate the development and implementation of necessary interfaces between DL and existing and future personnel, training, operational, Joint, and learning management systems through ATRRS.

(18) Coordinate the development and implementation of an automated training and education design capability.

(19) Coordinate the development and implementation of DL reach-back and lifelong-learning capability.

(20) Coordinate the development and implementation of an Army training help desk supporting DL students.

(21) Develop instructor contact hour and student-instructor ratio formulas for DL, and submits formulas to the U.S. Army Manpower Analysis Agency for validation. Coordinate with HQDA, DCS, G–1 to implement instructor contact hour and student-instructor ratio formulas in ATRRS.

(22) Ensure that the Commandant, U.S. Army War College (USAWC)—

(a) Provide and sustain a DL option for USAWC students that will satisfy their SSC 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 Strategy and Army Leader and Development Strategy by—

(1) Serving as the Army functional proponent for training management, doctrinal products (ADP/ADRP 7–0), ATMS, Army Training Network, CATS, HQDA Standardized METL, DTMS, and the Home Station Master Plan. In coordination with HQDA, DCS, G–3/5/7, G–37 Collective Training Division exercise HQDA responsibility, supervision and management of ATMS providing, technical, functional, and operational support to the Army and DOD. Ensure that doctrinal products (ADP/ADRP 7–0 or unit training management, ATMS Army Training Network, CATS, METL, DTMS) and Home Station Master Plan are synchronized and comply with and implement the guidance provided in this regulation.

(2) Developing policy and guidance for the management, planning, development, and implementation of collective training and for preparing collective training products.

(3) Identifying and prioritizing training resources required by ATMS, Army Training Network, DTMS, CATS, and METL.

(4) Serving as the Army's task (collective and individual) and CATS manager.

(5) Exercising quality assurance and quality control over training development and collective training.

(6) Developing related individual TSPs for individual training in service schools and units.

(7) Supporting the evolution of the Joint Training System and its automation.

(8) Developing training strategies for the Army by:

(a) Developing maneuver and weapons training strategies (CATS and DA Pam 350–38) 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 from the Common Framework of Scenarios, opposing forces models, accreditation criteria, CTC resources, CTC master plan, and MCTP observer, coach, trainer requirements. Execute additional responsibilities in accordance with AR 350–50.

g. Command the MCTP. Man observer, coach, trainer requirements.

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, Army Values, alcohol/drug abuse, SHARP, and the implementation of leadership assessment policy in Army schools and training centers.

l. Ensure TRNGDEV for AMT—

(1) Identify requirements for training and training support products needed for AMT by the proponent TNGDEV working in concert with the TNGDEV and MATDEV.

(2) Validate all the training products provided by the MATDEVs and TNGDEVs prior to the first unit equipped (FUE) date by the TRADOC proponent.

(3) Document the AMT strategy and the required associated NET training and training support products to provide the TRADOC proponent with the necessary material so the Generating Force is prepared to implement the new training into the Operational Force by FUE, with complete transition no later than one year after FUE.

(4) Enable Army training activities with the training capabilities document, the integrated capabilities document, capabilities development document, or capabilities production document.

(5) Ensure NET and multimedia TSPs are provided in a timely manner to units conducting AWEs and advanced technology demonstrations 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.

(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 responsibility for the combat development and training development aspects of the operational environment and 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, DA Pam 350–38, 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 readiness research, policy, and performance standards and to assist in the execution of the Army Physical Readiness Training Program in units, training base schools, and mobilization sites to include physical readiness for individuals/units, Future Soldier, initial-entry, pregnancy/post partum, combatives, and water survival. The deputy commanding general (DCG), IMT, through the Physical Readiness Division of the Training Support and Schools Directorate, provides physical readiness doctrine, training programs, and performance standards informed by experienced-based, professional expertise on the theories, principles, techniques and methodologies of physical readiness, human performance, and associated areas of science. Expertise should be supported by professional certification from 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. 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 USAWC will provide leadership in research, training, and education pertaining to mental and physical resiliency and readiness within PME.

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 ATMS).

q. Manage the institutional portion of the ALDP, to include the production and dissemination of leadership training materials and the integration of military and Army Civilian development courses.

r. Establish doctrine and recommend policy for managing individual (enlisted and officer) and unit training.

s. Maintain ADCON over designated DOD schools.

t. Exercise 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 and collective training and training support to meet the Army's training goal. This includes the development of TATS 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) Review the relevance of the AWT Program in support of theater operations, semiannually, in coordination with FORSCOM, DCG, IMT, and the USAIS. 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 USMA and National Guard Academies.

x. Review POIs for institutional training courses to ensure compliance with established policies. (Exceptions are: AMC schools, the U.S. Army Criminal Investigation Laboratory, The Judge Advocate General's Legal Center and School, AMEDD Center and School, and John F. Kennedy Special Warfare Center and School.) In accomplishing this responsibility, the CG, TRADOC, will—

(1) Serve as the Army member on the ITRO 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 TRAS.

(3) Coordinate changes in course prerequisites and implementation dates at least 12 months in advance.

(4) Obtain HQDA, G–3/5/7 Training Directorate approval on proposed changes in course prerequisites, curricula, course lengths, and course additions and deletions for training conducted under the control TRADOC. Course changes that affect course prerequisites, lengths, class sizes, or other major resource changes require a 12 month 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 temporary duty (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 and make them accessible for instruction in non-TRADOC schools.

(2) Coordinate with non-TRADOC commanders to establish courses worldwide, as required.

(3) Ensure input and graduation data for courses conducted by TRADOC 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.

(3) Validate DLIFLC resources.

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, serve as the proponent for, exercise HQDA responsibility for, and recommend policy for, through the CG, Combined Arms Center—

(1) Information Operations FA (FA 30).

(2) Electronic Warfare FA (FA29).

(3) Mission Command (MC) current and emerging systems and technology.

al. Serve as the proponent for, exercise responsibility for, and recommend policy for the nuclear and counter proliferation FA (FA 52) through the U.S. Army Nuclear and Combating Weapons of Mass Destruction Agency.

am. Serve as the proponent for, exercise responsibility for, and recommend policy for the telecommunication systems engineering FA (FA 24) and information systems management FA(FA 53) through the U.S. Army Signal Center.

an. Serve as the proponent for, exercise responsibility for, and recommend policy for the strategic intelligence FA (FA 34) through the CG, U.S. Army Intelligence Center.

ao. Coordinate with ACOM, HRC, DARNG, CAR, and HQDA to develop NCOA tables of distribution and allowance.

ap. 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, in coordination with the U.S. Navy (USN) and U.S. Marine Corps (USMC).

aq. Ensure the Army fraternization policy contained in AR 600–20 is addressed in IMT, NCOES and OES as appropriate. Coordinate through Office of the Judge Advocate General (OTJAG) with HQDA, DCS, G–1, to ensure the Army's fraternization policy is taught annually as part of military justice common military training requirements.

ar. 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 operational environment for training in a periodically updated pamphlet for use by trainers in establishing training conditions.

as. Establish a special staff HQ TRADOC QA Office, as the lead agent for the Army's quality assurance (QA) program, to—

(1) Develop 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 organization for all Army schools (TRADOC and Non-TRADOC, active and reserve, military and Civilian) with the exception of the U.S. Army Military Academy. This includes TRADOC Centers of Excellence and subordinate university/schools, independent TRADOC schools/colleges, non-TRADOC schools, and RC training/learning institutions. Responsibility involves, but is not limited to:

(a) Provide governance oversight over accreditations of all AA and RC training and education institutions every three years against the TRADOC CG approved Army Enterprise Accreditation Standards that cross the DOTMLPF domains in accordance with this regulation.

(b) Lead an accreditation team composed of HQ, TRADOC, Combined Arms Center and Initial Military Training (IMT) Center of Excellence evaluators to accredit TRADOC Centers of Excellence and schools.

(c) Lead accreditation of non-TRADOC schools.

(d) Lead accreditation of ARNG Regional Training Institutes, (RC Multifunctional Training Brigades/Units, and NCOA. Involves coordination of Multifunctional Training Brigades/Units accreditation with appropriate ASCCs, or DRUs.

(e) Provide oversight of TRADOC proponent schools to accredit aligned RC training/learning institutions and Combined Arms Center accreditation of the Combat Training Center Program.

(4) Seek funding in the POM to support TRADOC's QA Program, and seek RC evaluator augmentee support as required to support RC learning institution accreditations.

(5) Provide—

(a) Accreditation reports or other documentation to HQDA as required, including external evaluation data.

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

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

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

(7) Develop and maintain an Army QA Program portal on AKO.

(8) Develop, maintain and conduct evaluation training.

(9) Track and lead resolution of CG/DCG TRADOC approved higher HQ issues for TRADOC Centers of Excellence/schools, to include non-TRADOC schools higher HQ issues with TRADOC lead; track and facilitate resolution of RC learning institution higher HQ issues.

at. 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 350–32.

au. Publish warfighting function training standards for mission readiness.

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

aw. Exercise responsibility for non-special operations forces SERE training.

ax. Review strategic language list for training, with HQDA, DCS, G–1, DCS, G–2 and DCS, G–3/5/7, and ASCCs annually. See chapter 8 for additional details.

ay. Serve as the proponent for Army Cultural Training and develop a TDA for the TRADOC Culture Center and resource the center and its activities through the PPBE process.

az. Serve as the proponent for the MSAF program (see Appendix K).

ba. Serve as the proponent for risk management (RM) doctrine and RM integration into leader development.

bb. Provide a representative to the FORSCOM annual ARFORGEN Training Template and EMM workgroup to review/revise templates and EMMs in order to ensure continued synchronization with METL/CATS.

bc. Assist the HQDA, DCS G–37/Institutional Training Division with the integration of required resources and implementation of the One Army School System for the Active Army and Reserve Components.

bd. Co-chair with HQDA, DCS G–37/Institutional Training Division, a workgroup of Army stakeholders to review the total enduring institutional training TDA requirements and authorizations.

be. Chair the TCCW, pre-SMDR.

bf. Ensure course equivalency across One Army School System.

bg. Assist the TSS training enabler planning and monitor TRADOC unit use of IMCOM executed training enabler resources that support Senior Commander directed training programs.

bh. Identify requirements for, and manage execution of USARC Mission Training Complexes under the command of the 75th Division (Training).

bi. Support Civilian leader development (training and education) within the command.

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

The CG, FORSCOM, will—

a. Serve as the Army's responsible official to coordinate and synchronize the Force Generation process, per AR 525–29.

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

c. Serve as the force provider for Army conventional forces and, as such, will execute the functions, duties, and responsibilities of a Service Force Provider as required by the Secretary of Defense. Specific to the Service Force Provider mission, the Secretary of the Army delegated to FORSCOM the training and readiness oversight responsibility over Reserve Component conventional forces in the continental United States (CONUS) that includes Puerto Rico and Virgin Islands, which are not assigned to a COCOM.

d. Train, mobilize, deploy, sustain, transform and reconstitute assigned conventional forces to meet the needs of CCDRs. Validate that assigned units are prepared for deployment.

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

f. Responsible for NTC and the JRTC. Man NTC/JRTC observer, coach, trainer requirements.

g. Exercise responsibility for NTC, JRTC and MCTP scheduling.

h. Coordinate and synchronize, as the Army lead agent, unit-level JIIM training.

(1) Support the JCS Joint Exercise and Training Program per AR 350–28, Chairman's Exercise Program, and when delegated, the National Exercise Program.

(2) Exercise responsibility for the continental United States (CONUS) Joint Airborne/Air Transportability Training (JA/ATT) Program (see appendix H).

(3) Advocate per Joint Staff directed timelines and process (CJCSI 3500.01G) for all interagency, intergovernmental and multinational capabilities for Home Station Training, CTC and other Army sponsored exercises, tests, and experiments (Network Integration, and so forth).

(4) Consider JIIM operating environment training opportunities in support of AR 350–9, Overseas Deployment Training.

(5) Publish the CTC calendar to codify CTC events scheduled at the ARFORGEN Synchronization and Resourcing Conferences (ASRC).

(6) Lead Army efforts in support of the Joint National Training Center, other unit-based training transformation events and other JS J7 Joint training initiatives.

(7) As the Army Service Force Provider, coordinate Army Joint Training Coordination Program requests of other Service Force Providers for sister service interoperability to other ACOM/ASCC training events.

(8) Assess Security Assistance Force and Joint Task Force-North/ARNORTH requests for JIIM training value and collaborate with U.S. Army Security Assistance Command to leverage these events as METL relevant training opportunities within the force generation process.

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. Assist with TSS training enabler planning, and monitor FORSCOM unit use of IMCOM executed training enabler resources that support Senior Commander directed training programs.

l. The CG, USARC—

(1) Command USAR troop program units (TPUs) and reinforcement training units in CONUS other than forces assigned in 10 USC 167.

(2) Ensure USARC units are organized, trained, and prepared for mobilization and commitment to war and other missions in support of the CCDR or as otherwise directed.

(3) Publish command training guidance which addresses USAR forces.

(4) Implement, review, and provide supplemental guidance on any DOD, HQDA, and ACOM/ASCC/DRU policies for operations, training, mobilization, and deployment of USARC forces.

(5) Plan, program, budget, and monitor the use of AC resources to support USARC training programs. Monitor the planning, programming, budgeting, and execution of USARC resources to support USARC training programs.

(6) Support the JCS Joint Exercise and Training Program with USAR forces in accordance with AR 350–28.

(7) Support ODT with USAR forces in accordance with AR 350–9.

(8) Review and provide input for updates to Army training strategies which include capabilities and needs of USARC forces.

(9) Assist FORSCOM in scheduling units for assessment events within the MSAF Program and encourage participation throughout USAR.

m. Participate in the TACITS, SMDR, and TRAPS in accordance with AR 350–10.

n. Provide command and control for Troop Schools in FORSCOM.

o. Establish priorities to support ARFORGEN training requirements for AA units in the Reset, Train-Ready, and Available force pools.

p. Review the relevance of the AWT in support of theater operations, annually, in coordination with TRADOC and the USAIS.

q. Support execution of the ARFORGEN synchronization process.

r. Support development and revision of "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.

s. Execute the Army's Parent Service Validation responsibilities for deploying CONUS conventional ARNG and USAR units, as HQDA responsible official.

t. Support, upon request, the training of ARNG/USAR units in CONUS in accordance with current guidance on RC training. CG FORSCOM, in coordination with RC components, will develop processes and procedures to prioritize, schedule, coordinate and implement AC pre-mobilization training support to RC units.

u. Establish criteria and oversee/validate pre-deployment training of ARNG/USAR units in CONUS.

v. Oversee the scheduling of the Force Generation Platform Plan to mobilize, train, and deploy RC units.

w. Assist HQDA, DCS, G–2, and INSCOM in implementation and sustainment of Foundry training programs to support commanders' requirements as outlined in AR 350–32.

x. Develop, in accordance with TRADOC and INSCOM, warfighting function training standards for mission readiness.

y. Plan and program MILCON, MCA, projects to support senior commander's MCA mission requirements.

z. Assist TRADOC Combined Arms Center-Center for Army Leadership in scheduling units for assessment events within the MSAF Program and encourage participation throughout FORSCOM.

aa. Convene biennial ARFORGEN Training Template and EMM workgroup to review/revise templates and EMMs in order to ensure continued synchronization with METL/CATS.

ab. Support Civilian leader development (training and education) within the command.

2–24. 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, Program Executive Office, Program Manager, U.S. Army Intelligence Center and School and Fort Huachuca, INSCOM and TRADOC to evaluate cryptology and signal intelligence, measurements intelligence, and human intelligence (HUMINT) training requirements related to tactical cryptology and national signal intelligence systems (when the Army is designated as the system developer).

f. Provide materiel acquisition review and analysis of the Project Manager Development Program.

g. Ensure through assigned NET managers and in coordination with program and systems managers—

(1) Production of new equipment training plan (NETP) for each new, improved, or modified materiel system based upon the approved MRD. Coordinate NETP with the TNGDEV, CAPDEV, gaining commands, test agencies, and other agencies as required.

(2) Coordination with HQDA to ensure visibility of funds for the acquisition of the system's training subsystem.

(3) Resourcing and updating TADSS and TSPs to keep pace with the system engineering change proposals, technology insertions, and block improvements applied to the materiel system.

(4) Validation of system TSPs, to include system TADSS and embedded training, are available to support FUE.

(5) PM identifies ammunition and consumables necessary to support AMT.

(6) Review of AMT ammunition requirements semiannually with PM.

(7) 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.

(8) The responsible Army MATDEV for multiservice systems or items of equipment managed by other military departments will—

(a) Identify training needs and ensure the lead military department includes the requirement in the appropriate training plan, in coordination with the Army TNGDEV.

(b) Program and budget the Army portion of NET unless the lead military department is required to fund.

(9) Assist TNGDEV in identifying MOS and AOC affected by NET. The affected MOS/AOC will be listed in the appropriate section of NETP.

(10) Submit rosters of personnel who received NET directly to Commander, HRC, in coordination with the gaining command.

(11) Provide TNGDEV the first production or procurement item or system and peculiar support equipment to enable institutional training by the FUE date.

(12) Provide NET and technical documentation and supporting training materials to units conducting AWEs and advanced technology demonstrations, in conjunction with TNGDEV, CAPDEV, or procuring agency. Coordinate AMT policy issues with HQDA, DCS, G–3/5/7 Training Directorate, Washington, DC 20310–0400.

h. Support Civilian leader development (training and education) within the command.

Section III
Army Service Component Commands

2–25. Commanding General, U.S. Army, Europe
The CG, USAREUR will—
a. Train and evaluate assigned forces in accordance with this regulation, AR 10–87 and AR 140–1.
b. Support Civilian leader development (training and education) within the command.
c. Review and provide input for updates to Army training strategies.
d. Support the JCS Joint Exercise and Training 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. Participate in the TACITS, SMDR, and TRAPS in accordance with AR 350–10.
h. Provide command and control for Troop schools within USAREUR.
i. Develop USAR training requirements for formal school training in coordination with USARC for TPU members.
j. Program and budget resources for operation of primary and basic level NCOES course.
k. Supervise and execute the SRP.
l. Responsible for the JMRC and schedule units for training there. Man JMRC observer, coach, trainer requirements.
m. Provide a representative to the FORSCOM biennial ARFORGEN Training Template and EMM workgroup to review/revise templates and EMMs in order to ensure continued synchronization with METL/CATS.
n. Execute training support (range operations, Integrated Training Area Management, training support center, and MTC/live virtual constructive models and simulations (LVC) ITE operations) at installations in USAREUR, consistent with the mission commander's priorities.
o. Prepare requirements for and execute TSS Services on installations in USAREUR.

2–26. 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. Support Civilian leader development (training and education) within the command.
c. Review and provide input for updates to Army training strategies.
d. Support the JCS Joint Exercise and Training Program in accordance with AR 350–28.
e. Support ODT in accordance with AR 350–9.
f. Participate in the TACITS, SMDR, and TRAPS in accordance with AR 350–10.
g. Provide command and control for Troop Schools within USARPAC.
h. Command USAR TPUs and reinforcement training units in USARPAC.
i. Establish training and evaluation programs for assigned USAR units without an applicable CATS.
j. Provide quota control policy and monitor class input for Active Army NCOES courses conducted by USARPAC NCOAs and for the USAR TASS school battalions.
k. Program and budget resources for operation of primary and basic level NCOES courses.
l. Supervise and execute the SRP.
m. Provide a representative to the FORSCOM biennial ARFORGEN Training Template and EMM workgroup to review/revise templates and EMMs in order to ensure continued synchronization with METL/CATS.
n. Execute training support (range operations, Integrated Training Area Management, training support center, and MTC/LVC ITE operations) at installations in USARPAC, consistent with the mission commander's priorities.
o. Prepare requirements for and execute TSS Services on installations in USARPAC.

2–27. 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. Support Civilian leader development (training and education) within the command.
c. Review and provide input for updates to Army training strategies.
d. Support the JCS Joint Exercise and Training Program in accordance with AR 350–28.
e. Support ODT in accordance with AR 350–9.
f. Program and budget resources for operation of primary and basic level NCOES courses.

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

2–28. 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. Support Civilian leader development (training and education) within the command.
c. Review and provide input for updates to Army training strategies.
d. Support the JCS Joint Exercise and Training Program in accordance with AR 350–28.
e. Support ODT in accordance with AR 350–9.
f. Program and budget resources for operation of primary and basic level NCOES courses.
g. Provide a representative to the FORSCOM biennial ARFORGEN Training Template and EMM workgroup to review/revise templates and EMMs in order to ensure continued synchronization with METL/CATS.

2–29. 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. Support Civilian leader development (training and education) within the command.
c. Review and provide input for updates to Army training strategies.
d. Support the JCS Joint Exercise and Training Program in accordance with AR 350–28.
e. Support ODT in accordance with AR 350–9.
f. Program and budget resources for operation of primary and basic level NCOES courses.
g. Provide a representative to the FORSCOM biennial ARFORGEN Training Template and EMM workgroup to review/revise templates and EMMs in order to ensure continued synchronization with METL/CATS.

2–30. 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. Support Civilian leader development (training and education) within the command.
c. Establish training requirements and develop products to support training in special operations units on Soldier, leader, and collective tasks.
d. Review and provide input for updates to Army training strategies.
e. Support the JCS Joint Exercise and Training Program in accordance with AR 350–28.
f. Support AMT in accordance with this regulation.
g. Support ODT in accordance with AR 350–9.
h. Exercise responsibility for special operations forces SERE training.
i. Support initiatives for integrated training opportunities with general purpose forces.

2–31. Commanding General, U.S. Army Space and Missile Defense Command/Army Strategic
Command The CG, USASMDC/ARSTRAT will—
a. 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, in accordance with AR 10–87.
b. Support Civilian leader development (training and education) within the command.
c. Serve as the personnel proponent for all FA 40, Space Operations Officers as outlined in AR 600–3.
d. Establish training requirements, develop and conduct training programs to support proponency and ASCC responsibilities to include FA40, Space ASI 3Y, GMD Operators ASI T3, Joint Tactical Ground Stations ASI Q4, AN/TPY–2 (FBM) Sensor Managers ASI Y7, Army Space Cadre and other Army space and missile defense related fields.
e. Establish training requirements and develop products/programs to support training in USASMDC/ARSTRAT units on Soldier, leader, and collective tasks.
f. Establish and maintain an Army Space Personnel Development Office to synchronize and integrate Army Space Cadre efforts across all Army proponents. The Army Space Personnel Development Office has personnel life cycle management responsibilities for all FA40 officers as outlined in AR 600–3. The Army Space Personnel Development Office will support the development and execution of Army Space Cadre education and training programs.
g. Support Joint and other Army proponent schools with space and missile defense training and education institutions/programs such as: National Security Space Institute, Joint Special Operations University, Naval Postgraduate School, and so forth.
h. Support other TRADOC proponent schools with tailored space training and education, as required.

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

2–32. Commanding General, Military Surface Deployment and Distribution Command

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

Section IV
Direct Reporting Units and Other Commands

2–33. 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. Support Civilian leader development (training and education) within the command.

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

d. 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.

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

f. 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.

2–34. Commanding General, U.S. Army Medical Command

The CG, MEDCOM will—

a. Exercise responsibility on matters pertaining to medical training.

b. Support Civilian leader development (training and education) within the command.

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

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

e. Support ODT within funding constraints and in support of unit level, METL-based, collective training opportunities in accordance with AR 350–9.

f. 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 ALC and 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 under TSG-approved POI.

(5) Monitor class input and NCOES instruction quality control.

(6) Conduct BOLC–B and CCC at the Army Medical Center and School under the Office of the Surgeon General-approved POI.

g. 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.

h. Act as the Army's MATDEV, CAPDEV, and TNGDEV for medical materiel systems.

i. Support FORSCOM force generation, as required.

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

k. Assist with TSS training enabler planning, and monitor MEDCOM unit use of IMCOM executed training enabler resources that support senior commander-directed training programs at Fort Sam Houston/Camp Bullis.

2–35. 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. Support Civilian leader development (training and education) within the command.

c. Exercise program Foundry responsibilities as directed by HQDA, DCS, G–2 in accordance with AR 350–32. Monitor and manage the Foundry Intelligence Training program per 350–32.

d. Exercise responsibility for the foreign materiel training portion of the OPFOR Program in accordance with AR 350–2.

e. Support FORSCOM force generation, as required.

f. Assist FORSCOM, TRADOC, and adjacent and subordinate units in developing, fielding, sustaining, and funding Foundry training programs in support of commander's requirements as outlined in AR 350–32.

g. Ensure the Foundry program supports FORSCOM Intelligence Warfighting Function training guidance.

h. Provide unit and functional partnerships in support of the Foundry program. Per AR 350–32 serve as the single point of entry for units seeking information about Foundry training opportunities and establish Foundry training sites in support of intelligence training sustainment objectives in coordination with DCS G2, ACOM/ASCC/DRUs, USAR, and ARNG/Army National Guard of the United States.

2–36. Commanding General, U.S. Army Criminal Investigation Command
The CG, U.S. Army Criminal Investigation Command will—

a. Train and evaluate assigned forces in accordance with this regulation and AR 10–87.

b. Support Civilian leader development (training and education) within the command.

c. Operate the Defense Forensics Science Center at Fort Gillem, GA, and to administer and manage the training and professional development of all U.S. Army Criminal Investigation Command laboratory technicians.

2–37. Commanding General, U.S. Army Military District of Washington
The CG, U.S. Army Military District of Washington will—

a. Train and evaluate assigned forces in accordance with this regulation and AR 10–87.

b. Assist with TSS training enabler planning, and monitor unit use of IMCOM executed training enabler resources that support senior commander-directed training programs at Fort A.P. Hill.

2–38. Commanding General, Installation Management Command
The CG, IMCOM will—

a. Execute training support (range operations, ITAM, 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. Support Civilian leader development (training and education) within the command.

c. Provide BASOPS/SRM to support the execution of institutional and unit training strategies by ACOM mission commanders.

d. 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.

e. Support the installation and sustainment of DL facilities.

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

g. Provide garrison base realignment and closure plans and points of contact information to TRADOC G–3/5/7 for digital training facility coordination.

h. Exercise responsibility on matters pertaining to installation readiness and morale, welfare, and recreation training.

i. Execute training support (range operations, Integrated Training Area Management, training support center, and MTC/LVC ITE operations) at CONUS AC and USAR installations managed by IMCOM, consistent with the mission commander's priorities.

j. Prepare requirements for and execute TSS Services on CONUS AC and USAR installations.

2–39. Superintendent, U.S. Military Academy
The Superintendent, USMA will—

a. Train and evaluate assigned forces in accordance with this regulation and AR 10–87.

b. Support Civilian leader development (training and education) within the command.

c. Serve as the proponent for the academy professor FA (FA 47).

d. Assist with TSS training enabler planning, and monitor unit use of IMCOM executed training enabler resources that support senior commander-directed training program at West Point.

2–40. Commanding General, U.S. Army Network Enterprise Technology Command/9th Signal
Command (Army) The CG, U.S. Army Network Enterprise Technology Command/9th Signal Command (Army) will—

a. Train and evaluate assigned forces in accordance with this regulation and AR 10–87.

b. Support Civilian leader development (training and education) within the command.

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

2–41. 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.

2–42. Director, U.S. Army Acquisition Support Center

Director, USAASC will—

a. Train and evaluate assigned forces in accordance with this regulation and AR 10–87.

b. Support Civilian leader development (training and education) within the command.

c. Organize and manage the Army's Acquisition Career Management Program, in his/her duties as the Deputy Director for Acquisition Career Management, including the development and approval of policies on training matters associated with Defense Acquisition Workforce Improvement Act implementation, including the Defense Acquisition University Training and the Continuous Learning Program. USAASC is responsible for the oversight of education, training, and career development of acquisition professionals across all Army acquisition career fields.

2–43. Commanding General, U.S. Army Cyber Command

The CG, U.S. Army Cyber Command will —

a. Train and evaluate assigned forces in accordance with this regulation and AR 10–87.

b. Serve as an operational level Army force in support of U.S. Cyber Command. It is the lead for Army missions, actions, and functions related to cyberspace, including responsibility for planning, coordinating, integrating, synchronizing, directing, and conducting Army network operations and defense of all Army networks.

c. Support Civilian leader development (training and education) within the command.

d. Conduct all missions, actions, and functions as related to Army cyberspace proponency. Army Cyber Command is responsible for development, adjustment, and integration of Cyberspace DOTMPLF across the Army.

(1) Establish operational readiness metrics, sets training standards, and fields programs that increase the Total Army's readiness posture in cyberspace.

(2) Establish training requirements and develop products/programs to support training in Army Cyber units on Soldier, leader, and collective tasks.

(3) Coordinate and synchronize support for Cyber Exercise, Experimentation and War game support.

(4) Support other TRADOC proponent schools and other organizations as required with tailored cyber electromagnetic training and education.

e. Information operations.

(1) Establish and operate a world class Cyber OPFOR per AR 350–2, in support of CG TRADOC and in coordination with DA G–2 to provide Cyber and Information Operations OPFOR support to CTCs, MCTP, ACOMs, and other military forces as directed.

(2) Provide Information Operations and military deception training support to ACOMs, other service commands, Joint Forces, inter-agencies, and activities as directed.

(3) Coordinate, integrate, direct, and provide oversight of Army Field Support Team training. Maintain situational awareness of Army Field Support Team exercise and deployment requirements in coordination with the USARC, the NGB, and FORSCOM to ensure required participation levels are met.

2–44. Other commanders and leaders

Other commanders and leaders will—

a. Senior commanders, Division commanders, State Adjutants Generals, and USAR major commands will exercise command relationship responsibilities with regard to: assigned missions (as applicable); developing training guidance and master training plans; allocating the necessary resources to effectively implement these plans in an effort to achieve prescribed Aim Points; 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 ATMS (DTMS, Army Training Network, CATS) to plan, resource, and manage unit training and access Army standard training products.

b. Brigade-level commanders will provide training guidance; set training objectives; sub-allocate resources; reduce training detractors 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 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. Commanders are responsible for the content of any training materiel not provided by HQDA, or ACOM/ASCC/DRU commands.

e. NCOs are the principal trainers of individual Soldiers. Each NCO (and 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 per Army training strategies and commander guidance.

(9) Identify and reduce training detractors. Ensure that Army-approved training products such as the CATS, TSPs, and Soldier manuals are understood and used. Commanders are responsible for the content of any training materiel not provided by HQDA, or ACOM/ASCC/DRU commands.

(10) Ensure that Army-approved management tools are used, such as ATMS (Army Training Network, DTMS, CATS) and Training Ammunition Management Information System.

(11) Implement HQDA mandatory training requirements within their commands.

(12) Support TADLP:

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

(b) Establish A DL facility that may be considered a students' place of duty when they are engaged in DL activities such as HQDA-directed and quota managed training.

(c) Ensure Soldiers are available for HQDA-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) Request DL training for qualified applicants through ATRRS to HRC for skills linked to force readiness (for example, NCOES, ASI, and SQI), through the installation Director of Plans, Training, and Mobilization, G–3, or schools.

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

(13) Internalize feedback received from their own assessments as commanders and individual leaders responsible to individual and unit participation in the MSAF process (see appendix K). 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.

(14) Leveraging military training for support of civil authorities. Any Title 10 Army unit training off-base will do so in accordance with DODI 1322.28 and DODI 3025.21. Actions include: coordinate with law enforcement agencies (LEAs) when appropriate to provide an orientation briefing to the military personnel involved in the off-base training, as well as plans for a medical evacuation plan of military personnel involved in the event, a communication plan for military elements involved in the event, and to meet other administrative and operational requirements with input from LEA and/or local military police/security force personnel. When applicable, state installation regulations and SOPs will be used to identify local coordination and safety requirements for ARNG training. Unless otherwise stated by HQDA G–3/5/7, all units will comply with event risk assessment criteria, approval authority levels and notification levels outlined in DODI 1322.28.

2–45. Senior commander and garrison commander duties

Senior commander and garrison commander duties are detailed in AR 600–20. Senior commanders and garrison commanders will—

a. Support operations and management of DTFs,

(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 outside the continental United States (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 PD DLS.

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

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

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

b. Know that senior commander TSS responsibilities will vary by command relationships between ACOM/ASCC/ DRU and IMCOM on matters concerning TSS management, execution, requirements generation (see chapter 5 in this regulation).

Section V
Proponent School Commandants/Commanders

2–46. Commandants and commanders of Army schools
The commandants and commanders of Army schools will—

a. Develop, maintain, store and provide access to training strategies, programs, and doctrine-based instructional materials/resources (CATS, DA Pam 350–38, STRAPs) for which they are the proponent in the repositories directed by CG, TRADOC.

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 Combined Arms Center for a decision before forwarding. Develop, coordinate and approve 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 Army Correspondence Course Program courses/modules as interactive multimedia instruction for self-development or for part of a TATS course to be completed before, during, or after a resident training phase.

p. Report output status of all personnel attending training through ATRRS. Schools report completion of training courses attended by enlisted Soldiers through 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. Review, biennially, 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.

ac. Provide Army Values training; Sexual Harassment, Assault and Response Prevention training in all professional military education courses.

ad. Establish a directorate-level special staff quality assurance office (QAO) in the command group at the Center of Excellence or non-center school and a directorate-level special staff quality assurance element (QAE) in the command group for each school under a Center of Excellence.

(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 education/training programs.

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

(c) Conduct internal evaluations (self assessments) of all courses over a three-year period against course-related accreditation standards; conduct and brief commander/commandant on self-assessment of all accreditation standards annually to ensure internal quality control/quality assurance processes and procedures are in place and applied; and conduct and forward to TRADOC QAO a formal pre-accreditation self-assessment report reflecting learning institution's compliance against the accreditation standards.

(d) Conduct external evaluations at the commander's/commandant's discretion in accordance with command priorities. These could include any initiative to garner feedback from the operational force on education/training outcomes.

(e) Conduct or provide oversight of QAE accreditations of affiliated RC TASS training units.

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

(g) Seek funds through the POM process to support its QA function (if non-TRADOC institution).

(2) Each learning institution's QAE will—

(a) Conduct QA functions assigned by respective QAO, keeping the commander/commandant and staff apprised of functions within DOTMLPF domains that affect the quality of the institution's 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.

(e) Conduct accreditation of affiliated RC TASS training units as required by respective QAO.

ae. Provide a representative to the FORSCOM annual ARFORGEN Training Template and EMM workgroup to review/revise templates and EMMs in order to ensure continued synchronization with METL/CATS.

2–47. 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 Commander, Army Medical Department Center and School, for other MEDCOM POIs/courses.

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

d. The Commandant, USAWC, develops USAWC 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 OES objectives.

e. The CG, U.S. Army Criminal Investigation Command, supervises the Army crime laboratory system in accordance with AR 195–2 and operates the Criminal Investigation Laboratory.

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

g. The Commandant, 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 Learning Center.

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 attributes and competencies 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, IMT, PME and Civilian education, leader development, specialty and functional training, training development, DL, and training support products.

3–2. One Army School System

a. The One Army School System is comprised of AC and RC schools, designed to provide relevant and realistic institutional training to an ARFORGEN-based Army. Rebalanced and regionally aligned to the mission, the One Army School System improves Army readiness.

b. The Army requires a school system responsive to the needs of the total force. To meet the challenges of the current operating environment, the Army created the One Army School System to increase technical and specialized skills for leaders. The One Army School System will ensure Soldiers, regardless of component, attend PME, MOS, and functional training courses on time and to standard.

c. The One Army School System is based on a centralized training load inclusive of course content, design, delivery, and quality assurance. Another element of One Army School System is the creation of Multi-Component NCOAs. A Multi-Component NCOA improves the integration of the AC and RC training systems by standardizing training, leveraging resources, and incorporating lessons learned experienced by highly skilled Soldiers. The Army's intent is to prepare for the future by providing trained and ready troops equipped to fight and win our nation's wars.

d. The One Army School System concept specifically excludes all USAR resources and assets (manpower, facilities, funding, and equipment) that support RC specific courses at the Army Reserve Readiness Training Center.

e. Funding and other required resources within One Army School System are allocated by the DCS, G–3/5/7 based on the training mission. Reallocation of any component specific resources must be approved by DCS, G–3/5/7 prior to execution to ensure equitable distribution of resources throughout the Army.

3–3. The Army School System

a. TASS is a composite school system made up of AC, ARNG, USAR, and Army Civilian institutional training systems. TASS conducts IMT (for example, Basic Combat Training, AIT, BOLC A and B); reclassification training (for example, MOS and officer branch qualification); officer, WO, NCO and Army Civilian professional development training and education (for example, OES, NCOES, and CES); and functional training (for example, ASI, SQI, SI, LIC). This is accomplished through both standard resident and DL courses. The RC TASS units are functionally aligned and linked to appropriate training proponents.

b. The Army training proponents (for example, TRADOC, USASOC, MEDCOM, INSCOM, USASMDC/ ARSTRAT, ARNG, and the USAR provide the structure to establish, maintain, and operate TASS from a common automated management system. The AA training proponents provide operational links to the RC instructor groups. This ensures quality assurance, instructor certification, TATS courseware, use of the training, education and learning product development process, and a distributed-learning strategy. TATS courseware ensures that all Army Soldiers, regardless of component, are trained to the same standard regardless of what component school conducts the training. RC configured courseware is not authorized.

c. The USAR provides component infrastructure organized into Training Commands with brigades and battalions. These elements deliver institutional training at multiple geographic resident and distributed-learning locations using TATS courseware approved and distributed by the Army training proponents through USARC. The USAR TASS conducts MOS reclassification, NCOES, OES, ASI/SQI, and functional courses.

d. The USARC, with assistance from USAREUR 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/companies and batteries 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 OCS, WOCS, MOS reclassification, NCOES, ASI and functional courses. TASS divides the CONUS and territories into six regions based on geographic and demographic data (active and reserve force structure). Based on mission training requirements, each region includes officer education (OCS, WOCS, officer professional development), enlisted education (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 periods. All AA, RC, and Army Civilian training requirements are solicited during the TACITS 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 compete for resources (personnel, facilities, equipment including OPTEMPO, supplies less training ammunition and training support) through a deliberate cross component (AC, ARNG, and USAR) affiliation program. Prior to the execution year of training, training program changes are finalized through the TRAP, co-chaired by HQDA, DCS, G–1; and HQDA, DCS, G–3/5/7. 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. A 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, look across all components and attempt to fill the instructor requirement by requesting a qualified person to fill the position temporarily. Personnel with the required skills will be provided by the AC and the RC. When reimbursement is necessary, pay and allowances for personnel will be provided through a military interdepartmental purchase request. On a limited basis, TASS training battalions and brigades may also contract civilian personnel to fill the instructor shortages 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 military interdepartmental purchase request. 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 military interdepartmental purchase request 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 automated post reservation checklists prior to allowing the student to report for training.

(b) 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 TATS 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 coordinators 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. TNGDEVs and instructional designers will be especially cognizant of phasing requirements within the RC TATS 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 TATS program-of-instruction thereby reducing geographically dispersed movement of equipment between IDT and ADT phases).

3–4. Army training and education proponents

CG, TRADOC is the Army's responsible official for the training and leader development process and is the accrediting authority for Army institutions developing Army training, education and learning products. Training and education proponents:

a. Develop courses based on established training, education and unit training management 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 and education support products to institutions, units, and individuals by means and repositories directed by CG, TRADOC.

f. Coordinate development of all learning training products, enablers, and systems with Combined Arms Center to ensure that tasks and LVC and gaming considerations have been considered and integrated for the most cost effective means of training.

Section II
Administration

3–5. Army Quality Assurance Program requirements
a. This section establishes the Army QA Program for all Army schools (TRADOC and non-TRADOC, military and Army Civilian) and designates the HQ, TRADOC QAO as the lead agent for the Army.

(1) The QA mission is to assist commanders and commandants 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, AC and RC, except the USMA). It involves the accreditation of TRADOC Centers of Excellence and Army training and education institutions against a prescribed set of standards with measurable criteria that cross the DOTMLPF domains, to include IMT, PME, CES, 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 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 doctrine, and institutional leader development (training and education) across Army components, branches, and learning institutions.

(c) Equivalent AA/RC training and education in support of One Army School System.

(d) QA feedback/support to commandants, commanders and stakeholders in the operational environment and the learning institution.

(e) Accredited TRADOC Centers of Excellence and Army learning institutions whose DOTMLPF domains support the education/training of Soldiers and Civilians.

(f) Army "learning institutions of excellence" that foster a culture of continuous improvement and shared best practices and products.

(g) Assurance to CG, TRADOC of ability to perform core functions enabled by Knowledge Management (KM) and OE.

(3) The QA program supports the commander's responsibility to conduct organization assessment. The MSAF program (see appendix 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, COEs/centers, schools, RC units) will maintain a directorate-level special staff QA Office or position in its respective command group that reports directly to and serves as the "eyes and ears" of the CG, DCG, commandant, assistant commandant, or commander as appropriate. This function can be performed by existing personnel in RC TASS Brigades/Battalions and Multifunctional Training Brigades/Units, but the QA officer will report directly to the commander for QA Program functions; QA responsibilities should be reflected in position descriptions.

(1) TRADOC QAO will manage the Army QA Program as defined in Chapter 2 of this regulation. This involves governance oversight of HQ, TRADOC and major subordinate commander development and evaluation of accreditation standards.

(2) Army learning institution (including TRADOC Center of Excellence) QA Offices will have the autonomy and credibility needed to function as the eyes and ears of the commandants and 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 are also responsible for meeting TRADOC QAO reporting requirements.

(3) 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) USARC and NGB will identify a special staff organization or identify a QA officer in the command group that will execute the QA functions. The responsibilities of this QA organization include coordination with TRADOC centers and schools in the development of RC courses/products, oversight of unit instructor certifications, and coordination with their aligned center/school QAO for RC TASS unit accreditations, and with the TRADOC QAO for TASS Multifunctional Training Brigade/Unit and ARNG regional training institute accreditations. This QA organization also will use the TRADOC-provided automated TASS Readiness Reporting System for instructions certification and scheduling validation.

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

(6) Commandants of NCOAs previously aligned to FORSCOM will identify a QA officer as a special staff position to conduct internal evaluation functions identified in the QA Program accreditation standard.

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 functions.

(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).

(e) Provide QA support in the implementation of Army Learning Model 2015 concepts and supporting plan initiatives.

(2) Internal Evaluations. Internal evaluation includes evaluation of courses against the course-related accreditation standards; annual self-assessment against all accreditation standards resulting in briefings to the commander/commandant; pre-accreditation self-assessment resulting both in briefings to the commander/commandant and written report to TRADOC QAO; and off-site evaluation of proponent courses taught at other training locations other than at RC TASS units, to include mobile training teams and courses taught in residence. Internal evaluation:

(a) Evaluates schools'/centers' management and support of DOTMLPF functions.

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

(c) Assesses how the institution stands against the Army Enterprise Accreditation Standards. (Note: Do not confuse this internal evaluation with the internal evaluation defined in doctrinal products, ADP/ADRP 7–0. The ADP/ADRP 7–0 evaluation applies to unit training conducted in MTOE units. The internal evaluation referred to above applies to evaluation of DOTMLPF functions and processes in the Army's training and education institutions).

(3) External Evaluation. External evaluation is the 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 (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, CTCs, conferences, Collection and Analysis Teams, Reserve-Collection and Analysis Teams, 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 or learning outcomes. External evaluations can be implemented at commander's/commandant's discretion in accordance with command priorities. These could include any initiative to garner feedback from the operational force on education/training outcomes.

(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 Enterprise 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 against the Army Enterprise Accreditation Standards 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 and learning outcomes) across all Army training and education institutions.

(e) Used to determine if Army learning institutions efficiently and effectively conduct DOTMLPF functions in support of training and education; develop doctrine; provide relevant, efficient and effective collective and individual 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 TRADOC-approved, Army Enterprise Accreditation Standards is different from the accreditation provided by civilian nationally recognized accrediting agencies. In addition to the Army accreditation, schools may elect to have accreditations by these civilian accrediting agencies. Though not accreditations, American Council on

Education assessments result in American Council on Education recommendation for college credits earned for graduation from an Army course).

3–6. Course information

a. Information concerning Army training courses is available through the ATRRS, 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 inter-service 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/atrrscc.

3–7. Conduct of Training and Training locations

a. Resident training will be conducted at centralized training sites that have the necessary ranges, 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 ACOM.

b. 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. TRADOC approves all waivers for instructor-to-student ratios, and instructor qualification requirements.

3–8. HQDA Mandatory training in institutions

a. HQDA 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 HQDA mandatory training subject matter is necessary for all Soldiers, regardless of branch/career field or rank/grade. HQDA 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 HQDA mandatory training requirements and reviews them biennially or as necessary. Appendix G and table G–2 summarize HQDA mandatory training requirements for students in training institutions.

3–9. Conduct of instruction

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

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

(2) Small group leader-to-student ratios range from 1:12 to 1:16. WLC and the CES Basic, Intermediate and Advanced courses are conducted at 1:6 to 1:8. ILE and USAWC will maintain ratios in accordance with Joint Professional Military Education (JPME) requirements in CJCSI 1800.01D.

(3) 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. Instructor-to-student ratios may be expanded when approved by HQDA, DCS, G–3/5/7 Director of Training.

b. The small group instruction 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 small group instruction:

(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 need or 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.

3–10. 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 (memorandum of agreement) and/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 and authorized by the contracting officer.

(6) Qualified service academy and ROTC cadets and midshipmen.

(7) Spouses of commander and command sergeants major (CSM) designees selected for attendance at the pre-command course (PCC) or the CSM Battalion and Brigade PCC, respectively, may attend spouse designated courses in accordance with DCS, G-3/5/7 guidance.

(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 as required.

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) National Defense University Colleges, including:

(a) National War College

(b) The Eisenhower School for National Security and Resource Strategy

(c) Joint Advanced Warfare School

(d) College of International Security Affairs (SSC program only).

(2) Army service colleges, including:

(a) U.S. Army War College (USAWC).

(b) Command and General Staff College

(3) Other courses, including:

(a) Inter-American Defense College

(b) Senior colleges of other services

(c) Intermediate colleges of other nations

(d) Any SSCs of other nations

(e) Any intermediate service college of other nations

(f) Selected DOD schools

d. Army Civilians will be board selected for the following institutions:

(1) Joint colleges

(a) National War College

(b) The Eisenhower School for National Security and Resource Strategy

(2) USAWC

e. Army attendees of the Defense Senior Leader Development Program (DSLDP) will be board selected for the following institutions:

(1) Joint colleges

(a) National War College

(b) The Eisenhower School for National Security and Resource Strategy

(2) USAWC

(3) Other service colleges

(a) Air War College

(b) Naval War College

f. Army Civilians will complete the CES Advanced Course or have equivalent credit as a prerequisite for attendance at any SSC.

g. CCC or WOAC are prerequisites for attendance to ILE, WOSC/WOILE 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 SSC or USAWC Distance Education 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 Marine Corps Command and Staff College and equal-level foreign military schools, who are selected for their SSC are encouraged to attend the USAWC for their SSC education. Career Managers in coordination with HRC, Leader Development Division, with approval from CG HRC, will balance officer's experience, prior education and preferences with Army requirements to slate officers to the appropriate SSC venue.

k. Students will be enrolled in Army school courses through ATRRS, with the following exception: SLCs (officers and Civilians). These students will be enrolled through the Human Resources Command, Senior Leader Development Office or Civilian Senior Leader Management Office.

l. Command and General Staff Officer Course (CGSOC) students will be enrolled in both the 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 The Inspector General approves an Inspector General nomination, the registrar of the U.S. Army Inspector General School at Fort Belvoir, VA, will enter the student's name into ATRRS. The U.S. Army Inspector General School registrar is the only official authorized to enter an Inspector General student into ATRRS.

o. 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.

3–11. 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 (AC).

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

e. Service obligations for NCOES graduates are governed by AR 614–200 (AA), AR 600–8–19 (Enlisted Promotions and Reductions) and AR 135–200 (RC). The time-in-service (TIS) requirement must be met prior to departure for the course. A DA Form 4991–R (Declination of Continued Service Statement) 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 Title 5, USC, §4108(a)(1), 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 SSCs are obligated to take a follow-on assignment to a position that provides full utilization of leadership skills and competencies acquired at training.

3–12. 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 training and education courses is linked to current position responsibilities and career progression. Selection for functional and specialty courses are linked to operational assignments that require competency-based, knowledge, skills, abilities and other work-related requirements 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. Merit based selection boards will be conducted to consider Army officers regardless of component or branch for resident and 14-week satellite campus based on ILE eligibility criteria (see paragraph 3–37b) and a best qualified basis. AC Army Competitive Category officers will also be considered for select credentialing programs approved in lieu of CGSOC, Advanced Operations Course. The selection of officers will be in accordance with the ILE quota memorandum prepared by the HQDA DCS G–3/5/7 Training Directorate. The HQDA DCS, G–1 will exercise general staff supervision over the ILE selection system for AC Army Competitive Category officers; the CNGB will exercise staff supervision over the ILE selection system for ARNG officers; and the CAR will exercise staff supervision over the ILE selection system for USAR officers. AC special branches (JAGC, Chaplains, and AMEDD) will conduct separate ILE selection boards. 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 approved by the CJCS.

d. The HQDA SSC Selection Board will select active duty officers to attend SSCs and fellowships based on SSC criteria and a best-qualified basis. The CNGB and the CAR will select ARNG and USAR officers, respectively. Army Civilians will be selected to attend SSCs through the Senior Enterprise Talent Management (SETM) Program as set forth in paragraph 3–73. The Army Approved SSC venues are:

(1) USAWC (both resident (awards JPME II) and distance education programs (DEPs) (only military education level (MEL) 1, awards JPME I)).

(2) National War College (Resident Only) (awards JPME II).

(3) Eisenhower School for National Security and Resource Strategy (Resident only) (awards JPME II).

(4) College of International Security Affairs (Resident Only) (awards JPME II).

(5) Air War College (Resident Only) (awards JPME II).

(6) Naval War College (Resident Only) (awards JPME II).

(7) Marine Corps War College (Resident Only) (awards JPME II).

(8) USAWC Fellowships (only MEL 1).

(9) Foreign equivalent schools (see appendix D) approved by HQDA, DCS, G–3/5/7 Strategy, Plans and Policy Directorate.

(10) Joint Advanced Warfare School conducted at Joint Forces Staff College, Norfolk, VA (awards JPME II).

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 and Army Medical Department Center and School. Courses are 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 is scheduled for inter-assignment training through the Senior Leader Development Office. This training consists of briefings from selected HQDA, ACOM, OSD, and DOD personnel. The GOs may attend specific training courses managed by Senior Leader Development Office to further support their transition into the new assignment. The Senior Leader Development Office provides the coordination and funding guidance necessary to effect this training.

h. Upon completion of WOCS (BOLC A) training, new warrant officers are contingently appointed to WO1 until they have successfully completed WOBC (BOLC B). HRC schedules WOs in the grade of CW2 or CW3 to attend the WOAC, CW3 or CW4 to attend the WOSC/WOILE, and CW4 or CW5 to attend the WOSSC/WOSSE. 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 and decentralized management by field commands. Selection for NCOES 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 E–4s for promotion to E–5. This selection serves as notification for attendance at WLC. Individuals are placed on the order of merit list (OML) by the unit commander, which governs the timing for course attendance in accordance with the priorities described in paragraph 3–46 of this regulation.

l. HRC centrally manages AA Soldier selection for, and schedules attendance at ALC, SLC, SMC, and the Battalion/Brigade PCC/CSM Course per established priorities.

m. Unit commanders select and submit requests through command channels for Soldiers to attend Battle Staff Noncommissioned Officer Course. Centralized school managers at the installation, division, or ACOM will approve requests and make ATRRS reservations.

n. RC 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. Selectees must meet the course prerequisites outlined in the ATRRS course catalog.

(2) The CNGB/CAR selects and schedules RC Soldiers to attend the SMC.

(a) The Director, USAR Active Duty Management Directorate selects and schedules USAR AGR Soldiers.

(b) The Commander, HRC, 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 will select and schedule RC Soldiers for all other NCOES.

o. 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, ALC during unit RESET periods. Selection and attendance of quality E–3s and non-promotable E–4s for WLC and non-promotable

E–5s for ALC will provide the individual valuable skills needed during deployment and provide the unit a bench of trained Soldiers for promotion during the deployment.

p. Attendance at the Command Team Training and Education four-phase program is mandatory for all battalion and brigade CSL selected officers (commanders and key billets) and CSM select as specified in paragraph 3–39. Commanders, Command Sergeants Major and Key Billets (G-1, G-2, G-6, G-8, PAO, Acquisition Project/Program Manager) will attend PCC Phase I prior to assuming command and responsibility. Active Component Commanders who cannot attend prior to assuming command require Vice Chief of Staff of the Army approval. Active Component Command Sergeants Major who cannot attend prior to as assuming responsibility requires Commander, U.S. Army Human Resources Command approval.

3–13. Physical readiness and height and weight requirements for military institutional training

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

b. Soldiers flagged for Army Physical Fitness Test (APFT) failure or body fat composition 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. Soldiers attending the following PME schools and courses: SSC, SMA, Joint Special Operation Forces Senior Enlisted Academy, CCC, ILE, WOAC, WOSC/WOILE, WOSSC/WOSSE, ALC, SLC, and WLC, will be administered the APFT as a course requirement. Proponents of functional training courses may require an APFT, as either an entrance or graduation requirement, regardless of their length.

(1) Successful completion of the APFT is mandatory for course graduation. Soldiers attending the identified PME schools and courses will be administered an initial APFT. For PME courses with multiple phases, the initial APFT will be administered during the first phase of the resident course.

(2) One APFT retest is allowed, it will be administered no earlier than seven days and no later than 24 days after the initial failure of the APFT.

(3) Soldiers who subsequently fail to meet the physical fitness standards will be removed from the course.

(4) School commandants will ensure Soldiers returning from combat operations/overseas contingency operations deployment, reporting directly to a PME course meet the APFT standards prior to graduation.

(5) For recruiter, drill sergeant, airborne and ranger courses, and Special Forces assessment and selection, and other schools requiring separate physical readiness standards, the CG, TRADOC will recommend physical readiness 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 composition standards.

(1) Policy for height and weight screening standards and body composition standards are contained in AR 600–9.

(2) Soldiers attending military schools and institutional training courses, in either a PCS or TDY status, which require preparation of a DA Form 1059 (Service School Academic Evaluation Report) 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 and no later than 24 days after the initial failure to meet body composition standards.

(4) Soldiers who subsequently fail to meet the body composition standards of AR 600–9 will be removed from the course.

e. The DA Form 1059 of Soldiers who fail to pass the APFT and/or meet body fat composition standards will be annotated in block 11d "failed to Achieve Course Standards." Soldiers who fail to achieve course standards are not eligible to enroll in any PME courses for 6 months after their dismissal. The 6-month waiting period begins on the day after the DA Form 1059 is signed. Soldiers who fail to achieve course standards a second time are not eligible to enroll in any PME courses for 1 year after the second failure. School commandants and commanders will take the following actions for Soldiers who fail to meet APFT and/or body fat composition standards:

(1) AA Soldiers.

(a) Soldiers in TDY and return status will be returned to their unit of assignment. Commandants and/or commanders will send a memorandum to the first general officer in the Soldier's chain of command stating the Soldier's deficiencies and that he/she failed to achieve course standards. Unit commanders will initiate appropriate actions to include flagging per AR 600–8–2, changing the immediate reenlistment prohibition code as appropriate and/or initiating a bar to reenlistment.

(b) Soldiers in a TDY en-route status will be attached to the installation pending clarification of assignment instructions for their follow-on assignment. The school commandant and/or commander will notify HRC of the Soldier's ineligibility for training and request clarification of assignment instructions. Upon receipt of assignment instructions, the school commandant or commander will send a memorandum to the first general officer in the Soldier's chain of command at the gaining installation stating the Soldier's deficiencies and that he/she failed to achieve course

standards. Upon arrival at gaining installation, the unit commander will initiate appropriate actions to include flagging per AR 600–8–2 changing the immediate reenlistment prohibition code as appropriate and/or initiate a bar to reenlistment.

(c) Soldiers in a PCS status will be attached to the installation pending clarification of assignment instructions. The school commandant and/or commander will notify HRC of the Soldier's ineligibility for training and request assignment instructions. The school commandant or commander will initiate appropriate actions to include flagging per AR 600–8–2, changing immediate reenlistment prohibition code as appropriate and/or a bar to reenlistment.

(2) ARNG

(a) 32 USC M-day and AGR Soldiers in a TDY and return status will return to their home unit. School commandants and/or commanders will send a memorandum to the Soldiers' State Adjutant General in the Soldier's chain of command stating the Soldier's deficiencies and that he/she failed to achieve course standards.

(b) 32 USC M-day and AGR Soldiers in a PCS status will return to their home stations. School commandants and/or commanders will send a memorandum to the Soldiers' State Adjutant General in the Soldier's chain of command stating the Soldier's deficiencies and that he/she failed to achieve course standards.

(c) 10 USC AGR Soldiers in a TDY and return status will return to their home unit. School commandants and/or commanders will send a memorandum to Chief of Staff, NGB, and the first general officer in the Soldier's appropriate chain of command stating the Soldier's deficiencies and that he/she failed to achieve course standards.

(d) 10 USC AGR Soldiers in a TDY en route status will proceed to their next permanent duty station. School commandants and/or commanders will send a memorandum to Chief of Staff, NGB, and the first general officer in the Soldier's appropriate chain of command stating the Soldier's deficiencies and that he/she failed to achieve course standards.

(e) 10 USC AGR Soldiers in a PCS status will be attached to the Office of the Senior ARNG Advisor at the receiving installation pending receipt of assignment instructions. School commandants and/or commanders will send a memorandum to Chief of Staff, NGB, and the first general officer in the Soldier's appropriate chain of command stating the Soldier's deficiencies and that he/she failed to achieve course standards.

(3) USAR.

(a) TPU/Individual Mobilization Augmentee and AGR Soldiers in TDY and return status will return to their home units. School commandants and/or commanders will send a memorandum to the first general officer in the Soldier's chain of command stating the Soldier's deficiencies and that he/she failed to achieve course standards. The unit commander will initiate appropriate actions, to include flagging per AR 600–8–2, changing the immediate reenlistment prohibition code as appropriate and/or initiating a bar to reenlistment.

(b) IRR Soldiers in TDY and return status will return home. School commandants and/or commander will send a memorandum to Commander, HRC, stating the Soldier's deficiencies and that he/she failed to achieve course standards. The unit commander will initiate appropriate actions, to include flagging per AR 600–8–2, changing the immediate reenlistment prohibition code as appropriate and/or initiating a bar to reenlistment.

(c) The AGR Soldiers in a TDY en route status will be attached to the installation where they were to receive training pending clarification of assignment instructions. School commandants and/or commanders will notify HRC of the Soldier's ineligibility for training and request assignment instructions. The school commandant or commander will notify the first general officer in the chain of command of the gaining unit stating the Soldier's deficiencies and that he/she failed to achieve course standards. The unit commander will initiate appropriate actions, to include flagging per AR 600–8–2, changing the immediate reenlistment prohibition code as appropriate and/or initiating a bar to reenlistment.

(d) The AGR Soldiers in a PCS status will be attached to the Army Reserve Liaison Office pending clarification of assignment instructions from HRC. Commandants and/or commanders will immediately notify HRC, that Soldiers in PCS status failed to achieve course standards and need HRC to clarify assignment instructions. The unit commander will initiate appropriate actions, to include flagging per AR 600–8–2, changing the immediate reenlistment prohibition code as appropriate and/or initiating a bar to reenlistment.

f. Soldiers in the JAGC or AMEDD who fail to achieve course standards will have a memorandum sent to the first general officer in the Soldier's chain of command from the school's commandant and/or commander stating the Soldier's deficiencies and that he/she failed to achieve course standards. In addition, these Soldiers will be reported as course failures to the OTJAG or Office of the Surgeon General, respectively and will include a brief synopsis of the reason the Soldier failed to achieve course standards. The unit commander will initiate appropriate actions, to include flagging per AR 600–8–2, changing the immediate reenlistment prohibition code as appropriate and/or initiating a bar to reenlistment.

g. School commandants are responsible for updating the Soldier's ATRRS record with the appropriate reason and status codes to show that they are a course failure.

h. Unit commanders/CSMs are expected to counsel Soldiers and take appropriate actions to correct deficiencies for all Soldiers failing the APFT and/or body composition standards at institutional training.

i. This policy does not apply to IMT, Duty Military Occupational Specialty Qualification training, and Soldiers attending reclassification training.

j. 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. Commander, 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 will be notified to amend the order extending per diem entitlements.

(2) Officers will meet body composition standards in accordance with AR 600–9 and will pass a record APFT prior to graduating from the BOLC B course. Any active Army officer who does not meet body composition standards per AR 600–9 and pass the APFT prior to graduation will remain at the training institution until they have met the requirements, or are processed for elimination subject to the requirements and procedures of AR 600–8–24. Any USAR or ARNG officer who does not meet the height and weight standards per AR 600–9 and pass the APFT prior to graduation will be withdrawn from the course and returned to their parent unit for disposition. USAR and ARNG officers will not be allowed to apply for constructive credit once they return to their units. The only recourse will be to return to their branch BOLC–B, repeat the entire course and meet the graduation standards, or be processed for elimination from the Army. In the case of any 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 from the BOLC B 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 processed for elimination subject to the requirements and procedures of AR 600–8–24.

(3) Candidates applying to WOCS or OCS must pass the standard three-event APFT as an enrollment requirement. An exception to policy may be granted by HQDA DCS, G–3/5/7 for a permanent profile to the running event only. The exception only allows the Soldier to apply to compete for entry into WOC or OCS school. The permanent profile must be a result of extraordinary circumstances. The 2.5-mile walk event on the APFT is the only authorized alternate event used as an enrollment requirement. The Soldier must also be able to walk the 6.2 mile footmarch for WOCS or the 12 plus miles for OCS with 48 lbs. 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 not earlier than one year after denial of enrollment.

k. Civilian attendance at military schools. Physical readiness and body composition standards do not apply to Civilian personnel. These students may participate in physical readiness programs on a voluntary basis.

l. Departmental and International students. Members of other military departments and international students must meet the physical readiness 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.

3–14. Physical profiles

a. Profiles. Soldiers with medical profiles due to operational deployment will be permitted by their immediate commanders to attend appropriate courses (to include 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 and prevent full participation in a course will be removed or deferred 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 courses (to include PME) 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 MOS Administrative Retention Review as part of the course application.

d. Soldiers who have been before an MOS Administrative Retention Review and retained in their MOS or reclassified into another MOS are eligible to attend appropriate courses (to include PME) and train within the limits of their physical profile (DA Form 3349). Commandants will not disenroll nor deny enrollment of Soldiers into the training based on physical limiting conditions on their physical profile in accordance with MOS Administrative Retention Review adjudication.

e. Soldiers retained through the Continuation on Active Duty/Continuation on Active Reserve process are eligible to attend courses (to include PME) and train within the limits of their physical profile (DA Form 3349).

f. Soldiers receiving temporary or permanent physical profile limitations after starting 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.

3–15. 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, UCMJ is necessary to support dismissal under this paragraph.

(2) Negative attitude or lack of motivation, either of which 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 review of dismissal procedures prior to promulgation.

d. Students being considered for dismissal must have been 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), with an opportunity to correct deficiencies, prior to consideration for 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 two 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.

(3) An Army Civilian's chain of command will be notified and they will be returned to their organization upon dismissal from class for disciplinary, academic or motivational reasons.

(4) 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 Office of the Staff Judge Advocate recommendation. In cases where an Office of the Staff Judge Advocate is not available, the commandant or commander will forward appeals to the commander who has General Court Martial Convening authority for review and final decision; General Court Martial Convening Authorities will obtain a legal review before final action.

(5) 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 readiness or body composition 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 of the disenrolled Soldiers (not the commander of the school) may initiate separation proceedings in accordance with AR 635–200, AR 600–8–24, AR 135–175, or 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 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 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 SLC for other than compassionate or medical reasons may be reconsidered for course attendance by the HQDA selection board. The RC Soldiers disenrolled from 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) ARNG 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) ARNG 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 32 USC. 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, ATTN: HRC–EPF–S 1600 Spearhead Division Ave, Fort Knox, Kentucky, 40121. 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) Date of enrollment denial or dismissal.

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

(3) 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 initial active duty for training, ADT, and AGR status will be reported to the appropriate convening/promotion authority for TPU Soldiers.

l. Dismissal of the ARNG AGR 10 USC 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 ARNG duty, as appropriate.

n. The Commandant, CGSOC, will establish procedures for the dismissal and disenrollment of students from the nonresident CGSOC 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.

(4) Students who fail to complete the academic requirements of either the Common Core or Advanced Operations Courses within 18 months.

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

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

(7) Students who request voluntary disenrollment for deployments, medical, or personal reasons.

o. The Commandant, USAWC will establish procedures for the disenrollment of students from the USAWC Resident or DEPs. 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 DEP 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. Final authority for dismissal of military students of other nations rests with the CG, TRADOC in accordance with AR 12–15.

r. The Commandant, WOCC, will disenroll the following students from the branch-immaterial WOSC/WOILE and WOSSC/ WOSSE phases under the following conditions:

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

(2) Students who enrolled in the branch-immaterial phase 1 (DL) and become academic failures or who fail to complete the academic requirements of the course within the allotted time. Application for reenrollment must include a memorandum from the first O–6 stating what actions the individual will take to successfully complete the DL upon reenrollment.

(3) Students who enrolled in the branch-immaterial resident phase 2 and became academic failures.

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

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

(6) Students who request disenrollment for compassionate reasons.

3–16. 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, IAW AR 600–8–2, 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 General Court Martial Convening Authority over the Soldier after that officer has considered any timely submitted rebuttal.

d. The unit of assignment will report approved removal actions on AA and RC personnel to CG, HRC (appropriate career branch) 1600 Spearhead Division Ave, Fort Knox, KY, 40121. Report TPU 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 report will include: the list from which the soldier is removed and the date of removal (not needed for flags), and 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.

3–17. 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 CG, HRC, HRC–EPF–S(appropriate career branch), 1600 Spearhead Division Ave, Fort Knox, KY, 40121.

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

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

(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: Army, HRC; Chief, NGB (DARNG), 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. Operational deferment will only be granted for unit deployments. Enlisted Soldiers may be deferred one time for operational reasons by the first general officer within the chain of command. The reason for deferment will be provided to CG, HRC ATTN: HRC–EPF–S Spearhead Division Ave, Fort Knox, Kentucky, 40121, in accordance with instructions on the Standard Trainee Management System Roster Letter of Instruction.

d. Army Civilians selected for SSC or DSLDP will submit compassionate, medical and operational deferment requests and supporting information through command channels to, the HQDA G–37/Director of Training, Civilian Training and Leader Development (DAMO–TRV), 450 Pentagon - Rm 2D639, Washington DC 20310–0450.

(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 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 DEP 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 HQDA G–37/Director of Training, Civilian Training and Leader Development (DAMO–TRV), 450 Pentagon - Rm 2D639, Washington DC 20310–0450, and the Registrar, USAWC, 122 Forbes Ave, Carlisle, PA 17013.

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

(1) CG, HRC ATTN: AHRC–OPL, 1600 Spearhead Division Ave, Fort Knox, KY 40121for AA officers.

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

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

(4) Students enrolled in the USAWC DEP 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.

(5) All requests for SSC deferments for O–5(P)s and O–6s will be forwarded through HQDA Senior Leader Division to the VCSA for review / approval no later than 6-months prior to a currently scheduled movement. Point of contact is Director, Senior Leader Development Office (DACS–SLD) 200 Army Pentagon, Washington DC 20310–0200.

(6) Deferment requests submitted by AC officers selected to attend 10 month resident and 14-week satellite campus ILE opportunities must be signed by the first general officer or equivalent in the officer's chain of command, then forwarded through HRC Leader Development Division to the VCSA for approval.

(7) All Judge Advocate requests for deferments will be forwarded through the OTJAG Personnel, Plans, and Training Office for decision by TJAG, who maintains authority over all JAGC assignments as noted in 10 USC 3037(c)(2).

3–18. 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) 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 obligation 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 after selection are ineligible for future consideration.

c. 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 HQDA G37/Director of Training, Civilian Training and Leader Development (DAMO–TRV) Army Civilians declining selection will be removed from any future consideration for a SSC.

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

3–19. Officer and noncommissioned officer professional military education backlog definitions

Backlog definitions provide the Army a way to see itself and clearly mandate that PME attendance take place in a timely manner throughout the force generation cycle and prior to assuming positions requiring appropriate levels of PME. Clear definitions will enable the personnel system to align and meet the requirements of the Operating Force.

a. ILE. The AA backlog will include all AC O–4s who do not complete ILE by three years time in grade. The RC backlog will include all RC O–4s who have not completed ILE by five years time in grade.

b. CCC. The CCC AC backlog will include all AA O–3s who have not completed CCC by two years in grade. The RC CCC backlog will include all RC O–3s who have not completed CCC by four years time in grade.

c. WOAC. All AA and RC WOs are expected to complete WOAC prior to promotion to CW3. The WOAC AA backlog will include all AA CW3s who have not completed WOAC. The WOAC RC backlog will include all RC CW2s eligible for promotion and CW3s who have not completed WOAC.

d. WOSC/WOILE. All AA and RC WOs are expected to complete WOSC/WOILE prior to promotion to CW4. The WOSC/ WOILE AA backlog will include all AA CW4s who have not completed WOSC/WOILE. The WOSC/WOILE RC backlog will include all RC CW3s eligible for promotion and CW4s who have not completed WOSC/WOILE.

e. WOSSC/WOSSE. All AA and RC WOs are expected to complete WOSSC/WOSSE prior to promotion to CW5. The WOSSC AA backlog will include all AC CW5s who have not completed WOSSC. The WOSSC/WOSSE RC backlog will include all RC CW4s eligible for promotion and CW5s who have not completed WOSSC/WOSSE.

f. NCO backlog is defined as soldiers promoted without completing the training/NCOES course required for their grade level.

g. WLC. The WLC backlog will include all E–5s who have not completed WLC.

h. ALC. The ALC backlog will include all E–6s who have not completed ALC (minus NCOs approved for retirement).

i. SLC. The SLC backlog will include all E–7s who have not completed SLC (minus NCOs approved for retirement).

3–20. Course credit

a. The DCS, G–3/5/7 delegates authority to approve or disapprove all AC/RC Officers, NCOs and Army Civilian Corps requests for constructive and equivalent credit requests for BOLC, CCC, ILE, Warrant Officer Education courses, nonresident ILE, and NCOES waivers, and CES Basic, Intermediate and Advanced Courses to the Director of Training, G–37/TR. This delegation of authority does not inhibit the G–3/5/7 from reviewing all decisions.

b. 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 Terminal Learning Objectives/Learning Objectives. 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 Terminal Learning Objectives/Learning Objectives. Terminal Learning Objective/outcome 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.

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

d. Military personnel: Requests for credit will be submitted on a fully completed and signed DA Form 4187 (Personnel Action), and include an outline of the individual's prior leadership and technical training and experiences as they relate to the critical terminal learning objective. Include a commander's verification of body composition compliance (DA Form 5500/DA Form 5501) with the most recent APFT result (DA Form 705 (Army Physical Fitness Test Scorecard)) copies of the last three officer or academic evaluations reports (if available), a copy of DA Form 4037 (Officer Record Brief), and any other relevant supporting documentation. Submit the request through command channels, their component personnel command, to the HQDA DCS, G–3/5/7 Director of Training. The component personnel commands are listed as follows:

(1) AA (AC and USAR): Commander, HRC for officer and warrant officer and NCOES courses. For Judge Advocate courses send the request to CG, The Judge Advocate General's Legal Center and School.

(2) ARNG: CNGB/DARNG, for officer, warrant officer, and NCOES courses.

e. Army Civilians: Army Civilians may be granted course credit for the CES Basic, Intermediate and Advanced Courses as outlined in (1) and (2) below. CES constructive course credit is not granted for the Foundation Course.

(1) CES equivalency credit is linked to the course registration process in Civilian Human Resources Training Application System (CHRTAS).

(a) CHRTAS will auto determine previous Civilian legacy or military leader training from the applicants ATRRS Training History and determine the appropriate level of training the applicant is eligible to attend.

(b) Applicants will be able to submit training documents when training completions are missing from their ATRRS record.

(2) Constructive credit may be granted in lieu of course attendance based on prior leadership experience and/or past academic education/training experiences.

(a) Applicants who became an Army Civilian after 30 September 2006 must complete the CES Foundation Course before requesting CES constructive credit.

(b) Supervisors must complete the Supervisor Development course before requesting CES constructive credit.

(c) Active duty personnel or non-Army Civilians are not eligible to receive CES course credit.

(d) Requests are submitted through the CHRTAS website to the proponent school. Final approval authority for all CES course credit requests is HQDA, G–37/Training Directorate.

(3) For more information and instructions on the CES course credit and application process refer to the CHRTAS website https://www.atrrs.army.mil/channels/chrtas.

f. Individuals will be granted credit for successfully completing institutional training conducted either through a training battalion, a proponent resident school, or DL when the conditions, listed below, are met. Course-completion documentation in individuals' records will not identify how instruction is presented or learning acquired. The required conditions are:

(1) Instructors are proponent certified; and,

(2) Proponent-developed, -certified, and -approved TATS courseware is used. Reserve Component Soldiers will receive credit for successfully completing proponent developed, certified, and approved courses using Reserve Component Configured Courseware until TATS courseware is fielded, or,

(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 TATS.

3–21. Operational Credit Program

a. The Operational Credit Program awards full or partial MOS credit to Soldiers for job skills and duties performed outside of their primary MOS.

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 Operational Credit Program 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 TASS schools. Basic components of the Operational Credit Program 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 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 may 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 may 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 of all Soldiers in the unit that have 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 should 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 Operational Credit Program requests through the chain of command to the proponent school or TASS functional proponent for partial or full MOS credit. 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 lead for training; ensure quality control of implementing and managing the Operational Credit Program; and designate which MOS qualification courses are approved for the Operational Credit Program. 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 regulation 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; and 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 regulation 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; and 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.

3–22. Early release/early graduation from the Officer Education System/Noncommissioned Officer Education System courses and schools.

a. Early release/early graduation will be considered from the following schools: CCC, Judge Advocate Graduate Course, CGSOC, AWC and SMC. 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), Officer Personnel Management Directorate will inform the HQDA, DCS, G–3/5/7. Requests are made by the gaining unit commander or by the career manager through the Commander, HRC, Leader Development (Leader Development Division, Officer Personnel Management Directorate), 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 en route.)

(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 may be approved by the DCG, TRADOC with input from HRC (Leader Development Division, Officer Personnel Management Directorate) 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 career manager through the Commander, HRC, Leader Development Division (Leader Development Division, Officer Personnel Management Directorate), to TRADOC G–3/5/7, Training Directorate.

(b) Upon receipt of the request from HRC, HQDA, TRADOC will coordinate with 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 en route.)

5. Paragraph, line number and brief duty description of slated position.

6. Date the slated position will become vacant.

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 DCG TRADOC, HRC will receive notification of the requirement to reinstate 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 HRC based on input from the college with regard to educational considerations.

h. Release authority for the Judge Advocate Graduate Course is the Commandant, The Judge Advocate General's Legal Center and School.

3–23. 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 DL and resident phases of a course.

d. Apply the evaluation results to improve the quality of the education/training provided as appropriate.

3–24. 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) Service School Academic Evaluation Report (DA Form 1059).

b. No entry will be made on student training and personnel records that indicate the course was taken in residence or by DL.

3–25. 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 AR 350–10. 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.

(6) No diploma or certificate of completion will be issued for individuals receiving constructive, equivalent, or operational credit for coursed listed in paragraph 3–20*a*.

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, OSUT, or occupational reclassification training will certify those tasks successfully completed by the student using DA Form 5286 (Individual Basic Training, AIT, and 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), until migration to DTMS is complete. 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 documentation must also be entered in Defense Civilian Personnel Data System (DCPDS).

f. Course certificates of completion are not awarded to individuals who are granted CES course credit.

g. Course credit and retirement points, as established by AR 140–1 and AR 140–185, will be awarded to RC personnel for successful course completion.

h. The American Council on Education 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 American Council on Education 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 American Council on Education credit recommendations and the number of hours to be credited.

3–26. 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 academic evaluation report 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 academic evaluation report 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 academic evaluation report 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 academic evaluation report.

b. Military students of other nations will be evaluated in accordance with AR 12–15.

c. Army Civilian students completing leader training, education and development courses will be evaluated by each institution. Evaluations will be documented in the DCPDS, individual's official record, in accordance with performance plan objectives during the rating period that the training occurred.

Section III
Initial Military Training

3–27. 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. IMT 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 HQDA mandatory training and command directed training each member of the U.S. Army (both officers and enlisted Soldiers) must complete to qualify for an MOS or branch.

a. In accordance with 10 USC § 674, 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 IMT within the Army. In time of war or a national emergency declared by Congress or the President, the period of required IMT 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 A and B. For aviators:

(1) IMT includes BOLC B plus either Initial Entry Rotary Wing or Initial Entry Fixed Wing, depending on the officer's career path.

(2) WOs who attended the Aviation WOBC and converted to officer grade are not required to attend the Aviation Basic Officer Leader Course. Warrant officers converting to officer grade must have completed the Aviation WOBC within six years of conversion date to qualify for credit under this equivalency rule.

(3) Conversely, officers who attended the Aviation BOLC and converted to warrant officer are not required to attend the Aviation WOBC.

c. Specialty Branch Officers:

(1) *Army Medical Department.* All AMEDD officers will attend the AMEDD Officer Basic Course which is BOLC–B for the AMEDD. AMEDD RC officers will attend the AMEDD RC BOLC–B and will integrate with the AMEDD AC BOLC–B during their FTX phase. Attendance at the AMEDD RC BOLC–B will occur after completion of the AMEDD RC BOLC–B Phase 1 DL. AMEDD AC direct commissioned officers will attend the AMEDD BOLC–B Preparatory Course immediately prior to the start of their scheduled BOLC–B.

(2) *Judge Advocate General's Corps.* Unless TJAG waives the requirement, all Judge Advocates, regardless of component, will attend JAGC Officer Basic Course, which is BOLC B for the JAGC. AC and RC officers in the JAGC participate in the BOLC Direct Commission Course (BOLC–DCC) and BOLC A unless waived by TJAG in accordance with paragraph 2–16. The BOLC–DCC is primarily designed to provide direct commission JAGC officers with the leadership and tactical skill set acquired by officers attending BOLC A or who have prior military service, to ensure their successful completion of BOLC B. Active Army and RC ROTC Education Delay JAGC officers will attend BOLC–DCC. TJAG has final disposition authority of Judge Advocates including recycling and separating. IAW 10 USC §3037(c)(2) TJAG manages JAGC personnel.

(3) *Chaplain Corps.* Chaplains are noncombatants, do not exercise command authority and normally serve their first assignments on Battalion staffs. Consequently, the education and training philosophy, strategy, and outcomes for Chaplains differ significantly from that of other officers. The initial training program for Chaplains and Chaplain Candidates provides initial military, officer and chaplaincy-unique religious leader development (training and education) for Chaplains and Chaplain Candidates. It consists of the following courses in progression: four weeks of Chaplain Initial Military Training followed by 9 weeks of Chaplain BOLC. Chaplain BOLC is phased for ARNG and USAR attendance. Completion of these two courses is required for Chaplain basic branch qualification.

d. Enlisted IMT is called initial entry training (IET), consisting of Basic Combat Training 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 doctrine in FM 7–22. TRADOC will establish IET graduation requirements.

e. IET training-seat prioritization:

(1) Priority of training seats for Basic Combat Training 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.

(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.

1. RC trainees.

2. 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; however, if the Split Training Option, Phase 2 Soldier is in jeopardy of missing their 24-month mandatory deadline to achieve the duty military occupational specialty qualification, the Split Training Option, Phase 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.

1. RC trainees.

2. AA trainees.

3. 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.

3–28. Initial Entry Training for Prior Service

a. The following guidance applies to prior service personnel attending initial entry training:

(1) Active Component:

(a) Prior service personnel entering the Active Army are not required to attend Basic Combat Training if they:

1. Completed Army or USMC basic training, or

2. Completed training for U.S. Air Force (USAF) or USN Special Operations Forces, or USAF Security Police, and

3. Have less than a 3-year break in service.

4. If Basic Combat Training is required, prior service personnel will attend MOS training before their first unit of assignment.

(b) Prior service personnel entering the AC will attend Basic Combat Training if they:

1. Completed Army or USMC basic training, or

2. Completed training for USAF or USN Special Operations Forces, or USAF Security Police, and

3. Have more than a 3-year break in service.

4. Those with a new MOS will attend MOS training before joining their first unit of assignment.

(c) Prior service personnel from the USAF, USN, and U.S. Coast Guard entering the AC will attend Basic Combat Training regardless of the length of their break in service if they:

1. Have not completed Army or USMC basic training, or

2. Did not complete training for USAF or USN Special Operations Forces, or USAF Security Police.

3. And will attend MOS training before their first unit of assignment if enlisting for an MOS that is not comparable to their prior service MOS(s).

(2) RC (ARNG and USAR):

(a) Prior service personnel entering the RC will go straight to their RC unit regardless of the length of their break in service if they:

1. Completed Army or USMC basic training, or

2. Completed training for USAF or USN Special Operations Forces, or USAF Security Police

(b) Prior service personnel entering the RC from the USAF, USN and U.S. Coast Guard will attend Basic Combat Training regardless of the length of their break in service if they:

1. Have not completed Army or USMC basic training, or

2. Did not complete training for USAF or USN Special Operations Forces, or USAF Security Police

b. Definitions:

(1) Break in Service. "Break in service" is defined as the last period of service, including the IRR, regardless of component. For Soldiers who separate, break in service starts after completion of the military service obligation or when a Soldier (regardless of service) is no longer a member of a RC (including the IRR).

(2) Separation for Prior Service Personnel. Entry level separation procedures in AR 635–200 apply to non-prior service and prior service personnel.

c. Break-in-Service Matrix:

Table 3–1
Matrix of Initial Entry Training Attendance for Prior Service Personnel (Addressing Break-in-Service)

Active Component		
Prior Service Army/USMC, USAF/USN Special Operations Forces and USAF Security Police		
3–Year Break in Service, Same MOS		Unit
3–Year Break in Service, New MOS		AIT—Unit
3–Year Break in Service, Same MOS		Basic Combat Training—Unit
3–Year Break in Service, New MOS		Basic Combat Training—AIT—Unit
Prior Service USAF, USN and U.S. Coast Guard		
Excluding USAF/USN Special Operations Forces and USAF Security Police		
Comparable MOS		Basic Combat Training—AIT—Unit
New MOS		Basic Combat Training—AIT—Unit
Reserve Component		
Prior Service Army/USMC, USAF/USN Special Operations Forces and USAF Security Police		
3–Year Break in Service, Same MOS		Unit
3–Year Break in Service, New MOS		Unit
3–Year Break in Service, Same MOS		Unit
3–Year Break in Service, New MOS		Unit
Prior Service USAF, USN and U.S. Coast Guard		
Excluding USAF/USN Special Operations Forces and USAF Security Police		
Comparable MOS		Basic Combat Training—Unit
New MOS		Basic Combat Training—Unit

Section IV
Officer Training and Education

3–29. 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 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/training and education.

b. OES is a sequence of PME opportunities for professionals in subjects that enhance knowledge of the science and art of war. PME provides progressive education 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.

c. The OES prepares Officers and WOs for increased responsibilities and successful performance at the next higher level. It provides 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 and 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) BOLC A is Pre-commissioning/pre-appointment training to qualify individuals to serve as officers (O–Grade and W–Grade).

(2) BOLC B is 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/WOILE to provide intermediate branch technical/functional training and common leader and staff skills.

(6) ILE provides advanced branch, functional area, and branch-immaterial command and staff training.

(7) The WOSSC/WOSSE to provide senior warrant officer level professional leader development education and training.

(8) The SSCs or Fellowships to provide senior-level professional leader development education and training.

(9) General officer training described in paragraph 3–42.

(10) Advanced civil schooling in appropriate disciplines and areas of concentration.

f. The Army OES complies with the officer professional military education policy, CJCSI 1800.01D. The CJCS advises and assists the Secretary of Defense in JPME matters, including the Joint curricula at Service schools. Intermediate and senior staff college Army institutions are accredited by the Chairman, JPME programs. Graduates meet the requirements for JPME.

g. The CJCSI 1800.01D defines CJCS objectives and policies regarding the Army educational institutions that comprise the officer PME and JPME systems. CJCSI 1800.01D 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. 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 instruction 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 Command and General Staff College (Fort Leavenworth), the USAWC, 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. Incorporated throughout Army PME, officers receive JPME from pre-commissioning through general/flag officer. Army PME is structured in five military educational levels to support five significant phases in an officer's career.

(1) *Pre-commissioning/Pre-appointment.* Military education received at institutions and through programs producing commissioned officers and warrant officers in the grade of WO1 upon graduation.

(2) *Primary.* Education typically received at grades WO1 through CW2 and O–1 through O–3.

(3) *Intermediate.* Education typically received at grades CW3 and O–4.

(4) *Senior.* Education typically received at grades CW4, O–5 or O–6.

(5) *General/Flag Officer.* Education received as a general/flag officer. 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 HQDA, DCS, G–3/5/7 Director of Training. Request for enrollment in other than Army schools should be forwarded through the HRC (AC and USAR officers) or the NGB (ARNG officers) for recommendation before forwarding to HQDA DCS G–3/5/7 for decision. If approved for enrollment, officers successfully completing other Services' Intermediate Staff Colleges and SSCs accredited in accordance with CJCSI 1800.01D will be awarded JPME credit accordingly upon fulfilling Army JPME requirements. For example, Army officers completing sister service non-resident ILE must complete CGSOC Advance Operations Course (AOC) to receive JPME 1 MEL 4 credit.

3–30. 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.

3–31. Officer education requirements

a. All officers must have a baccalaureate degree prior to commissioning. OCS candidates must possess a baccalaureate degree prior to attendance at OCS.

b. Officers are encouraged to earn a graduate degree. Requirements exist for officers with graduate degrees as determined by ACOMs and Army personnel proponents, and use 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.

3–32. Pre-commissioning/Pre-appointment programs

a. Pre-commissioning programs educate and train cadets, officer candidates, and warrant officer candidates, assess their readiness and potential for commissioning as second lieutenants or as WO1s, and prepare them for progressive and continuing development. Pre-commissioning/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 commissioning of officers in the U.S. Army and ARNG are established in Chapter 2 of this regulation. These programs are as follows:

b. BOLC Phase A.

(1) WOCS. The WOCS is a branch-immaterial course that prepares enlisted Soldiers to serve as a WO1 in the AA, ARNG, and USAR. WOCS incorporates a high stress environment designed to challenge the warrant officer candidate from day one. Candidates attend training at the WOCC, Fort Rucker, AL. ARNG and USAR candidates who are eligible may alternatively attend WOCS at a State Regional Training Institute.

(a) The WOCS POI is approved and maintained by the Commandant, WOCC; standards are the same at all locations, with all Training, Advising, and Counseling Officers trained and certified by WOCC.

(b) Should they wish to return to WOCS, Candidates dismissed from the course for academic failure, misconduct, or failure to comply with the WOCC's published ethical standards must reapply for WOCS selection not earlier than one year after dismissal.

(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 AC, USAR, and ARNG/ARNGUS. Training takes place in a physically and mentally demanding, high-stress environment. AA 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 OCS is contained in AR 350–51.

(b) Policy guidance for ARNG/ARNG State OCS is contained in ARNG Regulations.

3–33. Basic Officer Leadership Course Phases A (Pre-commissioning) and B (Branch)

a. BOLC provides pre-commissioning and IMT for junior commissioned and WOs in both the Active and Reserve Components. BOLC training is sequential and progressive with each training event building upon previous lessons learned and training outcomes. When tasks are repeated, they are performed under conditions which require increased levels of difficulty and tempered with the benefit of operational experiences. All junior officers progress through pre-commission and branch schools in sequence. This sequential progression through BOLC ultimately creates officers who are grounded in the leadership competencies, self confidence, field craft, and technical skills, regardless of branch. Every officer embodies the Army values and warrior ethos, and are physically and mentally strong; arriving at their future units of assignment prepared to lead Soldiers in support of unified land operations.

b. BOLC A (pre-commissioning/appointment). Provides IMT and education to potential commissioned Army officers and WOs which consists of foundational Army values, professional and personal attributes, and fundamental technical/tactical skills. BOLC A commissioning/appointment sources are the ROTC, OCS, USMA, NGB OCS, WOCS, and includes the equivalent Direct Commission Course. Mission statements for each commissioning/appointment source follows:

(1) ROTC. Commission the future officer leadership of the U.S. Army and motivate young people to be better citizens.

(2) USMA. Educate, train, and inspire the Corps of Cadets so that each graduate is a commissioned leader of

character committed to the values of Duty, Honor, Country, and prepared for a career of professional excellence and service to the Nation as an officer in the U.S. Army.

(3) OCS. Train, educate, and commission officers in order to provide the Army with leaders of character who live by the Warrior Ethos and Army values.

(4) NGB OCS. Train, educate, and commission officers in order to provide the Army with leaders of character who live by the Warrior Ethos and Army values.

(5) WOCS. Train, develop, and appoint warrant officers with the leadership skills necessary to meet future Army challenges.

(6) Direct Commission Course. Train direct commissioned officers on fundamental skills, establishing a foundation in leadership, physical readiness, mental toughness, and tactical and technical proficiency.

c. BOLC B/WOBC (branch specific technical training schools). Provides newly commissioned/appointed Army officers and warrant officers with progressive and sequential training at branch schools, to produce adaptive officers, steeped in the profession of arms and who are technically/tactically competent, confident, and capable of leading in unified land operations upon their arrival at their first unit of assignment. BOLC B IMT consists of common military skills 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 develop their leadership, tactical, and technical tasks and supporting skills and knowledge required to lead in their future unit of assignment.

d. The BOLC B trains newly commissioned/appointed lieutenants and WOs to:

(1) Prepare, lead, manage and train platoons, squads, teams, and prepare their units 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.

e. BOLC B is IMT that prepares a lieutenant for their first assignment and must be completed after commissioning as soon as possible. Requests for waivers will include a request for course credit per procedures explained in paragraph of this regulation. RC officers must complete BOLC B within 42 months (AR 135–155) supports 10 USC 14503: Discharge of officers with less than six years of commissioned service or found not qualified for promotion to first lieutenant or lieutenant junior grade.

f. BOLC B (Branch-Specific Training). Conducted at the proponent schools, officers will receive common core and 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 assignment. Assignment-oriented training or follow-on functional training in conjunction with IMT is authorized in accordance with the unit MTOE (ASI/SQI/SI) or other HQDA, DOD, or Joint requirements documentation. Active component officers who volunteer for functional courses in the absence of a requirements authorization must obtain resourcing support from their first unit of assignment if attendance is in a TDY status. Because WOs are selected to attend BOLC B/WOBC at the same time they are selected to attend BOLC A/WOCS, failure to successfully complete BOLC B/WOBC may result in termination of the WO appointment (see AR 600–8–24).

g. Graduates will be identified by award of MEL 7.

3–34. 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 WOCC monitors compliance with common core training guidance and validates its training by branch schools. 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 is currently the resource for this DL 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 after 24 months of total WO service. This prerequisite DL 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 CCC will be implemented through an online course. WOs will attend the WOAC of their assigned branch.

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 6.

3–35. Captains Career Courses

Provides O–3s 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. AA officer CCC attendance is an assignment action by HRC. RC CCC attendance is scheduled by the unit in ATRRS at: https://atrrs.army.mil. All resident CCC attendance is in a PCS status with the exception of the MEDCOM which is attended in a TDY status.

b. 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 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.

c. Coordinating Staff Modules (S1, S2, Assistant S3, S4, S5, and battalion/brigade maintenance officer) exist to provide assignment oriented training for AC and RC officers preparing to serve in these staff positions. Each module is approximately 35 hours of DL.

d. AA and AGR officers normally will attend their branch-specific CCC in residence:

(1) As soon as practical after promotion to O–3.

(2) As soon as possible after completing 4 years of active Federal commissioned service.

(3) Prior to the 7th year of Federal commissioned service.

e. The RC officers may enroll in the RC CCC upon completion of BOLC and promotion to O–2. Those who desire to enroll prior to this time require a waiver by the unit commander, or by the Commander, HRC 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 O–2 or O–3.

(2) Meet the standards of AR 140–1, AR 600–9, and this regulation.

f. Course Credit.

(1) Army officers and officers assessed from other Services who are graduates of the USMC Expeditionary Warfare School receive constructive credit for O–3 level PME.

(2) O–3s and O–4s assessed into the Army as functional area officers from other Services receive constructive credit for O–3 level PME.

(3) O–3s assessed into the Army from other Services who are not graduates of the USMC Expeditionary Warfare School must complete a branch-appropriate Army CCC to receive credit for O–3 level PME.

3–36. Warrant Officer Staff Course / Warrant Officer Intermediate Level Education

The WOSC/WOILE is a branch-immaterial DL and resident course conducted by the WOCC, Fort Rucker, AL. The WOCC develops the POI and serves as the course proponent. The course focuses on the intermediate level 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 intermediate level WOs receive the latest technical/functional PME within their career field. Each resident phase will issue a DA Form 1059. Graduates will be identified by award of MEL Q. Officers who do not successfully complete the course will not be awarded MEL Q until all phases are complete. Students must have completed the WOAC or equivalent course prior to attending the WOSC/WOILE. Graduates will be identified by award of MEL Q. Intermediate level education 10 month resident or common core satellite campus graduates will receive WOSC/WOILE equivalent credit.

3–37. Intermediate Level Education

a. The Army Command and General Staff College program of PME instruction is Intermediate Level Education (ILE). ILE educates and trains leaders to conduct Decisive Actions in a JIIM environment; and advances the art and science of the profession of arms to support the operational requirements of the Army. The CGSOC consists of a common core curriculum that includes JPME Phase 1 requirements and the required Branch or Functional Area credentialing course. The Army began selecting AC Army Competitive Category basic branch and functional area officers for 10-month resident and 14-week satellite campus ILE opportunities and select credentialing programs approved in lieu of CGSOC Advanced Operations Course beginning with year group 2004. Officers participating in

credentialing programs approved in lieu of CGSOC Advanced Operations Course not included in the selection board process will continue to receive ILE credit and be considered by the ILE Selection Board for CGSOC Common Core Satellite attendance only. In support of the Army Total Force Policy, each ILE seminar at Ft. Leavenworth should have at least one RC officer (USAR or ARNG) in attendance.

b. ILE is attended by all Army Officers in the rank of O–3 (if promotable) or O–4 who are CCC graduates; Sister Service officers of equivalent rank, International Military Officers, and selected civilians from other U.S. Government agencies.

c. Army Officers will complete ILE by their 15th year of commissioned service.

d. Army Officers who complete CGSOC Common Core and an approved credentialing course are JPME I/ILE/MEL 4 complete. The credentialing course for Basic Branch officers is the Advanced Operations Course and is completed immediately following the CGSOC Common Core at Fort Leavenworth. The functional area and special branch (AMEDD, JAGC, and Chaplain) credentialing courses are designated by the proponents. The functional area credentialing courses range from 4 to 179 weeks. For some functional area and special branch officers, the tailored educational experience will also include Advance Civil Schooling. Army officers may also become JPME I/MEL 4 complete through completion of a resident Sister Service School, a resident Joint School, an approved Foreign ILE school or completion of a credentialing program approved in lieu of CGSOC Advanced Operations Course. Army Officers will complete ILE as follows:

(1) AC Army Officers in year group 93 or earlier and RC officers commissioned prior to 31 December 1993 must complete CGSOC Common Core or Legacy CGSOC.

(2) AC Army Officers in year group 94 and subsequent year groups and RC officers commissioned 1 January 1994 and later who did not complete resident or non-resident Legacy CGSOC will be afforded the opportunity to complete the CGSOC Common Core in one of three ways:

(a) In residence at the 10 month course at Fort Leavenworth. Army officers will be selected for attendance at the 10 month course at Fort Leavenworth. This is for select AC basic branch, functional Area officers and special branch officers, select RC officers, the traditional complement of sister service, select civilians from other U.S. government agencies and international officers.

(b) In residence at satellite campuses. Army officers will be selected for attendance at satellite campuses. This is primarily for select AC basic branch, functional area and special branch officers, AC officers participating in credentialing programs approved in lieu of CGSOC Advanced Operations Course and select RC officers.

(c) Through DL. Army component officers not selected for 10-month resident or 14-week satellite campus opportunities or credentialing programs approved in lieu of CGSOC–AOC will be afforded the opportunity to complete ILE by DL. HRC will enroll active component officers in DL courses within 6 months after release of the ILE Selection Board results. AC officers selected for 10-month resident and 14-week satellite campus ILE opportunities who want to complete ILE by DL for a compelling reason(s) may request a waiver. To request a waiver, officers will submit a DA Form 4187 through the first general officer or equivalent in the chain of command for endorsement, their Officer Record Brief or DA Form 2–1, and their most recent APFT and body composition through the HRC Leader Development Division to the VCSA for approval. The nonresident CGSOC 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. The Web-based DL format is organized into three sequential phases consisting of a number of modules or sub-courses. Each module or sub-course is a self-contained block of instruction with one or more examinations graded by the Department of Distance Education, a department within the Command and General Staff College's Command and General Staff School. Several modules or sub-courses require submission of written requirements that are graded based on established objective criteria. The Reserve School format is presented in TASS training battalions at teaching locations throughout the world. This option is also organized into three sequential phases with modules or sub-courses corresponding to those in the Web-based DL format. Each module or sub-course contains written requirements and one or more examinations.

(3) All Army Officers, regardless of component, in year group 94 and subsequent year groups or commissioned 1 January 1994 and later who did not complete resident or non-resident Legacy CGSOC must complete an approved ILE credentialing course in order to be awarded JPME I/MEL 4 credit.

(4) The credentialing course for basic branch officers is CGSOC Advanced Operations Course. Basic branch officers will complete the Advanced Operations Course following CGSOC Common Core. They can complete CGSOC Advanced Operations Course in two ways:

(a) In residence at the 10-month course immediately following the CGSOC Common Core at Fort Leavenworth. Army officers must be selected for attendance at the 10 month resident course at Fort Leavenworth. This is for select AC basic branch, functional area and special branch officers, select RC officers, the traditional complement of sister service, selected civilians from other U.S. government agencies, and international officers.

(b) Through DL. The DL version of the Advanced Operations Course must be completed in 18 months and consists of four modules: the history and leadership prerequisite module, the operational warfighting module, the division operations module, and the BCT operations module. This is primarily for AC and RC basic branch and FA 57 officers not selected for 10 month resident attendance.

(5) In many cases, functional area and special branch officers complete their ILE credentialing course before completing CGSOC Common Core.

e. Government Civilians may attend resident or non-resident CGSOC on a space available basis. If the individual is also an Army basic branch officer and completes the 10-month resident CGSOC, the individual will receive JPME I/MEL 4 credit. If a functional area or special branch officer attends the 10-month resident CGSOC as a Civilian, the individual must also complete the functional area or special branch credentialing course to receive JPME I/MEL 4 credit. Additionally, government Civilians who are also Army basic branch officers and complete resident Sister Service ILE will receive JPME I/MEL 4 credit. If a functional area or special branch officer attends resident Sister Service ILE as a Civilian, the individual must also complete the functional area or special branch credentialing course to receive JPME I/MEL 4 credit. Government Civilians who are Army officers and complete resident or non-resident CGSOC Common Core must also complete their respective ILE credentialing course to receive JPME I/MEL 4 credit. Request to enroll in resident or non-resident CGSOC should be submitted to TRADOC for approval.

f. Resident Sister Service ILE. Officers must be selected by their component to attend resident sister service ILE. Officers selected must complete the CGSOC preparatory course (P–950) prior to attendance. Functional area and special branch officers may be selected to attend international and sister service schools, but must still attend their respective credentialing courses to receive JPME I/MEL 4 credit. Officers will not enroll in resident Sister Service ILE without written approval of HQDA, DCS, G–3/5/7 Director of Training (per AR 350–1, paragraph 3–29j).

g. Non-resident Sister Service ILE. Officers will not enroll in non-resident Sister Service ILE without written approval of HQDA, DCS, G–3/5/7 Director of Training (per AR 350–1, paragraph 3–29j). The non-resident ILE sister service courses are Air Force Command and Staff College (non-resident), College of Continuing Education/College of Distance Education (Navy Intermediate Level College)(Non-resident), Air Command and Staff College (Non-resident), and Marine Corps College of Continuing Education (Non-resident). The requirements for completion of non-resident sister service ILE are as follows:

(1) Basic branch officers who enrolled in non-resident sister service ILE prior to 18 December 2009, must complete the non-resident sister service course and CGSOC Advanced Operations Course to be JPME I/MEL 4 complete. Functional area and special branch officers must complete the non-resident sister service course, and their respective credentialing course to be JPME I/MEL 4 complete.

(2) Officers who enrolled in non-resident sister service ILE between 18 December 2009 and 27 April 2011 without approval per AR 350–1, para 3–29j, must request constructive credit per AR 350–1, para 3–20. If approved, the basic branch officer must complete non-resident sister service school and CGSOC Advanced Operations Course to be JPME I/MEL 4 complete. Functional area and special branch officers must complete the non- resident sister service course and their respective credentialing course to be JPME I/MEL 4 complete.

(3) Officers who desire to participate in non-resident sister service ILE after 27 April 2011 must obtain approval from the HQDA, DCS, G–3/5/7 Director of Training per AR 350–1, para 3–29j prior to enrolling. Officers will submit their request by DA Form 4187 through their chain of command and component human resources command (Army Human Resources Command, Fort Knox for active and USAR officers or the NGB for ARNG officers) to the Army G–3/5/7 for decision. If approved by the Army G–3/5/7, the basic branch officer must complete the non-resident sister service course and CGSOC Advanced Operations Course to be JPME I/MEL 4 complete. Functional area and special branch officers must complete the non-resident sister service course, and their respective credentialing course to be JPME I/MEL 4 complete.

h. Foreign ILE. Officers must be selected by their component to attend foreign ILE. Officers selected for attendance at other nations' intermediate staff colleges listed in CJCS memorandum, subject: Program for JPME I equivalent credit must first complete the P–950 course; except Western Hemisphere Institute for Security Cooperation. Officers attending foreign ILE not listed in CJCS memorandum, subject: Program for JPME I equivalent credit must complete CGSOC Common Core in order to be JPME I/MEL 4 complete. Functional area and special branch officers may attend international and sister service schools, but must still attend their respective credentialing courses to be credentialed JPME I/MEL 4. Officers will not enroll in other than Army schools without written approval of the HQDA, DCS, G–3/5/7, Director of Training.

i. The Army DCS G–3/5/7 can approve credentialing of programs or courses in lieu of CGSOC Advanced Operations Course. Army basic branch officers selected for one of the programs approved in lieu of CGSOC Advanced Operations Course must complete all ILE requirements of the program in order to receive JPME I/MEL 4 credit. The Army DCS G–3/5/7 in coordination with the Army DCS G–1 will determine which credentialing programs approved in lieu of CGSOC Advanced Operations Course will be considered a part of the ILE Selection Board. The programs/courses to be considered by the ILE Selection Board will be included on the ILE quota memorandum. Officers selected by the ILE Selection Board for one of these programs or courses are not eligible for any other ILE 10 month resident course. Officers selected for CGSOC common 14 week satellite campus or complete non-resident CGSOC common core and all requirements of one of these programs or courses can receive JPME 1/MEL 4 credit. Functional area and special branch officers participating in these programs must also complete their respective credentialing program to be JPME 1/MEL 4 complete. The programs approved as credentialing methods in lieu of CGSOC Advanced Operations Course are:

(1) Military Intelligence officers who complete CGSOC Common Core and one of the following programs: the

National System Development Program, Junior Officer Career Cryptologic Program, National Intelligence University Masters of Science in Strategic Intelligence Program, National Inter-agency and Inter-governmental Course for military intelligence officers, or one of the following Naval Postgraduate School programs- Regional Studies curricula (681, 682, 683, and 684), Securities Studies curriculum (689), or Defense Analysis curriculum (699).

(2) Army officers who attend the Naval Postgraduate School and complete the Naval Command and Staff Distance Education Course and the CGSOC Preparatory Course (P950) while in attendance at Naval Postgraduate School. Officers at Naval Postgraduate School must not incur additional tuition costs or fees as a result. Officers not considered by the ILE Selection board for Naval Postgraduate School attendance will not be required to complete the Naval Command and Staff Distance Education and ILE Preparatory Course (P950) while in attendance at Naval Postgraduate School but will complete CGSOC common core to receive JPME 1/MEL 4 credit.

(3) Army officers who complete CGSOC Common Core and all requirements of one of the following programs: Command and General Staff College Interagency Fellowship Program, the Joint Chief of Staff/Office of the Secretary of Defense Internship Program, the Army Congressional Fellowship Program, the Major General (Ret) James M. Wright Memorial Logistics Program, the General Wayne A. Downing Scholarship program, or the U.S. Army Cyber Command Scholarship Program.

(4) Special Forces officers who complete CGSOC Common Core and the National Inter-agency and Inter-governmental Course and the Special Operations Legislative Affairs Program.

(5) Civil Affairs and Psychological Operations Officers who complete CGSOC Common Core and the Stability, Security, and Development in Complex Operations Certificate Program.

(6) Officers participating in the Afghanistan/Pakistan Hands Program who complete CGSOC Common Core and the National Defense University College of International Security Affairs Strategic Studies, the National Defense University College of International Security Affairs South Central Asia Graduate Certificate, and the National Intelligence University Masters of Science of Strategic Intelligence (military intelligence officers only) Programs.

j. Course Credit.

(1) Army officers may request for ILE constructive, equivalent, or operational credit per AR 350–1, paragraph 3–20.

(2) Year groups 93 and earlier: Army majors who are assessed from other Services or completed ILE as Government civilians and graduated from an accredited other Service command and staff college (resident and non-resident courses alike) receive constructive credit from major-level PME.

Table 3–2
ILE Requirements for Other Service Assessed and Government Civilian Graduates (for officers in Year Group or Commission Year 94 and subsequent year groups)

	Completed Resident Other Service command staff college	Completed Nonresident Other Service command staff college	Completed Army CGSOC	Should Take
Other Service Assessed Basic Branch Officer	X			Intermediate Level Education Officer Preparatory course (online) (P–920)
Other Service Assessed Basic Branch Officer		X		CGSOC–AOC (DL)
Other Service Assessed Special Branch or Functional Area Officer	X			P–920 and Proponent ILE Credentialing Course
Other Service Assessed Special Branch or Functional Area Officer		X		P–920 and Proponent ILE Credentialing Course
Gov't Civilian Graduate Basic Branch Officer	X			P–920
Gov't Civilian Graduate Basic Branch Officer		X		CGSOC–AOC (DL)
Gov't Civilian Graduate Basic Branch Officer			X	None
Gov't Civilian Graduate Special Branch or Functional Area Officer	X			Proponent ILE Credentialing Course
Gov't Civilian Graduate Special Branch or Functional Area Officer		X		Proponent ILE Credentialing Course

Table 3–2
ILE Requirements for Other Service Assessed and Government Civilian Graduates (for officers in Year Group or Commission Year 94 and subsequent year groups)—Continued

			X	Proponent ILE Credentialing Course
Gov't Civilian Graduate Special Branch or Functional Area Officer				

k. Warrant officers who have completed the Warrant Officer Advance Course may attend the CGSOC 10-month or CGSOC Common Core at a satellite campus on a standby basis. The HQDA, DCS, G–3/5/7 is the approval authority for warrant officers to enroll in CGSOC.

l. Defense contractors are not eligible to enroll in the nonresident DL format course.

m. 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 Eustis, VA 23604.

n. The records of ILE graduates are coded by HRC Ft. Knox and Chief, NGB to reflect PME completion and an award of JPME Phase I / MEL 4 credit.

3–38. 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 unified land operations focused on linking Army operational and tactical actions in pursuit of strategic objectives.

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 utilization tours on a division or corps staff or in an operational staff position. AMSP builds effective leaders, competent, operational planners and good teammates.

3–39. Command Team and Key Billet Training and Education

This paragraph provides policies governing Command Preparation Programs for Company Command, Battalion Command, Brigade Command and Key Billet (G-1, G-2, G-6, G-8, PAO, Acquisition Project/Program Manager) selectees. The School for Command Preparation (SCP), Combined Arms Center Leader Development & Education has been designated as the lead agent for the Command Team Enterprise. In this capacity, SCP Command Team Enterprise is charged with synchronizing the Army's Command Team and Key Billet training, education and support programs to ensure compliance with Army policies and to insure program relevance. The overarching thread throughout is to assist future commanders during the execution of mission command in garrison and operational environments.

a. Company command. The Company Commander First Sergeant PCC is a mandatory resident experience with supporting DL components. The resident experience will be conducted at the installation and address topics prescribed by the Army that require a specific installation focus. Senior mission commanders have extensive latitude to add items of interest as well as methods of delivery. Supporting DL lessons will be available via Army Learning Management System and Army Training Network to provide "knowledge-level" learning, complementing the face-to-face experience of the resident course.

(1) The objective of this course is to ensure company commanders and first sergeants know Army and command programs, policies, procedures and command team responsibilities. The course proponent (SCP) maintains a list of Critical Tasks required in all Company Commander First Sergeant PCCs. Training product standards are maintained by SCP, and SCP updates the list of critical tasks at least annually. CG Combined Arms Center approves changes to the critical task list.

(2) Completion of the resident Company Commander First Sergeant Pre-Command Course is mandatory prior to assuming duties. Authority to grant an exception is granted to the first general officer in the chain of command.

(3) USAR company command teams will attend the USARC Company Command Course. The DL lessons are available prior to assuming duties via Army Learning Management System to provide "knowledge-level" learning. TRADOC will develop and maintain standard TSPs for critical tasks and associated learning outcomes required for all Army Company Commander First Sergeant PCCs.

b. Brigade and battalion command selectees, active component (AC) key billet selectees and AC Aviation Brigade and Army Special Forces Group Command Chief Warrant Officers. Brigade and battalion command preparation is a multiphase program that provides focused leader development opportunities for all of the Army's future senior leaders. The program is enhanced by the attendance of select AC key billet Centralized Selection List selectees and AC Aviation Brigade and Army Special Forces Group Command Chief Warrant Officers. Active Army and AGR brigade and battalion-level 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. Attendance at the Command Team Training and Education four-phase program for battalion and brigade CSL selected officers, CSM select, AC CSL Key Billet selected officers and AC Aviation Brigade and Army Special Forces Group Command Chief Warrant Officers is

outlined in table 3–3. Commanders, Command Sergeants Major and Key Billet personnel will attend PCC Phase I prior to assuming command and responsibility. Active Component Commanders who cannot attend prior to assuming command require Vice Chief of Staff of the Army approval. Active Component Command Sergeants Major who cannot attend prior to as assuming responsibility requires Commander, U.S. Army Human Resources Command approval. See paragraph 3–55 for information on PCC for CSMs.

(1) Registration. Prerequisites for each phase are outlined in ATRRS at http://atrrs.army.mil. Attendance for each phase is scheduled by HRC, the Senior Leader Development Office, or the ARNG as appropriate unless otherwise stated.

(2) Attendance policy is outlined in table 3–3.

(a) Phase I. Mandatory attendance and priority for attendance is provided in table 3–3. Command Team (BDE/BN CDR & CSM) Spouse Development Course is available during Phase I and is voluntary.

(b) Phase II. Mandatory attendance and priority for attendance is provided in table 3–3. Each selectee will attend a Phase II course appropriate for the type unit they will command.

(c) Phase III. Mandatory attendance and priority for attendance is provided in table 3–3. Branch Regimental Command Chief Warrant Officers will attend locally after assuming position.

(d) Phase IV. Attendance by all commanders with special court-martial convening authority is mandatory per table 3–3.

Table 3–3
Army Brigade and Battalion Pre-command Course (PCC) Attendance Policy

Attendee Category	Attendance Priority	Phase I	Phase II	Phase III	Phase IV
(AC) BDE/BN CDRs	1	X (w/Spouse)	X	X	X (CDR w/SPCA only)
(AC) BDE/BN CSM	1	X (w/Spouse)	X	—	—
(AC) Key Billets (G-1, G-2, G-6, G-8, PAO)	1	X	—	X	—
(AC) Acquisition Program/Product Managers (Key Billets)	1	X	X	X	—
(AC) Command Chief Warrant Officers (AV Bde & Special Forces Group)	1	X	—	X	—
(AGR) BDE/BN CDRs	1	X (w/Spouse)	X	X	X (CDR w/SPCA only)
(AGR) BDE/BN CSM	1	X (w/Spouse)	X	—	—
(USAR TPU) BDE/BN CDRs	2	X (w/Spouse)	*	*	X (CDR w/SPCA only)
(USAR TPU) BDE/BN CSM	2	X (w/Spouse)	*	—	—
(ARNG TPU) BDE/BN CDRs	3	*	*	X	X (CDR w/SPCA only)
(ARNG TPU) BDE/BN CSM	3	*	*	—	—

Notes:
[1] *=Space Available attendance only.
[2] X=mandatory.

(3) Phase Descriptions.

(a) Phase I. Phase I is a branch immaterial instruction conducted by the SCP at Fort Leavenworth, KS. Brigade-level selectees attend a course focusing on developing strategic leader capabilities. Battalion-level selectees focus on developing an understanding of how their unit contributes to the strategic army. Both courses provide the future commanders time to reflect on their upcoming duties. This is accomplished through senior leader discussions of up-to-date information on Army policies, programs and special items of interest and facilitated in small group sessions. Command Team (BDE/BN CDR & CSM) Spouse Development Course is available during Phase I and is voluntary.

(b) Phase II. There are seven different phase II venues. Attendance at a venue depends on the 'type' of unit the officer will command. The following tasks will be included in these programs: Training and Leader Development, Doctrine/Policy Updates, and Building Command Teams (commander-CSM/Sr Civilian).

1. Brigade Command Tactical Commander Development Program. Officers slated to command tactical brigades will attend Brigade Command Tactical Commander Development Program at Fort Leavenworth, KS. Brigade Command Tactical Commander Development Program's focus is on the execution of mission command at the brigade level. Deepening critical thinking skills, ethical reasoning practices, and increasing awareness and appreciation of all war-fighting functions are principle outcomes of the course.

2. Tactical Commanders Development Program. This course is for all operational MTOE battalion command designees. The program is a graduate-level seminar that provides opportunities for future battalion commanders to critically assess and intellectually prepare for command. Tactical Commanders Development Program provides an intellectual and practical foundation in terms of exercising the principles and tasks within the mission command construct in a range of military operations at the organizational level of leadership.

3. Garrison Commands. The Garrison PCC, taught at Fort Sam Houston, TX is attended by colonels and lieutenant colonels and CSM designees 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.

4. Initial Entry Training Commanders. This PCC, taught at Ft. Jackson, SC, prepares IET brigade and battalion command designees and CSM designees for assignments to Basic Combat Training, 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.

5. U.S. Army Corps of Engineers Commands. The USACE 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. Acquisition Corps CSL–KB: Selected officers and civilian equivalents will attend acquisition specific training as outlined in 10 USC 1733, and HRC. HRC will also schedule officer and civilian attendance to a specific branch PCC aligned with each acquisition CSL–KB.

7. Recruiting Commands. Selectees will complete non-resident instruction prior to attending resident Recruiting PCC training at Fort Jackson, SC. Point of Contact: HRC Officer Personnel Management Directorate, Leadership Development Division.

8. Other Commands. Command designees assuming non-IMT TRADOC commands attend the branch-immaterial and branch-specific PCCs only.

(c) Phase III. Branch-specific Command Preparation Program. Instruction provided at the officer's branch school, focuses on tactical and technical aspects of command. The following tasks are to be included in each course: Training and Leader Development, Doctrinal Updates, Safety and RM, Building Command Teams (commander-CSM), AT, electronic warfare (EW) and operations security.

1. Maneuver Enhancement Brigade Commands. The Maneuver Enhancement Brigade PCC, taught at Ft. Leonard Wood, MO and is a multifunctional branch phase that focuses on leadership, technical, tactical, and administrative skills required in commanding an maneuver enhancement brigade.

2. Brigade Special Troops Battalion Commands. The Brigade Special Troops Battalion PCC is taught at Ft. Leonard Wood, MO and is a multifunctional branch phase that focuses on leadership, technical, tactical, and administrative skills required in commanding a Brigade Special Troops Battalion.

3. Other Commands. Branch PCCs focuses on tactical and technical aspects of command. Special areas of interest include AT, EW, force protection and those required by the branch commandant.

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 garrison, brigade and battalion commanders.

3–40. Warrant Officer Senior Staff Course / Warrant Officer Senior Service Education

The WOSSC/WOSSE is the capstone for WO PME conducted at the WOCC, Fort Rucker, AL. The WOCC develops the DL and resident POI and serves as the course proponent. The course focuses on the senior level staff officer and leadership skills required to serve in CW5 positions at brigade and strategic 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 senior level WOs receive the latest technical/functional PME within their career field. Each resident phase will issue a DA Form 1059. Graduates will be identified by award of MEL L. Officers are not course complete and will not be awarded MEL L until all phases are complete. Students must have completed the WOSC/WOILE or equivalent course prior to attending the WOSSC/WOSSE. Graduates will be identified by award of MEL L.

3–41. Senior Service Colleges

a. The resident SSCs listed in paragraph 3–12.*d,* above and USAWC DEP are at the same military educational level and lead to award of MEL 1 upon completion. The eligibility requirements for officers are:

(1) DA Board selected

(2) Must be JPME Phase 1 complete

(3) Must be LTC/GS–14 (or equivalent) or above

(4) Will have no more than 23 years of active federal commissioned service (AFCS). Promotion list service determines years of service for AA officers (except MEDCOM and JAGC). The AFCS is the governing factor for MEDCOM officers and for other-than-regular Army officers.

b. SSC provides the education for selected personnel as follows: A military member O–5 and above, or Army Civilian GS–14 (or equivalent) and above, or 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 elements of national power (diplomatic, informational, military and economic) during peace and war. This knowledge is necessary in order to perform Army, Joint, or Defense Agency operations at the strategic level (ACOM, ASCC, DRU, Field Operating Agency, Joint Task Force or higher).

3–42. U.S. Army War College

The Army's premier SSC is the USAWC at Carlisle Barracks, PA. The USAWC is the Army's home of the strategic art - the skillful formulation, coordination and application of ends, ways and means to promote and defend national interests. The mission of the USAWC is to educate and develop leaders for service at the strategic level while advancing knowledge in the global application of Landpower. Toward this end, 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. In support of the Army Total force Policy, REP should have at least one RC officer (USAR or ARNG) per seminar. The USAWC:

a. Conducts resident, nonresident, and other educational programs to enable military, Army Civilian, and foreign 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) Communicate effectively to subordinates, senior leaders and national decision-makers.

(4) Understand and evaluate theories of war and strategy.

(5) Evaluate DOD, JIIM, and nongovernment organization processes and relationships, including Army contributions to the Nation in peace and war.

(6) Understand the role of Landpower in JIIM operations.

(7) Develop theater strategies and campaign plans to employ military power in a unified, JIIM environment and evaluate the merits of competing theater strategies and campaign plans.

(8) Understand the security environment and the contributions of all elements of national power.

(9) Study and confer on the American military profession and guide its future direction.

b. Conducts additional related educational courses, programs, and seminars (See http://www.carlisle.army.mil).

c. Conducts an International Fellows Program for selected senior officers of foreign nations.

d. On behalf of HQDA, DCS, G–3/5/7, administer the Army War 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. Maintains a strategic leader development and resiliency expertise and conduct a program that facilitates the understanding of the PME linkage of officer, NCO, warrant officer, and Civilian mental and physical readiness with their professional development.

h. The Commandant, USAWC, is responsible for the conduct and maintenance of an individual leadership assessment program of SSC students that focuses on the unique challenges and opportunities of senior Army leaders.

3–43. Advanced Strategic Leadership Studies Program

a. The Advanced Strategic Leadership Studies Program (previously named the Advanced Operational Art Studies Fellowship) is a 24-month senior level course held at the School of Advanced Military Studies, Fort Leavenworth, KS.

b. The senior level course seminar at the School of Advanced Military Studies has eight U.S. Army, two USAF, one USMC, one U.S. Coast Guard, one or two U.S. agency representatives (typically Federal Bureau of Investigation and U.S. Agency for International Development) and three international officers (usually from the United Kingdom, Canada, and Germany). U.S. Army officers attend for two years; most other students 10 months - international officers and USMC officers typically stay for a second year to serve as seminar leaders for the AMSP conducted at School of Advanced Military Studies.

c. This senior level course is designed to develop theater level senior leaders and general staff officers for positions of significant responsibility including strategic thinkers and planners at COCOMs, Joint Task Forces, and other four-star HQs. During the first year, students are in a curriculum shaped by the required learning areas for JPME II accreditation. The curriculum provides a comprehensive, multifaceted focus at the theater/strategic level across the spectrum of Joint and land force operations - during peace, crisis, and war. In their second year, designated students become members of the School of Advanced Military Studies faculty responsible to provide the coaching, mentoring, counseling, and military subject instruction for the education of the officers in the AMSP program.

d. Students in the senior level course spend approximately 9 weeks TDY, with fieldwork conducted at defense organizations and military headquarters in various foreign nations as well as visiting all COCOM Headquarters throughout the globe. They must also complete a 40 page research paper. Advanced Strategic Leadership Studies Program graduates are awarded MEL 1 Credit and Skill Identifier 6S (Advanced Military Studies Program Graduate). Graduates also receive a Masters in Theater Strategy through Command and General Staff College. This degree-granting program is accredited by North Central Association of Colleges and Schools.

3–44. Army War College Fellowship Program

a. The primary goal of all fellowships is professional development. Officers who participate in the Army War College Fellowship Program forgo any other opportunity for SSC education. SSC credit (MEL 1 only) 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 critically evaluate broad national security policy, strategy, interagency, and operational issues to substantially enhance their ability to participate effectively in the formulation and implementation of national security policy.

b. Army War College Fellowships are governed in accordance with AR 621–7. The proponent for Army fellowships is HQDA, DCS, G–3/5/7 Strategic Leadership Division.

c. Fellowship opportunities are designed to provide unique personal and professional educational experiences to Army officers that are not available through traditional PME. Fellowships enhance the officer's capabilities to meet specific requirements for Army leaders that serve at the highest levels of the national security establishment.

d. Fellows serve as Army representatives within various universities, private institutions, international, and governmental agencies, and become a vehicle for strategic outreach to facilitate interagency networking.

e. Fellowships serve these purposes:

(1) To provide select skills required by the Army for a specific follow-on assignment;

(2) Personal enhancement and individual development for future higher-level assignments; and

(3) Outreach with organizations outside of the military system including U.S. local, State and Federal Governments, corporate, 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.

3–45. 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 program. Schools of Other Nations (SON) is a U.S. Army security cooperation program executed by, with, and through the ASCC to maintain U.S. Army presence at selected partner nation institutions. The program's aim is to develop closer U.S. Army/foreign army relationships by placing U.S. Army ILE and SSC eligible officers in foreign command and staff colleges, war colleges, or national defense universities on a PCS basis. These foreign schools have a priority in order to fulfill the Army's security cooperation objectives**.** Officers successfully completing a foreign military school under the SON program 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 CGSOC).

b. Establishing a SON Position. Incorporation of a foreign school into SON begins with a proposal submitted by the ASCC to HQDA, DCS, G–3/5/7. HQDA approval is based upon an evaluation of the U.S. Army's security cooperation objectives as set forth in the HQDA and ASCC Campaign Support Plans. At a minimum, proposals to incorporate a foreign school into SON will include:

(1) Invitation from the partner nation.

(2) Course name, description, location and address.

(3) Course requirements (branch, rank, language level, security clearance, education prerequisites).

(4) Report, start, and graduation dates.

(5) Course frequency (annually, odd years only, by invitation only, and so forth).

(6) Tuition, fees, and curriculum-related travel expenses.

(7) Force protection requirements and estimated cost.

(8) Anticipated type and level of support from U.S. Embassy/Chief of Mission.

(9) Anticipated housing arrangements and their estimated costs.

(10) Tour type (accompanied/unaccompanied) and restrictions (privately owned vehicle, household goods, etc).

(11) Travel restrictions (passport type required, visa, and so forth).

(12) Any special instructions that should be included in the officer's orders.

c. HRC will announce SON requirement opportunities in annual military personnel messages. Appendix D contains a listing of foreign school requirements existing at the time of this publication.

d. Nominations. Nominees for foreign ILE and SSC SON requirements will come from the corresponding U.S. Army MEL 4 and MEL 1 selection boards. The selection for participation in SON will be on a highly selective basis from among qualified personnel that meet the school's prerequisites. HRC will submit nominations for SON participation through HQDA, DCS, G–3/5/7 (Army International Division) to the appropriate U.S. Theater Army Security Cooperation Division for forwarding to the partner nation School. The ASCC will provide HQDA, DCS, G–3/ 5/7 and HRC with the partner nation's decision in a timely manner (typically 30 days).

e. Administration and Control. Although SON participants are assigned against the strength of the U.S. Army Student Detachment, Fort Jackson, SC, they are attached to the U.S. Theater Army Security Cooperation Division for all supervision and administration support. The ASCC serves as the SON administrator in the corresponding region. Supervision and administration includes, but is not limited to:

(1) Theater specific support (force protection, and so forth).

(2) UCMJ/Administrative actions.

(3) Personnel support.

(4) Finance support.

(5) Security clearances.

(6) Country clearances, passports/visa requirements.

(7) Student travel authorization (curriculum related).

(8) Travel management (DD Form 1610/Defense Travel System).

(9) Signing and processing DA Form1059 Academic Evaluation Reports.

(10) Annual training requirements.

f. Budget. The SON budget for each ASCC is programmed for and provided by HQDA, DCS, G–3/5/7 (DAMO–SSR). ASCC coordinate directly with HQDA, DCS, G–3/5/7 Budget Analyst and the Army International Division for administration of these funds. Each ASCC manages and executes their separate SON budget to support student travel and other program requirements. The ASCC SON administrator acts as approval authority and point of contact for student-related travel and other expenses.

g. Language Incentive Pay. SON participants attending a school conducted in a foreign language are eligible to 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 of AR 11–6. Participants must meet the minimum language requirements outlined in the annual HRC message announcing ILE/SSC selection boards.

h. Follow-on Assignments. In order to achieve maximum benefits from the program and enhance the Army Security Cooperation Strategy and Campaign Support Plan, graduates of the SON program will serve a 24 month utilization tour at the brigade, division, corps, ASCC, or COCOM (Joint) level in support of the theater area of responsibility where they attended school. Alternatively, an assignment with the 162d Infantry Training Brigade, or Regionally Aligned Forces element slated for operations in support of the theater area of responsibility where they attended school, fulfills the 24 month utilization tour requirement. HRC will ensure follow-on assignments also take into account Soldiers' professional development objectives and career timelines. In cases where an immediate utilization tour is not possible, HRC will make every effort to meet the requirement within five years of graduation from the SON assignment.

3–46. General Officer training

The scope of responsibilities incurred in general officer positions requires post-Senior Service College education, training and individualized professional development. The General Officer Continuing Education Program has three components: mandatory training, executive development and inter-assignment transitions. They are described below:

a. The mandatory training component provides information on current high-priority Army and DOD policies, programs, plans and problems. The training includes:

(1) The Army Strategic Leadership Development Program (ASLDP) Basic course. A mandatory course for all brigadier general/brigadier general 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, in accordance with SECARMY's travel policy.

(2) The ASLDP Intermediate course. A mandatory course for all brigadier generals within 12–18 months after completion of the ASLDP Basic course. This course is the second component of the ASLDP. It continues the education of Army senior leaders to be strategic leaders of change and managers of the Army institution/enterprise in order to achieve the Army vision as they continue to educate themselves and pursue their professional military duty in service to the Nation. Attendees gain insight on the principles of strategic leadership with emphasis on business transformation, business enterprise, change leadership, culture and management and Army transformation.

(3) The ASLDP Advanced course. A mandatory course for all major generals upon selection or a minimum of nine months after completion of the Intermediate course. This course continues the development and education of Army strategic leaders to lead the Army in mastering transitions through the next decade and beyond in order to realize the Army vision.

(4) The CAPSTONE course is congressionally mandated for all Active component brigadier generals and must be completed within approximately two years of Senate confirmation of selection for promotion to brigadier general. The National Defense University conducts this course which provides a clear perspective of Joint and combined operations. Students travel to unified, specified and combined commands worldwide.

(5) The Senior Executive Diversity Awareness Training course. A mandatory course for all officers selected for promotion to brigadier general and is offered in conjunction with the Basic course. This training should be completed within one year of confirmation of selection to brigadier general for Active component and within two years for the Reserve component.

(6) The Enabling Mission Command Workshop. This workshop is designed to provide Senior Leaders an in-depth understanding of network capabilities, the threat environment and their impact on mission command. Attendees will participate in demonstrations of critical networked information systems and technologies that play an integral part in Army operations.

(7) The General Officer Transition Course. Statute requires all general officers to attend before retirement and attendance should be within two years of expected retirement. Attending the course is not an indication of pending retirement. The course prepares general officers for transition into the private sector well before retirement. It provides general officers with comprehensive training on determining private sector objectives and developing the skills and strategies to reach those objectives. Spouses are invited and encouraged to attend in accordance with SECARMY's travel policy.

(8) The Army Senior Leader Communicator Workshop. This workshop is mandatory for all general officers. It is one-on-one training to help general officers master the skills necessary to deal successfully with both the media and the public.

(9) The Force Integration Course for Senior Leaders. The Force Integration course is designed to familiarize attendees with the how to and why of determining force requirements and capabilities. It examines alternative means of resourcing requirements in order to accomplish Army functions and missions as related to their executive-level management positions within the Joint/combined arena.

b. Additional training by position/rank for select general officers includes the:

(1) The Leadership at the Peak Course. This course provides select lieutenant generals and major generals with a comfortable, secure environment to evaluate their leadership style and effectiveness and focus on the high-level challenges unique to these senior leaders.

(2) The Pinnacle Course. A mandatory course for lieutenant generals in certain billets designated by The Joint Staff. This course prepares senior general officers for senior political-military positions and command of Joint and coalition forces at the highest level. The course also sensitizes general officers to the environment in which they are about to enter and foster an understanding of national and international objectives, policies and guidance.

(3) The Joint Flag Officer Warfighting Course. This course is an intermediate general/flag officer level professional continuing education course that prepares attendees for theater-level combat leadership responsibilities. A mandatory course for division commanders, combat arms center commanders and combat training center commanders within six

months of taking command. The course is tailored to provide potential theater CCDRs, Service component and Joint task force commanders with a broad perspective of the strategic and operational levels of war.

(4) The Joint Forces Land Component Commander Course. A mandatory course for division commanders and select support level commanders. This course prepares attendees to function effectively as Land Component Commanders. It prepares general officers to function in the Joint, combined/multinational and interagency environment, formulate and execute land-centric operations that provide CCDRs the capabilities to achieve rapid, decisive and sustained land dominance that is critical to effective national policy accomplishment.

(5) The General Officer Legal Orientation. A mandatory course for general officers in billets, and for those pending assignments to billets, where they will exercise General Courts Martial convening authority. This course is tailored to provide pertinent legal guidance based on the officer's specific position and responsibilities.

(6) The General Officer Senior Commanders Course. A mandatory course for all installation commanders and ACOM staff principals with installation responsibilities within two months of assignment to position. This course covers a wide variety of topic including labor relations, budget cycle, relations with civilian government, facilities and infrastructure, environment, mobilization and Morale, Welfare and Recreation topics.

(7) The Aviation Safety Course. A mandatory course for division commanders, deputy commanders/assistant division commanders and general officers with aviation assets. This course highlights current safety problems and provides tools for effective aviation safety management.

c. Optional training includes the:

(1) The Joint Forces Air Component Commanders Course. The target audience is general officers in the branches of aviation, field artillery and air defense. This course prepares potential Joint Forces Air Component Commanders for responsibilities of theater-level combat leadership by studying warfighting, military doctrine and the application of unified, Joint and combined combat forces with particular emphasis on air and space power employment in theater-level operations. It also focuses on vertical and horizontal integration of air and ground assets while discussing ways to shape future operations on the battlefield.

(2) The Joint Forces Maritime Component Commander Course. As the senior executive component of the Navy's Professional Military Education continuum, and part of the senior Joint PME continuum, this course addresses the practical challenges confronting the maritime operational commander. It also considers existing maritime component concepts and doctrine, operational-level capabilities, command and control processes and applications, and the considerations and expectations of JFCs and supporting functional component commanders.

(3) The Joint Forces Special Operations Component Commander Course. The target audience is general officers with special operations forces experience. This course prepares general officers to function effectively as special operations component commanders in JIIM environments. It also increases non-special operations forces general officers' understanding of the complexities of special operations forces employment in, combined and interagency operations to accomplish strategic objectives.

(4) The Senior Joint Information Operations Application Course. The target audience is general officers in Fires, Effects and Operational Support functional categories. This course prepares attendees to develop information operations into a warfighting core military competency that will enable CCDRs to target adversary decision-making while protection our own forces.

(5) The Individual Terrorism Awareness Course. The target audience is deploying general officers. This course prepares deploying general officers with the tools and concepts for recognizing and defending against terrorist activities.

(6) The Level IV AT Executive Seminar. The target audience is major generals and below with AT program policy, planning and operations responsibilities. This seminar provides attendees with focused updates, detailed briefings and AT consequence management war games.

(7) The Defense Institute of Security Assistance Management Executive Course. The target audience is general officers in executive management positions in program offices, functional officers supporting program offices or high echelon officer supervising security assistance management within DOD. This course increases attendees' understanding of the U.S. Government policies and procedures for the transfer of defense articles and services, and to provide an appreciation of the international environment in which they must function.

(8) The Systems Acquisition Management Course. The target audience is acquisition general officers and general officers with acquisition responsibilities. This course focuses on understanding the perspectives of key government and defense industry decision makers. It includes discussion of topics affecting the defense systems acquisition environment.

(9) The Language and Cultural Awareness Course. The target audience is deploying general officers. This course prepares attendees with the ability to use the language for the purposes of travel, seeking accommodations, getting around, ordering food and drink and attaining personal care and services. In addition, the program of study will include recognition of military ranks, common courtesies and cultural pitfalls.

d. Professional development programs available in specific fields of study serve as a means of keeping general officers abreast of developments in their fields. These programs include the:

(1) The Program for Executives in Logistics and Technology Course. The target audience is logistics and acquisition

general officers or general officers with supply chain management responsibilities. This course develops and improves attendees' knowledge, decision-making processes, collaborative skills and networking opportunities. It also explores the environments within which logistics leaders will have to implement logistics technologies from the strategic and operational perspectives.

(2) The National Security Studies Program which includes the Executive Course on National and International Security and the Defense Policy Seminar. These courses provide the DOD senior leadership with a rigorous, comprehensive, user-friendly framework for understanding the full range of roles, processes and issues that affect U.S. defense policy-making. The overall program examines the governmental realm, the wider policy community, the international environment and assesses how each affects U.S. national security choices.

(a) The Defense Policy Seminar provides attendees a simulation exercise based on a real world scenario that will strengthen their knowledge of and capacity for crisis management and interagency decision-making in a complex and fast-paced environment. The target audience is major generals and above.

(b) The Executive Course on National and International Security provides attendees with a systematic, rigorous examination of the three concentric circles that make up the U.S. defense environment. The target audience is brigadier generals and above.

(3) The Harvard Programs which include the U.S.-Russia Security Program and the Black Sea Security Program. The target audience is general officers with previous experience in this geographical area and those currently assigned to billets related to the course content.

(a) The United States.-Russia Security Program serves as a forum for open communication between general officers from the Russian Federation and the United States. The course objectives are to deepen understanding of Russian and U.S. national interests; to identify specific ways to cooperate on issues of mutual vital concern; and to encourage informal dialogue between Russian and U.S. senior officials.

(b) The Black Sea Security Program brings senior U.S. military and DOD civilian leaders together with their counterparts from nine countries in the Black Sea area to discuss regional security issues. It examines a range of topics dealing with regional and international security concerns as they relate to the strategically vital area for the United States.

e. As required and upon announcement of a change in general officer assignments, General Officer Management Office contacts the individuals concerning inter-assignment training. Inter-assignment training courses and briefings are designed to provide general officers with insights into their new positions. As necessary, General Officer Management Office will assist with the coordination necessary to affect this training. Briefings and visits may be provided by Joint and Army Staff agencies, HRC, Congressional Liaison Office, Department of State and other agencies, as necessary.

f. The following continuing education programs offered at the USAWC are available to RC general officers:

(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

3–47. 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 in executing unit missions.

b. NCOES is linked to promotion to E–5, E–6, E–7, master sergeant, and sergeant major (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 ALC.

(3) Advanced, branch-specific, platoon and company-level training, provided by the SLC.

(4) Senior-level, branch-immaterial, staff training, provided by the SMC.

3–48. 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 ALC Technical Track Training prior to ALC Common Core Training. They will complete both modules satisfactorily before receiving course credit.

(2) The CNGB and CAR may request waiver authority for Soldiers in MOSs that do not have an approved Total Army Training System POI that may be executed using the RC training model of two plus two. Each request must provide justification and analysis of risk and be forwarded through the appropriate proponent to TRADOC G–3/5/7 Reserve Component Training Integration Division/Institute of Noncommissioned Officer Professional Development for staffing, adjudication of issues and approval/disapproval by the TRADOC G–3/5/7.

(a) Waiver requests will be initiated using the DA Form 4187 and a memorandum signed by the first O–6 within the Soldier's chain of command. Additionally, a DA Form 1059 verifying ALC Common Core completion will be submitted through the first O–6 commander within the Soldier's chain of command to the appropriate waiver approving authority.

(b) ARNG Soldiers must submit requests to DARNG, ATTN: NGB–ARH–S, 111 South George Mason Drive, Arlington, VA 22202.

(c) USAR Soldiers must submit requests to Commander, USARC, ATTN: AFRC–TRI, 4710 Knox St., Fort Bragg, NC 28310–5010.

(3) Soldiers in the RC will complete ALC in a maximum 36 months from start date. Should the Soldier's 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 SLC are allowed 12 months to complete each technical track 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 general officer in the Soldier's chain of command. The general officer may allow up to an additional 12 months.

(4) All training required by a reclassification action will be accomplished in accordance with AR 614–200 and AR 611–1.

(5) 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.

3–49. Structured Self Development

a. The intent of structured self development (SSD) is to bridge the operational and institutional domains and set the conditions for continuous growth. SSD will ensure learning is continuous and enduring, not sporadic and transitory. SSD is required learning that continues throughout a career and that is closely linked to, and synchronized with, classroom and experiential learning. SSD sets the conditions for continuous growth both as a Soldier and a leader. SSD is both an individual and first line leader responsibility executed at the individual's pace but under the supervision of the first line leader. SSD is a centrally managed set of specified content that must be completed within specified career points as a prerequisite for attendance at NCOES courses. SSD builds knowledge and skills through a defined sequence of learning approaches involving formal education and experiential learning. The implementation of SSD will improve Army readiness by integrating self development into a life-long learning approach that fosters continuous learning. SSD is a prerequisite for attendance to NCOES courses.

b. Soldiers become eligible for SSD upon completion of Basic Combat Training/OSUT, and subsequent completion of the ALC, SLC, and the SMC. ALC Common Core follows the WLC and Soldiers will be scheduled for attendance by the HRC separately from the SSD program. Soldiers will be notified of enrollment via an email from ATRRS to their AKO email address alerting them that they have been registered for SSD; the email will contain the URL of the Web site for the SSD courseware.

3–50. 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 is the proponent for the common core portion of NCOAs and NCOES courses. Proponent schools

participate in the accreditation process of the technical track training for their respective ALC and SLC. Final accreditation is determined jointly by the TRADOC QAO, 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 readiness.

f. All ARNG and USARC NCOAs teach/mentor WLC, ALC Common Core and functional courses. RC TASS institutions teach MOS-specific courses, including ALC and SLC (Technical Track Training). All courses must be accredited and approved by the appropriate branch proponent-school, ACOM, or its designated accrediting authority.

(1) RC TASS training battalions will conduct/mentor ALC Common Leader training. ALC and SLC Technical Track Training will be conducted via DL, IDT, ADT, or annual training modes as authorized by applicable POI.

(2) The ALC and SLC technical phases are conducted at selected TASS institutions.

g. NCOA courses do not award an MOS, ASI, or higher skill level.

3–51. Warrior Leader Course

a. The 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. 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.

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. E–4 promotable. These Soldiers are prioritized within this category as follows:

(a) E–4 promotable who have met the cut-off score.

(b) E–4 promotable in MOSs which would have had additional promotions if more promotable E–4s had been available and identified as "STAR MOS" by monthly HRC Promotion Cut-Off Memorandum.

(c) E–4 promotable in other MOS serving in an authorized NCO position based on the highest number of promotion points.

(d) All other E–4 promotable on a recommended list based on the highest number of promotion points.

(4) Fourth priority. E–4 in leadership positions. In order to fill all WLC training seats, non-promotable E–4 with demonstrated leadership potential may attend WLC only when all higher OML categories are exhausted.

(5) Fifth priority. E–3 with leadership potential may attend WLC only when all higher OML categories are exhausted.

c. ACOMs, ASCCs, USARC and NGB 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, commands will manage quotas to ensure that all Soldiers in a higher OML category attend WLC prior to Soldiers with lower priority.

3–52. Advanced Leaders Course

a. The Advanced Leader Course is a branch-specific course that provides Soldiers selected for promotion to SSG with an opportunity to enhance leadership, technical skill, tactical expertise 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. ALC–CC is a 90 Day web-based, highly facilitated course. Content for the ALC include materials for success at both the squad and platoon level and include relevant parts of the old ANCOC. The scope of tasks/competencies addressed in ALC provides both the squad and platoon level perspective, where appropriate, and build upon experience gained in previous training and operational assignments.

(1) The ALC Common Core for RC will be trained in 90 days in lieu of 6 IDT weekends. Early implementation of ALC is encouraged.

(2) Soldiers can complete ALC Common Core from almost any computer with access to the internet; although high-speed internet is recommended. Soldiers are responsible for having their accounts updated, because all messages will be sent using this method. Soldiers will receive a message from ATRRS when they are enrolled and 30 days prior to the start date. They will also receive a note from the automated system supporting the course. Soldiers will not have access to courseware until the designated start date.

(3) Completion of common core and technical phases are required to be considered a graduate of ALC. Graduates of BNCOC Common Core will not be required to also complete ALC Common Core. DA directed distributive learning training and SSD is an individual Soldier responsibility to complete. Commanders and leaders will make time available during the duty day for Soldiers to complete this training when time is available and practical.

(4) HRC will schedule all AC Soldiers to attend ALC Common Core. NGB, in conjunction with the states, will schedule their Soldiers according to their specific requirements. USARC will schedule their Soldiers according to their specific requirements.

(5) Deployed and otherwise eligible Soldiers (AC and RC) who are coded as unavailable for ALC may request enrollment with the approval of the first O–5 in their chain of command. The unit must submit a memo through the chain of command to HRC, (NGB/USARC) depending on the component requesting Soldier's enrollment in ALC Common Core. Send request to Commander, AHRC, ATTN: AHRC–EPF–S, 1600 Spearhead Division Ave, Fort Knox, KY, 40121 or email at usarmy.knox.hrc.mbx.epmd-ac-ncoes-manager@mail.mil. A USAR unit must submit a memo through the chain of command to G–37 IT, USARC. Send requests to Commander, USARC, ATTN: AR-RC–OPT–I, 4710 Knox St., Fort Bragg, NC 28310–5010 or email at usarmy.knox.hrc.mbx.epmd-ncoes-reserve-schools@mail.mil. The approval of the request will depend on available slots.

(6) USASMA will provide a DA Form 87 (Certificate of Training) upon completion of ALC Common Core. Schools will provide DA Form 1059 upon completion of technical phase(s). Soldiers will be coded as graduates when they complete all phases of ALC. USASMA will issue an ALC Common Core DA 1059 for those military occupational specialties that do not have a technical phase. This DA 1059 will serve as ALC completion for MEL3 requirements.

(7) USASMA is the proponent for ALC Common Core.

3–53. Senior Leaders Course

The SLC is a branch-specific course that provides an opportunity for Soldiers selected for promotion to E–7 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. Content for the SLC includes materials required for success at both the platoon and company level. Relevant parts of the First Sergeants Course are included in 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.

3–54. Sergeants Major Course

a. The SMC is the capstone of enlisted training. Master Sergeants (MSG) 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. NCOs selected by a CSM/Sergeant Major/Sergeants Major Course Selection Board are required to attend either the resident or non-resident SMC at the USASMA under the current Select/Train/Promote concept.

b. Soldiers incur a 24 month service-remaining requirement upon graduation from the resident course or non-resident corresponding course studies program.

c. All ARNG personnel apply to and are selected by a board convened by the DARNG.

d. All USAR TPU 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 of Active Duty, and Annual Training for Soldiers of the Army National Guard and and U.S. Army Reserve) to apply for the resident course.

e. The SMC blended education (non-resident course) is available only to Soldiers who are selected by the SGM Training and Selection Board. Request for exceptions to policy will be considered for compassionate or medical reasons.

f. The resident phase of SMC blended education (non-resident course) is outlined below:

(1) The resident phase of blended education will be conducted ten times per year.

(2) A student must complete all 6 corresponding study modules of the course approximately 90 days before the planned resident phase. This will allow sufficient time for administrative processing.

(3) HRC 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 are announced by DARNG and CAR on notification by the Commandant, USASMA of student's eligibility to attend.

(4) NCOs who decline attendance to the resident SMC are not eligible for the blended education (non-residence course).

g. Procedures for awarding credits are shown below:

(1) Upon completion of the blended education (non-resident course), the student will be awarded a diploma by the Commandant, USASMA. The Soldier's DA Form 2–1/ERB 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.

(3) Graduates of the blended education (non-resident 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.

h. International students may be awarded diplomas.

i. The HQDA, DCS, G–3/5/7 will allocate quotas to ACOM commanders, DARNG, and CAR for Army students to attend USAF or USN Senior Non-Commissioned Officers Academies. The HRC, NGB and CAR will identify selectees in the rank of E–7 and MSG for attendance to sister service NCO Academies for the purpose of interservice familiarization and broadening experience. Special consideration will be given to those NCOs selected for Joint assignments. Individual requests to attend one of the sister service academies are not authorized. Senior NCOs will not receive equivalent credit for completion of the SMC as a result of successful completion of the USAF or USN Senior NCO Enlisted Academies.

3–55. Command Sergeant Major Brigade and Battalion Pre-Command Course and Command Sergeant Major Development Program

a. Command Sergeants Major will attend the Brigade and Battalion Pre-Command Courses per table 3–3.

b. Attendance at the Brigade and Battalion CSM Development Program is mandatory for AC/AGR Brigade and Battalion CSM selectees. Non-AC/AGR Brigade and Battalion CSM selectees assigned to Troop Program Units will attend on a space and funding available status.

c. Both courses are conducted at Fort Leavenworth. These courses prepare individuals for battalion and brigade level CSM assignments. Spouses of battalion and brigade CSMs are authorized to attend the Command Team Spouse Development Program in accordance with DCS, G–3/5/7 guidance, conducted concurrently with the Pre-Command/ CSM Courses and per table 3–3.

d. Scheduling for both AC and AGR CSMs is through the Sergeants Major Branch, HRC. See paragraph 3–39 for additional information.

Section VI
Military Functional, Specialty and Other Training

3–56. Military 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 ATRRS 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 courses in a TDY enroute in conjunction with a PCS or officer accessions. Courses or a combination of courses totaling 20 weeks at one location are attended on a PCS status. Prerequisite qualifications are developed by each proponent with training responsibilities and are specified in the ATRRS course catalog (www.atrrs.army.mil).

c. ACOMS, ASCCs, and DRUs will assign AA personnel to attend specialty courses in a TDY and return status.

d. The Defense Acquisition University is a corporate university that provides mandatory training for all Acquisition, Technology and Logistics workforce members. The Defense Acquisition University 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 AT&L workforce.

3–57. Ranger training

a. Ranger training, conducted by the USAIS, Fort Benning, GA, further develops leadership and combat arms-related skills of Soldiers eligible for assignment to units that primarily engage in 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) 12B - 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) 12A - Combat engineer officers in companies in direct support of infantry battalions

(7) 14A - 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, reconnaissance 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. 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 ranger-qualified Soldiers assigned throughout the Army. Enlisted and officer personnel assigned to another MOS/Branch or Specialty not listed in paragraph 3–57b and 3–57d above will be assigned by HRC.

i. ROTC and USMA cadets are not authorized to attend ranger training.

3–58. 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. IRR volunteers will be selected for airborne training by the Commander, HRC, to meet mobilization requirements.

f. Airborne training priorities are:

(1) Priority 1: AC/RC Army, USN, USMC, and USAF 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

3–59. Equal Opportunity Management training

The Defense Equal Opportunity Management Institute at Patrick Air Force Base, FL, conducts the Equal Opportunity Training Program and Equal Opportunity Staff Course. Soldiers assigned to Equal Opportunity 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.

3–60. Battle Staff Noncommissioned Officer Course

The Battle Staff Noncommissioned Officers Course is a branch-immaterial functional course for E–5 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 Battle Staff Noncommissioned Officers Course are identified by award of ASI 2S. Attendance is mandatory for those Soldiers assigned to positions coded ASI 2S. AA and RC commanders of Soldiers not assigned to ASI 2S positions may request course attendance on a space available basis.

3–61. Advanced Strategic Planning and Policy Program

a. The Advanced Strategic Planning and Policy Program (ASP3) is a multi-year program that develops field grade officers, including former battalion commanders, as strategic planners and as future senior leaders through a combination of practical experience, professional military education, and a doctorate from a civilian university in a strategy related field of study. Once selected for the program, officers apply to doctoral programs at respected American universities and spend up to two years in graduate school satisfying all course and exam requirements leading to acceptance as a doctoral candidate. During these years, officers will also attend professional military education at the School of Advanced Military Studies (SAMS) studying history, strategic theory, and the practice of strategic planning. Officers will then serve a developmental assignment in a strategic planning position. Those officers selected for battalion or brigade command will be afforded the opportunity. After the developmental assignment, the officer will spend one year working full time on the dissertation at SAMS or another suitable location and then be available for utilization as a strategic planner.

b. Eligible officers (HQDA SSC selectee) in ASP3 may receive MEL 1 credit when all designated MEL 1 portions of the program are completed. ASP3 will only offer HQDA SSC selectees the designated MEL 1 portion. ASP3 MEL 1 portion includes completion of successful year in graduate school, and article for publication on an Army/DOD strategic issue and completion of PME block of ASP3.

3–62. 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 (NATO) Staff Officers Orientation Course is an example of this type of course. The National Defense University at Fort McNair, Washington, DC, presents the course various times throughout the year. Attendance at the North Atlantic Treaty Organization Staff Officers Orientation Course is mandatory for all AA and AGR officers in the grade of O–4 through O–6 selected for an initial assignment to a NATO staff position. The course acquaints students with NATO missions, organizations, and procedures, preparing graduates prepared for their NATO assignments and ensuring effective interaction with their allied colleagues.

Section VII
Civilian Education

3–63. Civilian Leader Development

The Army Civilian leader development (training and education) programs help to prepare agile and innovative Army Civilians who can lead during times of change and uncertainty; are prepared for the rigors of service as multi-skilled leaders; and are armed with the values, skills and mindset to serve as competent, resilient member of the Army Civilian Corps. Leader Development is 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.

3–64. The Civilian Education System

a. The CES program is the Army's leader development program for all Army Civilians. It provides progressive and sequential education for Civilians at key positions throughout their careers. Courses of instruction are provided through blended learning - DL and resident instruction. CES courses are to be taken in sequence over a period of time as Civilians progress through their careers.

b. Funding.

(1) Training and education for most permanent Army Civilians (to include those paid with appropriated funds or, non-appropriated funds, local nationals, and wage grade) are centrally funded for CES training by HQDA, G–37/ Training Directorate.

(2) CES training and education for military members, term and temporary Army Civilians, and non-Army employees is funded by their own organizations.

c. Training during duty day.

(1) Approved training is authorized during duty-hours (see chapter 7 for discussion on DL training).

(2) Supervisors and managers are responsible for setting guidelines that allow employees duty time to complete required DL training for 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. CES Course Equivalency. The following Army leader development courses have been validated as meeting a CES equivalent course. Credit for previous training completion is auto-determined by the CHRTAS. No documentation of course equivalency will be provided other than a statement that CES requirements have been met through equivalent course completion.

(1) Foundation course equivalency: Intern Leader Development Course.

(2) Basic course equivalency: Leadership, Education and Development, BOLC, WOAC, Advanced NCO Course (ALC/SLC).

(3) Intermediate course equivalency: Organizational Leadership for Executives Course, CCC, WOSC/WOILE, and First Sergeant Course.

(4) Advanced course equivalency: Army Management Staff College Course, Sustaining Base Leadership and Management Course, CGSOC, WOSSC/WOSSE, and SMC.

(5) Continuing Education for Senior Leaders (CESL) equivalency: None - CESL provides continuing education for senior Civilian leaders.

3–65. Foundation Course

a. The Foundation Course goal is to provide Army Civilians with an orientation to leader development concepts, build their careers and become Army Civilian 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 Foundation Course is required for all Army Civilians employed after 30 Sep 06.

c. The Foundation Course is available through DL only.

d. Interns are required to complete the Foundation Course before completion of their intern program.

e. The Foundation Course is available to all Army Civilians as a self development tool.

3–66. Basic Course

a. The Basic Course develops Army Civilians to lead small teams and manage projects. 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.

b. The Basic Course is the required leader development course for all Army Civilians in grades GS–01 through GS–09 or equivalent.

c. Eligibility for resident training.

(1) Army Civilians in a permanent appointment.

(2) Military supervisors of Army Civilians, DOD and all other Federal agency leaders, and term and temporary Army Civilians.

(3) Army Civilians must have a current performance rating of successful or above and be in good conduct standing.

(4) Employees must have successfully completed the Foundation Course if required and Basic Course DL.

d. Selection priority for attendance at resident training.

(1) Priority 1. Army Civilians in a permanent appointment to a supervisory position.

(2) Priority 2. Army Civilians in a permanent appointment to a non-supervisory position

(3) 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 attendees are not centrally funded and must be funded by their organization.

3–67. Intermediate Course

a. The Intermediate Course target population is mid-level leaders who by necessity are more agile, innovative, self-aware, and prepared to effectively lead and care for personnel and manage assigned resources. Training and develop-

mental exercises focus on "mission" planning, team building, establishing command climate, and stewardship of resources.

b. The Intermediate Course 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. The Intermediate Course is the required leader development course for all Army Civilians in grades GS–10 through GS–12 or equivalent pay band.

d. Eligibility for the resident training.

(1) Army Civilians in permanent appointment.

(2) Military supervisors of Army Civilians, DOD and other Federal agency leaders, and term and temporary Army Civilians.

(3) Army Civilians must have a current performance rating of successful or above and be in good conduct standing.

(4) Employees must have successfully completed the Intermediate Course DL and the Foundation Course if required.

e. Selection priority for attendance at resident training.

(1) Priority 1. Army Civilians in a permanent appointment to a supervisory position.

(2) Priority 2. Army Civilians in permanent appointment to non-supervisory position.

(3) 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 attendees are not centrally funded and must be funded by their organization.

3–68. Advanced Course

a. The Advanced Course focus is 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. The Advanced Course is the required leader development course for all Army Civilians in grades GS–13 through GS–15 or equivalent.

d. Eligibility for resident training.

(1) Army Civilians in permanent appointment to GS–13/14/15 or equivalent.

(2) Military supervisors of Army Civilians and other Federal agency leaders in permanent appointment GS–13/14/15 or equivalent.

(3) Term and temporary Army Civilians who are supervisors and have the same level of responsibility.

(4) Applicants must have a current performance rating of successful or above and be in good conduct standing regarding conduct.

(5) Employee must have successfully completed the Advanced Course DL and the Foundation Course if required.

e. Selection priority for attendance at resident training.

(1) Priority 1. Army Civilians in permanent appointment to a supervisory or managerial position.

(2) Priority 2. Army Civilians in permanent appointment to a non-supervisory position

(3) Priority 3. Military supervisors of Army Civilians, DOD or other Federal agency leaders. Army Civilians in term and temporary appointments who are responsible for leading or supervising Army Civilians. Priority 3 attendees are not centrally funded and must be funded by their organization.

3–69. Continuing Education for Senior Leaders

a. The CESL courses provide the continuing education sustainment program that brings senior level Civilian leaders together to discuss current and relevant issues facing the Army. The program's intent is for leaders to return to the program continuously to refresh and receive updates on current Army initiatives.

b. The CESL course is conducted through blended learning - DL and four and a half days resident training. The DL consists of reading materials and written assignments.

c. CESL resident training consists of both small and large group activities. The course structure is a combination of guest speakers and interactive exercises.

d. Eligibility requirements.

(1) Army Civilians in permanent appointment to GS–14/15 or equivalent.

(2) Active duty Military at the rank O–5, O–6, CW4, CW5, SGM, or CSM.

(3) DOD or other Federal agency leaders in permanent appointment G–14/15 or equivalent.

(4) Employee must have successfully completed the Foundation Course if required.

(5) Successful completion of the Advanced Course or equivalent course.

(6) One year is required between Advanced Course completion and CESL attendance.

(7) One year is required between each CESL attendance.

3–70. Action Officer Development Course

a. The Action Officer Development Course is a web-based course with a focus on "staff work" practices in the Army. Action Officer Development Course 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 military and Civilian employees to take at any point in their careers.

b. The Action Officer Development Course is a required course for all Army interns and completion is required for completion of the intern program.

c. The Action Officer Development Course is available to all Army Civilians as a self-development tool.

3–71. Supervisor Development Course

a. The Supervisor Development Course is a web-based course with lessons that focus on supervising Civilian employees and is required for all Civilian and military personnel who supervise Army Civilians.

b. The Supervisor Development Course must be completed within the first year of placement in a supervisory position in accordance with the one-year supervisory probationary period. Supervisors are required to complete this course as refresher training every three years.

c. Supervisor Development Course is available to all Army employees as a self-development tool.

3–72. Manager Development Course

a. The Manager Development Course is a web-based course with lessons that focus on managing and leading people. The Manager Development Course 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 Manager Development Course is available as a self-development tool for all Army employees and is recommended for Army Civilians in supervisory or managerial positions.

3–73. Mandatory Supervisory Training for Civilian and Military Supervisors

a. The Supervisory Development Course is the Army's single source for providing mandatory supervisory training for first time and refresher/sustainment training.

b. Army Civilian supervisors must complete their corresponding grade level CES course to meet the leader development requirement for supervisors.

c. Army Civilian supervisors must complete the Supervisory Development Course before they can submit a request for CES constructive course credit.

3–74. Senior Enterprise Talent Management Program

a. The SETM Program is a structured Civilian professional development system designed to meet the Army's long-term performance needs in a productive and efficient way. SETM is the means by which the Army prepares its Senior Civilians to assume duty positions of greatest responsibility across the Army. The SETM Program is designed to afford selected GS–14/15 and equivalent Civilians an exceptional professional development, senior-level educational or experiential learning opportunity.

b. The SETM Program operates in accordance with the policy and procedures set forth in Army directive 2012–09 (Department of the Army senior Enterprise Talent Management Program) under the overall supervision and oversight of the Assistant Secretary of the Army (Manpower and Reserve Affairs) (ASA (M&RA)) and will be executed by the CSLMO. The ASA (M&RA) and CSLMO will ensure that SETM complements and leverages other DOD and Army leader development programs and initiatives, while avoiding duplication.

c. The SETM Program is comprised of four components: Enterprise Placement Program and Designation as an Army Enterprise Employee; Project-Based SETM TDY Assignments; attendance at a SSC; and attendance at the Defense Senior Leader Development Program.

d. Participation in the Enterprise Placement Program and Designation as an Army Enterprise Employee. This component is open to Civilians in grade GS–15 (or equivalent) who apply and are selected as Army Enterprise Employees based on past performance and demonstrated potential. Through the Enterprise Placement Program, Army Enterprise Employees are slated for consideration for an assignment to key GS–15 (or equivalent) competitive service positions designated as Army Enterprise Positions. AEPs are specially designated jobs, located Army-wide, at all command/organizational levels in a variety of career fields and disciplines. Service in an Army Enterprise Position is designed to challenge the assigned Army Enterprise Employee, adding breadth and depth to the employee's skills and

capabilities. The Enterprise Placement Program enhances organizational efficiency by ensuring that selecting officials are presented a wide variety of candidates from which to hire, a reduction in under lap between transitioning personnel, more timely vacancy forecasting and succession planning. A mobility agreement is required. The number of applicants who may be considered and selected for participation in the Enterprise Placement Program is not limited.

e. Project-Based SETM TDY Assignments. This component is open to Civilians in grades GS–14/15 (or their equivalents). This component offers short-term developmental assignments intended to challenge and provide a broadening experience to the employee. This component consists of a TDY assignment to work on a special project nominated by a command or organization, as part of an ad hoc working group or to fill a critical need detail for a period not to exceed 179 days. Upon completion of the TDY assignment, the employee returns to his/her permanent duty station with no further obligation. A mobility agreement is not required. The number of applicants who may be considered and selected for participation in the SETM TDY module is limited only by available funding.

f. Participation in a SSC. This component is open to Civilians in grades GS–14/15 (or their equivalents) who will compete for allocated seats at the USAWC (Resident or DEP) or the Eisenhower School for National Security and Resource Strategy and are subject to the Graduate Placement Program. For additional policy and qualification requirements refer to the Civilian section on SSC policy.

g. Participation in the DSLDP. This component is open to Civilians in grades GS–14/15 (or their equivalents). DSLDP is DOD's premier Civilian leader development program.

h. Application and selection procedures for the SETM Program are set forth in Army Directive 2012–09. More detailed information about the SETM Program, its components, and instructions on how to apply, are available at https://www.csldo.army.mil//Index.aspx. Applicants will use a secure, automated tool-the Senior Enterprise Talent Management System to self-nominate to participate in one or more SETM components.

3–75. Senior Service College

a. SSC (see also Para 3–41) is at the apex of the Army Civilian education system and prepares Army Civilians for positions of responsibility in the Department of Defense. It provides Army Civilian GS–14/15 (or equivalent) advanced level educational opportunities for leaders who require an understanding of complex policy and operational challenges and increased knowledge of the national security mission, and requires a thorough knowledge of strategy and the art and science of developing and using instruments of national power (diplomatic, informational, military, and economic) during peace and war. This knowledge is necessary in order to perform Army, Joint, or Defense Agency operations at the strategic level (ACOM, ASCC, DRU, field operating agency, Joint Task Force or higher). Attendance is a competitive process and selections are made through the SETM Program (Army Directive 2012–09).

b. Eligibility requirements.

(1) Army Civilian in permanent appointment to a GS–14/15 or equivalent position.

(2) Have served three years in an Army Civilian permanent appointment before application to a SSC.

(3) Possess a baccalaureate degree from an accredited college or university.

(4) Completion of the CES Advanced Course or course "equivalent".

(5) Have a TOP SECRET security clearance, with Special Background Investigation, that will not expire during the academic year of attendance at SSC. Candidates with a SECRET clearance may be admitted to an SSC, but may be limited as to the courses and lectures in which they may participate. Participants selected to attend the USAWCDEP are required to have only a SECRET security clearance.

c. SSC applicants are required to sign a mobility agreement and a continuing service agreement. Participants are required to serve in the DOD for a minimum of three times the length of the program.

d. SSCs available to Army Civilians.

(1) USAWC

(2) Eisenhower School for National Security and Resource Strategy

(3) Army War College Distance Education

e. Central Training Student Account.

(1) Civilians selected to attend the SSC resident programs will be reassigned to a long-term training authorization on the HQDA, G–3/5/7 Operational TDA. Students attend SSC in a TDY status from the students' current duty location.

(2) Civilians living overseas may qualify for an exception. Overseas selectees whose families may be negatively impacted by the current Status of Forces agreements will not be assigned to the central account.

(3) Civilians assigned to the Central Training Student Account will no longer be the responsibility of individual organizations but will be managed by the Central Training Student Account Manager in DCS, G–3/5/7, G–37/Civilian Training and Leader Development Division.

(4) Losing commands will have the ability to immediately backfill against the vacant position.

(5) All Central Training Student Account members are subject to the mandatory Graduate Placement Program.

(6) Central Training Student Account members will be entitled to one centrally funded PCS move to their next permanent duty assignment upon SSC graduation.

(7) HQDA DCS, G–3/5/7, G–37/Civilian Training and Leader Development Division will not fund other developmental training while student is attending SSC.

f. SSC travel guidance for Army Civilians: Travel to and from the colleges listed above is centrally funded.

(1) DEP:

(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, 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 (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 SSC.

(d) Authorized expenses.

1. Retention of lodging during leave status is authorized.

2. Rent and utilities (covered in per diem).

(e) Resident and distance education non-authorized expenses:

1. Rental cars to include moving van rental (rental cars are not authorized under any circumstances, regardless of quota source).

2. Limousines.

3. Excess baggage.

4. In-and-around mileage costs at the TDY site.

3–76. Defense Senior Leader Development Program

a. The DSLDP 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 senior level leadership positions.

b. Selection to the DSLDP is a two part process: Army nomination through the SETM Program (Army Directive 2012–09), and selection by the 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 SSC for participants without prior SSC. Participants will complete all requirements within two 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.

c. Army eligibility requirements.

(1) Army Civilian in permanent appointment to a GS–14/15 or equivalent position.

(2) Have served three years in an Army Civilian permanent appointment before application to a DSLDP.

(3) Possess a baccalaureate degree from an accredited college or university.

(4) Completion of the CES Advanced Course or course "equivalent".

(5) Have a TOP SECRET security clearance, with Special Background Investigation, that will not expire during the academic year of attendance at DSLDP. Candidates with a SECRET clearance may be admitted to DSLDP, but may be limited as to the courses and lectures in which they may participate.

(6) Possess a minimum of one year of significant experience in supervising or managing people in an official capacity. Experience must be recent (no more than five years old).

d. DSLDP applicants are required to sign a mobility agreement and a continuing service agreement. Participants are required to serve in the DoD for a minimum of three times the length of the program.

e. SSCs available for DSLDP Army participants.

(1) National War College

(2) Dwight D. Eisenhower School of National Security and Resource Strategy

(3) Naval War College

(4) Air War College

3–77. Graduate Placement Program for Senior Service College and Defense Senior Leader Development Program

a. The Army has established a policy of directed placement to maximize the return on investment for SSC and DSLDP graduates. The Graduate Placement Program provides an avenue for full utilization of competencies acquired through advanced education.

b. The Graduate Placement Program for SSC and DSLDP graduates is conducted through the SETM program in accordance with the policy and procedures set forth in Army directive 2012–09.

3–78. Defense Executive Leadership Development Program

a. The Defense Executive Leadership Development Program was established as a Secretary of Defense Initiative in 1985. It is a unique and challenging opportunity for DOD employees to gain insight, training, and exposure to the missions and complex role our war fighters. Participants train with each military service, as well as combined and allied forces around the world. The goal of the Defense Executive Leadership Development Program is to stretch participants' experiences and comfort zones and to help them develop the knowledge, skills, and behaviors expected of future Enterprise leaders. This program demands a significant commitment by participants and their commands for a 10 month period.

b. Potential applicants for the Defense Executive Leadership Development Program are highly motivated, have sustained high performance throughout their Civilian career and demonstrated outstanding leadership potential. They possess excellent communication and problem solving skills, demonstrate initiative, work ethic, professional excellence, and a commitment to public service and integrity.

c. Personnel selected for the Defense Executive Leadership Development Program are nominated by their commands and compete with other applicants from within the Army for nomination to the program. All applicants are selected through a competitive selection process.

d. Eligibility Requirements:

(1) Full-time Army Civilians in the grade levels of GS–12 through GS–14 or equivalent pay grades with a minimum of three (3) years of service in a permanent Army Civilian position; to include non-appropriated funded employees. (NOTE: Employees in other equivalent systems or on grade retention should seek assistance from their personnel advisor).

(2) Completion of CES course.

(a) Successful completion of CES Intermediate Course or course credit - GS–12 or equivalent.

(b) Successful completion of CES Advanced Course or course credit - GS–13/14 or equivalent.

(3) Active duty Soldiers in the rank of E–7 to SGM, CWO 3 to CWO5, O–3 (promotable) or O–4.

(4) Possess a Baccalaureate degree from an accredited college or university, or demonstrate equivalent experience and training.

(5) Possess a Secret security clearance at the time of nomination.

(6) Possess a valid Passport and Government Travel Card.

(7) All applicants must submit a medical release form/letter from a licensed physician.

3–79. Senior Executive Service Education, Training and Development

a. The Department of the Army SES members are the Army Civilian equivalent to general officers, and include top executive, managerial, supervisory and political appointment positions. The SES members are individuals who are highly agile and skilled in their function, who can successfully lead a wide spectrum of operations and who are adaptive to challenges. SES members demonstrate technical expertise, confidence, integrity, critical judgment and adaptability. Army Senior Executives can: operate in complex and fluid environments; build teams amid technological changes; provide vision and direction; and solve problems creatively.

b. SES members require a broad core of executive qualifications or abilities in additional to professional, technical and program knowledge and skills. The Office of Personnel Management validated five Executive core Qualifications required of SES members: leading change, leading people, results driven, business acumen, and building coalitions.

c. The Civilian Senior Leader Management Office (CSLMO), Office of the ASA (M&RA), provides centralized life-cycle management and administration for the Army SES personnel. The CSLMO plans, manages and executes the Army's SES Education, Training and Development Program with the advice and support of the Army's Executive Resource Board (ERB). The goal of the program is to foster a culture of continuous learning that enhances leadership competencies through education, training and experiences in department, joint, interagency, intergovernmental and multinational environments.

d. The SES Education, Training and Development Program is comprised of: Mandatory Foundation Training, Position Based Training, Advanced Continuing Education, Joint Qualifying Training, Talent and Succession Management (TSM), and ERB results. The Secretary of the Army's TSM Board enables the Army's senior leadership to target SES members for competency enhancing developmental assignments. The TSM ensures that an Executive's potential is developed through career opportunities and that skills and talent are utilized to meet Army enterprise challenges, both today and in the future. The ERB may identify SES members for developmental assignments, reassignment or further

education or training. ERB directed education or training takes precedence when prioritizing applicants for constrained course allocations.

e. The Army Senior Executive Education, Training and Development Program is managed through ATRRS School-house, 0120. Senior Executives can view courses offered in the School house by clicking on Executive Education in the left-hand menu of the CSLMO homepage at www.cslmo.army.mil. Senior Executives can apply for courses through Executive CHRTAS, an application and funding system. A link to Executive CHRTAS is located at the bottom of each course description on the webpage. Questions regarding training and educational opportunities or recommendations on further training programs, can be directed to the CSLMO Training Branch: CSLMOtrainingbranch@us.army.mil.

f. Executive Development Plan. Per 5 CFR 412.101 et seq., all Senior Executives are required to have an Executive Development Plan (EDP). The EDP is located within the Executive CHRTAS application. Newly appointed Senior Executives will receive an initial EDP that is auto-filled with Mandatory Foundation Training requirements and suspense dates (18 months) for completion. They, in conjunction with their supervisor, can further modify the EDP to meet the new Executive's developmental needs. EDPs will also be created for each seasoned Senior Executive. These EDPs will contain the Senior Executive's training history, which should be validated upon receipt. They also, in collaboration with their supervisors, are required to plan future development utilizing the EDP tool.

g. Newly appointed Senior Executives are required to attend the following Mandatory Foundation Training within eighteen (18) months of appointment to an Army Senior Executive position. Completion of all Mandatory Foundational Training is a new Executive's first training priority, and all required training must be completed prior to attendance at any discretionary training courses.

(1) Force Integration Course for Senior Leaders. The course provides a systematic overview of "how the Army runs". SES members and General Officers, in an integrated training environment, learn the constitutional, statutory and regulatory basis for the force projection Army and the capability that must be sustained through management of doctrinal, organization and materiel change. They will understand Army organizational roles, functions and missions, especially at the Army secretariat and Staff levels.

(2) Army Senior Leader Communications Workshop. An Executive Communication Team provides one-on-one media training tailored to the specific needs of each Executive that equips the Senior Leader, 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 process. The focus of the workshop is to work effectively with the media and to tailor messages to reflect a sense of control and composure during an interview. Test practices are portrayed in this program to prepare Senior Executives for that moment in time when they are thrust into the limelight of national television.

(3) Army Senior Executive Education Program - Basic course (ASEEP–B). A program that orients newly appointed Executives to the Army. Army Senior Executives are recruited from a wide variety of sources, from internal promotions to academia, industry and other Federal agencies. As a result, the ASEEP–B Course offers guidance from the Secretary of the Army on Army's critical missions and the expectations of Army Senior Leaders in fulfilling those missions, as well as basic skill sets in how to conduct business, legally and ethically, at the Senior Executive level. ASEEP–B also incorporates Diversity Awareness Training that provides Civilian senior Executives insight into fostering a diverse workforce.

(4) Army Senior Executive Education Program - Intermediate Course (ASLDP–I). The Intermediate Course is the second of three programs designed to provide Army Executives with a continuous learning program. The IC is designed for mid-career Executives who need to desire an opportunity to update and refresh critical Executive competencies.

h. The CSLMO SES Education, Training and Development Program offers Army Senior Executives a wide variety of advanced training and educational opportunities that expand their understanding of Army's mission and enhance critical Executive competencies. Courses range from Department offering in Joint strategy to national security studies from academic institutions and interagency/multi-agency seminars from such organizations as the Department of State. Examples of other course offerings:

(1) APEX Orientation Program. APEX is DOD's orientation for Executives to the joint working environment. It is appropriate for newly appointed Executives who are within the first 2 years of appointment. The objective of the APEX orientation course is to improve the new Executive's effectiveness on the job through enhanced leadership and decision making strategies, an increased understanding of the Department's structure and processes critical to its operation, the integration of DOD and Component priorities, and by fostering a sense of jointness. Executives will be introduced to: the structure and processes of the OSD, COCOMs, Joint Staff and the military departments as they contribute to DOD's mission; the priorities and challenges of other Federal agencies and the Defense industry as they contribute to National Security in partnership with DOD; an enterprise-wide perspective that encompasses leadership expectations and challenges currently facing DOD leaders; and the changing role of the SES corps with the DOD.

(2) Army Strategic Leadership Development Program - Intermediate (ASLDP–I). Educates Army senior leaders by providing awareness of the necessary skill sets to be strategic leaders of change and managers of the Army institution/enterprise. ASLDP–I is a professional development course for selected senior leaders that exposes GO and SES to various types of business practices from the private sector, the military profession and academia. The curriculum includes but is not limited to blocks of instruction on: CSA and GO/SES discussions, Business Enterprise Strategy,

Strategic Human Capital Management, and Leadership and Business Transformation. There are also prior reading requirements, group projects with report outs to CSA, After-Action Reviews, Mentored seminars, and senior mentors to facilitate discussion and lend expertise.

(3) Army Strategic Leadership Development Program - Advanced (ASLDP–A). The Advanced course, developed at the direction of the Chief of Staff of the Army, serves as his vehicle to inform senior leaders of the most critical issues facing Army, focuses on: strategic leadership challenges facing the Army, examining change from the perspective of today's corporate industry leaders, continued development of strategic leadership skills to include strategic communication, developing a strategic vision, dealing with Congress and the Media, and an in-depth discussion on the role of enterprise management.

Section VIII
Civilian Functional, Specialty and Other Training

3–80. Training and Developing the Army Civilian Corps
a. Training and development of the Army Civilian Corps is required to sustain a mission-ready Army. The Army is increasingly reliant on its Civilian Corps to support the Operating Force. The environment within which members of the Army Civilian Corps function is characterized by increasing complexity, to include highly networked organizations and more decentralized operations. Because of increased interaction with JIIM organizations, members of the Army Civilian Corps must be culturally aware and able to interact with a diverse set of partners. Like their uniformed counterparts, Civilian employees must be functionally proficient, and technically competent skilled leaders who are fully capable, adaptable, and totally committed to supporting the Army's mission.

b. 5 USC 4101 et seq. provides the authority to train Civilian employees.

c. Training is defined as the process of providing for and making available to an employee, and placing or enrolling the employee in a planned, prepared, and coordinated program, course, curriculum, subject, system, or routine of instruction or education, in scientific, professional, technical, mechanical, trade, clerical, fiscal, administrative, or other fields which will improve individual and organizational performance and assist in achieving the agency's mission and performance goals.

d. Training may occur in a government facility (e.g., TRADOC), other military schools, and government-supported schools and when properly coordinated and approved, in a non-government facility (e.g., accredited universities, colleges offering accredited programs, and industry).

e. Mission-related functional training is training required to support Army goals by improving organizational performance at any appropriate level. This includes training that:

(1) Supports the Army's strategic plan and organizational objectives;

(2) Improves an employee's current job performance and/or competencies, or closes an existing competency gap;

(3) Allows for expansion or enhancement of an employee's current job by developing new competencies;

(4) Enables an employee to perform needed or potentially needed duties outside the current job at the same level of responsibility;

(5) Meets organizational needs in response to human resource plans and re-engineering, downsizing, or other program changes;

(6) Develops employee competencies to facilitate career progression; or

(7) Supports recruitment strategies for "hard to fill" jobs.

f. Retraining provides training and development to address an individual's skills that are obsolete for their current position and/or training and development to prepare an individual for a different occupation, in order to meet emerging requirements.

g. Highly Qualified Experts. A Highly Qualified Expert is an individual possessing expert knowledge or skills not available within the DOD that is needed to satisfy an emerging and relatively short-term, non-permanent requirement. Highly Qualified Expert are recruited from a variety of sources for their specific skills and as such are eligible to attend one Mandatory Foundation Training course or Force Integration for Senior leaders course, to understand how the Army runs and how the force is manned.

3–81. Training Records and Documentation
a. Individual Development Plans (IDPs) will be developed and updated annually for all Army Civilians.

b. The Standard Form 182, Authorization Agreement and Certification of Training, will be used to approve, procure, and certify completion and evaluation of training for civilian employees obtained from Federal Government or non-Government facilities. This includes training or education courses, conventions, conferences, symposiums, meetings, workshops, and other events if the primary reason for the activity is to train or develop civilians to meet mission needs. The SF 182 may not be used to procure general supplies, training equipment, or non-training services. NOTE: Organizational required/HQDA mandatory training/command directed training of less than 40 hours should be captured/documented in accordance with accompanying guidance.

c. Completion/submission of the Standard Form 181, Ethnicity and Race Identification, is strictly voluntary. It will

be used for statistical purposes only, not for purposes of determining eligibility for participation in any training opportunity.

d. The DCS, G–3/5/7, G–37/Civilian Training and Leader Development Division Reporting Requirement - Program/ Course Selection Results template will be used to document all Competitive Professional Development selection results. The completed form must be submitted to DCS, G–3/5/7, G–37/Civilian Training and Leader Development Division no later than ten (10) days after final Competitive Professional Development program/course selections have been made.

e. Documented training and selection records, to include funding documents, will be maintained for six (6) years, three (3 months).

3–82. Supervisors and Managers

a. Supervisors are responsible for the training and education of Army Civilians, identifying capability requirements and competency gaps, recommending employees for training, coaching and counseling employees and setting performance objectives that include training and educational opportunities.

b. Supervisors are required to:

(1) Ensure all applicants approved for training have a current performance appraisal on record.

(2) Ensure employees selected for centrally funded training have a performance rating of fully successful in the Total Army Personnel Evaluation System or equivalent performance rating for nonappropriated fund, local national, wage grade employees, or other applicable performance evaluation tools. Employees nominated for training must be in good standing with regard to conduct and behavior.

(3) Ensure employees who are on Performance Improvement Plans are not considered for Competitive Professional Development funding.

(4) Ensure education and training requirements are documented in employees' IDPs.

c. Observe merit principles in selecting employees for training as specified in 5 USC 2301.

3–83. Resourcing Civilian Training

a. Training for Army Civilians is funded through various sources including, but not limited to the following sources:

(1) Department of Defense Interagency funded training,

(2) ACTEDS managed by HQDA to support leader development and functional training.

b. ACTEDS funds may be used for permanent local national employees of comparable pay grades (when their salaries are funded with OMA dollars), USAR, ARNG, and USACE Civil Works and Cemeterial funded employees registered in a career program and meeting all other eligibility requirements.

c. Local national employees whose salaries are funded from other appropriations may apply for Competitive Professional Development training opportunities, but the respective organization must fund associated training costs.

d. DCS, G–3/5/7, G–37/Civilian Training and Leader Development Division, Resource Management will certify all HQDA centrally funded training requests, travel documents; and process invoices and pay centrally funded invoices with the Government Purchase Card as appropriate.

e. Government Purchase Cards will be the primary method of payment for Civilian training. Training institutions that do not accept the Government Purchase Cards may be restricted from participating in the Competitive Professional Development program if determined to be in the best interest of the government.

f. Proponent Funded Training: Centralized training funds, managed by the functional proponent external to HQDA central funding;

g. Command Funded Training: Command managed training funds for Civilians within their respective commands, irrespective of series or grade;

h. Installation/Locally Funded Training: Training that is normally technically/functionally oriented and supported by the individual's activity; and

i. Personally Funded: Training completed during non-duty status that is funded by the employee for the purpose of his or her own personal and professional development.

3–84. Authorized Training Expenses

a. When training is approved in advance, the following expenses may be paid.

(1) All or part of necessary expenses for approved training, including travel and per diem, and transportation to/from the training site in accordance with provisions of Joint Federal Travel Regulations, Volume 11.

(2) Tuition and matriculation fees; library and laboratory services, purchase or rental of books, materials, and supplies; and other services or facility costs directly related to the training of the employee.

(3) Membership fees only if the fee is a condition of attending the training.

b. Payment of application fees, registration fees, graduation fees, testing fees, evaluation fees (e.g., granting course credit for life experience), is not authorized for ACTEDS funding. Commands or installations may fund these expenses as appropriate

c. HQDA ACTEDS Funds may be used to fund one annual Career Program Planning Board meeting, to include related travel expenses, as long as the purpose of the board is to improve the conduct, supervision, or management of Career Program functions and activities.

d. Only officials with budget authority may approve the use of appropriated funds or funds otherwise available to the DA to pay expenses for obtaining training courses and/or certificates.

e. TDY and local travel for ACTEDS funded training is administered as follows:

(1) TDY and local travel expenses for approved Competitive Professional Development training are centrally funded by DCS, G–3/5/7, G–37/Civilian Training and Leader Development Division. Per diem allowance for travel from home station to the training site and travel back to home station upon completion of training is not authorized unless approved in advance.

(2) Per Diem rates include a maximum amount of lodging expenses. Reimbursement may not exceed actual lodging costs or the applicable maximum amount. Receipts for lodging are required.

(3) Reimbursement for baggage fee is authorized. Reimbursement is limited to 1 bag for training 2 weeks or less, 2 bags for training over 2 weeks.

(4) Reimbursement to and from the training site is authorized. In/around mileage; public/local transportation (except for travel to/from home to training location); rental cars, vans, trucks, or limousines; and excess baggage is not authorized.

(5) Travelers must file a Defense Travel System settlement voucher within 5 business days upon completion of travel. Travelers on long term training must select scheduled partial payments. Receipts for all centrally funded authorized expenses, regardless of cost, must be provided with the voucher; lodging receipts must be provided regardless of costs.

3–85. Repayment of Training Expenses

a. An employee will be required to repay all training costs, excluding travel, if he or she:

(1) Fails to attend training already paid for by the government for which the vendor will not refund payment,

(2) Completes training but fails to receive a passing grade ("C" or higher for undergraduate level courses and "B" or higher for graduate level courses),

(3) Fails to complete the terms outlined in his or her Continued Service Agreement.

b. DCS, G–3/5/7, G–37/Civilian Training and Leader Development Division is the proponent for the waiver/recoup process for HQDA centrally funded training instances.

c. Commands/Activities are responsible for developing, implementing and monitoring the waiver/recoupment process for recapturing costs for training that is fully funded by the command when any of the conditions in 3–83*a.* occur. Requests for waivers of repayment, to include continued service obligations, may only be granted by the first general officer or SES within the employee's chain of command. Proper documentation must be maintained for six (6) years, three (3) months after the date a request for waiver is evaluated/granted.

3–86. Continued Service Agreement

a. In accordance with 5 CFR 410.309(c) and AR 690–400, chapter 410, before assignment to training, Civilian employees, regardless of grade or category (e.g., appropriated fund, nonappropriated fund, wage grade, local national), selected for non-Government training in excess of 80 hours, or long-term training or developmental programs in excess of 120 calendar days (Government or non-Government) must sign an agreement to continue to serve in the DOD for a period equal to at least three times the length of the training course or program. The obligation period may be longer based on associated training costs. Calculation of the continued service obligation period will not include weekends or federal holidays. The obligation period begins on the first duty day following completion of the training instance or program of study, as appropriate.

b. Employees who voluntarily fail to complete the obligated service period within the DOD will be required to reimburse the Army/DOD (excluding salary) on a pro rata basis for the percentage of non-completion of the obligated service for tuition and matriculation fees, library and laboratory fees, purchase or rental of books, materials, supplies and miscellaneous other related training programs costs paid in connection with the training. Requests for waiver of repayment of HQDA centrally-funded training expenses may be submitted to the DCS, G–3/5/7, G–37/Civilian Training and Leader Development Division for HQDA centrally funded training or the respective command/activity (for command/activity funded training).

c. The HQDA centrally funded training requests for waiver of repayment must be submitted in memorandum format through the employee's chain of command and the respective Career Program to DCS, G–3/5/7, G–37/Civilian Training and Leader Development Division. At a minimum, the memorandum will include the name of the course/program, date(s) of training, total cost of training, (excluding travel costs), and a detailed explanation reflecting why the employee did not attend training, did not successfully complete the training, or failed to complete requirements of the Continued Service Agreement. A copy of the approved SF182, Authorization, Agreement and Certification of Training (to include the Continued Service Agreement), that authorized the training event must be included with the request for waiver of repayment.

d. DCS, G–3/5/7, G–37/Civilian Training and Leader Development Division, Budget Office will review requests for waivers of repayment of training expenses, determine if an employee is obligated to repay all or any portion of training costs, and provide a recommendation to the G–37/Director of Training for decision. The DCS, G–3/5/7, G–37/Civilian Training and Leader Development Division will notify the respective Functional Career Representative of the waiver's approval or disapproval. If it is determined that the employee must repay all or any portion of training costs, DCS, G–3/5/7, G–37/Civilian Training and Leader Development Division, Budget Office will send the respective Functional Career Representative detailed instructions on how the employee is to submit repayment. The Functional Career Representative is responsible for notifying the command/employee and ensuring repayment instructions are followed as directed. Any amount that may be due to the Army as a result of the employee's failure to meet the terms of the CSA, may be withheld from any monies owed the employee by the Government, or may be recovered by such other methods as are approved by law. Documentation must be maintained for six (6) years, three (3) months after the date a request for waiver is evaluated/granted.

e. Requests for waivers of repayment of training costs for command/organization funded training instances must be approved by the first general officer or SES within the employee's chain of command.

3–87. Outside the Continental United States Training for Employees Stationed in the Continental United States

a. In accordance with DODI 1400.25, the use of foreign training, education, or professional development instrumentalities for Army Civilians located within the U.S. requires coordination with the Defense Civilian Personnel Advisory Service and consultation between the Departments of Defense and State. Such requests must contain command endorsement and be submitted to DCS, G–3/5/7, G–37/Civilian Training and Leader Development Division at least 120 days prior start date of requested activity. Upon review/concurrence, and not later than 90 days prior to start date of requested activity, DCS, G–3/5/7, G–37/Civilian Training and Leader Development Division will forward such request to Defense Civilian Personnel Advisory Service for further processing.

b. Requests must include:

(1) Traveler's name, organization, passport number, passport expiration date, date of birth, and place of birth.

(2) Program location.

(3) Program course / activity title

(4) Dates of travel (to and from country).

(5) Lodging information (to include phone number).

(6) Point of contact in country and phone number.

(7) Any special accommodation requirements.

c. Requests must be shown to be necessary to support Army's Strategic Human Capital Plan or other Army goals. It must also be established that comparable training, education, or professional development is not available within the U.S. or that attendance at such training/activity is critical to achieving the DOD mission.

d. All requests for OCONUS training must address all the criteria required by AR 690–400 and be submitted to HQDA, G–37/TRV,450 Army Pentagon, Room 2D639, Washington, DC 20310–0450 at least 120 days before training/ travel is scheduled to commence.

e. Training, education, or professional development eligibility determination must be made before first use of such training, education, or professional development facility and at least once each three (3) years thereafter. DCS, G–3/5/ 7, G–37/Civilian Training and Leader Development Division will review requests for regulatory compliance and forward to the Defense Civilian Personnel Advisory Service to confirm the foreign training, education, or professional development facility is eligible to provide services.

3–88. Non Government Training Sources

a. In accordance with DOD 7000.14R, DOD Financial Management Regulation, Volume 10 (Chapter 12–Miscellaneous payments), and local contracting policy, Army activities may purchase training, education, and professional development services provided they have an approved SF–182 (to include fund citation).

b. Additionally, the following requirements must be met:

(1) The program, course, product or instructional service is provided by off-the-shelf services that are commercially available and require no modification resulting in increased cost to the Government.

(2) Cost of a single program, course, product or service, excluding travel and per diem, does not exceed $25,000.

(3) For purchases exceeding $3,000, but not exceeding $25,000, a comparison of prices must be undertaken to determine price reasonableness, and a justification of source selection must be documented.

(4) Individuals with delegated purchasing authority that have completed training on procedures for purchasing services using SF–182 and/or other approved purchase processes.

(5) Any purchase exceeding $25,000 must be coordinated with a local warranted contracting officer.

3–89. Prohibited Practices

a. Premium Pay. Premium pay to an employee engaged in training, education and professional development activities is prohibited, except as provided by 5 CFR 410.402.

b. Concurrent Benefits. In accordance with 38 USC 3681, an employee engaged in training, education or professional development paid for by a DOD Component may not receive benefit from another source for the same course (e. g., former military members may not benefit from both the use of Army central training funds and Army GI Bill for the same course/program).

c. Academic Institutions. Academic institutions that prevent Senior ROTC access or military recruiting on campuses are ineligible to receive Federal funds, except as provided by 10 USC 983(c) or 10 USC 983(d)(2).

d. Individual Memberships. An employee may not be reimbursed for the cost of individual membership fees or dues in a professional organization in accordance with 5 USC 5946.

e. Activities Offensive to Employees. Appropriated funds may not be used for any training, education and professional development activity that is offensive to employees and unnecessary in the execution of current or anticipated duties. The restrictions apply to activities that could induce high levels of emotional response or psychological stress; do not require prior employee notification of the content and methods to be used in the activity and written end-of-course evaluations; contain any methods or content associated with religious or quasi-religious belief systems or new age belief systems; or is offensive to, or designed to change participants' personal values or lifestyle outside the workplace. Section 12 of the Equal Employment Opportunity Commission Compliance Manual, on Religious Discrimination (www.eeoc.gov/laws/guidance/compliance.cfm) provides guidance.

f. Payment/reimbursement of voluntary Memberships. Payment or reimbursement for expenses of voluntary memberships in professional organizations of already credentialed employees is prohibited. Payment or reimbursement may be made for expenses of employees' attendance at a meeting or conventions which is concerned with the functions or activities which DOD appropriations for travel expenses were made, or which will contribute to improve conduct, supervision, or management of those functions or activities.

g. Payment or reimbursement for initiation fees or periodic dues for membership in a professional organization or expenses for attendance of a member at meetings to conventions of the organization is prohibited unless membership or attendance is a prerequisite to acquiring or maintaining a required professional credential.

3–90. Training During the Duty Day

a. Training is authorized during duty hours, when it is approved by the supervisor. An employee may take one or more courses in a college, university, or other educational institution when the supervisor determines that rearranging the employee's tour of duty will not appreciably interfere with accomplishment of work the employee is required to perform; additional costs for personal services will not be incurred; and completion of the course(s) will equip the employee for more effective work in the agency. Supervisors and managers are responsible for establishing guidelines that allow employee's duty time to complete portions of approved training courses funded by the Army.

b. 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.

c. 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, nor will the employee receive any form of compensation (i.e., compensatory time). The Army may not pay the employee any premium pay solely because the special tour of duty causes the employee to work on a day, or at a time during the day, for which premium pay would otherwise be payable.

d. Supervisors should maintain records of employee training during the duty day.

e. All payments or reimbursements for expenses and all grants of administrative leave are discretionary (i.e., not an employee requirement) and should be based on organizational need, talent availability, and other mission-related criteria.

3–91. Conferences and Workshops

a. The DA may fund conferences or workshops which meet the legal definition of training. In accordance with 5 CFR 410.404, to determine if a conference is a training activity, it must:

(1) Have an announced purpose that the conference/meeting is educational or instructional;

(2) Have more than half (at least 51%) of the time scheduled for a planned, organized exchange of information between presenters and audience which meets the definition of training in 5 USC 4101;

(3) Reflect that the content of the conference is germane to improving individual and/or organizational performance, and;

(4) Provide developmental benefits that will be derived through the employee's attendance.

b. Career Program Representatives requesting the use of ACTEDS funds to support conference delivery, or to pay for careerists to attend a conference, must obtain prior DCS, G–3/5/7, G–37/Civilian Training and Leader Development Division concurrence. Such requests must be signed by the respective Functional Career Representative and forwarded

to DCS, G–3/5/7, G–37/Civilian Training and Leader Development Division no later than 60 days prior to the start of the meeting/conference.

c. Commands approving and/or funding conferences/workshops must ensure that all requirements are met, and that approval documentation is maintained for a period of 6 years, 3 months for reporting purposes.

d. Conferences/workshops/group training (when the purchase of training facilities or services are to be purchases) that meet the definition of training must be requested/approved PRIOR to attendance using the SF–182 regardless of the funding source.

e. Conference attendance must be approved in accordance with current Army and DOD conference policies.

3–92. Credentials and Certifications

a. Pursuant to 5 USC 4109, funds may be authorized to pay for approved training related to obtaining or maintaining credentials or certifications for a career program employee's current job position. Army Civilian Training, Education and Development System funds may not be authorized to pay for expenses related to obtaining or maintaining professional credentials.

b. Army Commanders and the Administrative Assistant to the Secretary of the Army have been delegated authority to approve payment for expenses to obtain professional credentials, including expenses for professional accreditation, professional licenses, certification and examinations to obtain such credentials. This applies to both appropriated fund and non-appropriated fund employees. There is no special funding provision for this program; the cost of the (credential or certification) repayment will come from the approving activity's budget and will not be funded with Army Civilian Training, Education and Development System funds.

c. Payment for employee credential/certification documents will be conducted on a reimbursable basis, and must be officially approved, via an SF 182, PRIOR to successful receipt of the credential/certification. Reimbursement will be through General Fund Enterprise Business System to the local resource management office. Reimbursement of expenses may not be retroactive.

d. Payment of expenses under this authority is NOT an entitlement. Continued payment of expenses associated with licenses and certification is discretionary and not guaranteed.

e. Reimbursement of expenses will only be made for successful completions and may not be retroactive.

f. DCPDS will be used for recording payments for licenses, certifications, and related expenses. DCPDS will also be used to evaluate such payments.

g. ACOMs, ASCCs, DRUs, the Office of the Administrative Assistant, and Functional Career Representative will provide DCS, G–3/5/7, G–37/Civilian Training and Leader Development Division with the name, position title/series/ grade, costs, and ethnicity and race identification information (from Standard Form 181), if available, for all Army reimbursements related to professional credentials, upon request.

h. HQDA Central Training Funds will NOT be used to pay for licenses or credentials.

i. An employee may not be reimbursed for the cost of individual membership fees or dues in a professional organization except as authorized in 5 USC 4109 and 5 USC 4110.

3–93. Competitive Professional Development

a. The Competitive Professional Development Program is a planned, systematic, and coordinated program of professional development that supports the Army's organizational goals and mission. It encompasses functionally tailored developmental opportunities that occur in academic environments, business/industrial settings, or in other strategically planned career enhancing developmental assignments that have been identified in an approved Career Program Master Training Plan or IDP. Training instances may be short- or long-term and funded from various sources.

b. Short-Term Training. Training of 120 calendar days or less is considered short-term training. Training instances may include, but are not limited to, professional workshops, seminars, and university courses. Attendance at workshops and seminars must have a demonstrated training purpose and must be documented in each respective Career Program Field Master Training Plan or IDP. Employees should contact their supervisors and/or respective Activity Career PMs for specific program information and/or application procedures.

c. Long-Term Training. Long-term training and education is training to which an employee is assigned on a continuous, full-time basis for more than 120 calendar days. The assignment may be at either government or non-government facilities and may include both formal training programs and strategically planned career assignments. This training enables employees to stay abreast of changes and innovations in their occupational fields, learn new skills, or develop/improve abilities needed in current positions and meet emerging Army requirements. Employees should contact their supervisors or respective Activity Career PMs for specific program information and/or application procedures.

(1) An employee on a long-term training assignment at an academic institution must be enrolled in a full-time program. Even if the employee is unable to enroll in all the courses desired, the employee must carry the minimum number of credit hours required to be considered a full-time student at that institution.

(2) During school breaks of four working days or more, the employee will return to duty at the employing activity.

Employees who do not return to duty must either use annual leave during school breaks or his/her supervisor must certify that the student will be fully involved in a research/study project related to the training assignment.

(3) Applicants applying for long-term training programs that include academic degree completion must submit an Academic Degree Training packet for ASA (M&RA) approval prior to attendance.

d. Developmental Assignments. Developmental assignments provide activities a way to enhance competencies by giving employees an opportunity to perform duties in other occupational, functional, or organizational elements. This enhances employee understanding of other operations, systems, and relationships. The length of assignments may vary, but must have a well-defined learning objective and be established in conformance with all applicable civilian personnel management regulations.

e. Training With Industry. This is a non-degree producing program designed to provide training, skills, and/or best business procedures and practices not available through existing military or advanced civilian schooling programs for identifiable DOD requirements. While participating in Training With Industry, selected employees continue to collect their normal pay and allowances while assigned outside the DOD. Selected program participants are required to sign a Continues Service Agreement and complete an obligated service period of not less than three times the length of the program. The obligation period may be longer based on associated training costs. Calculation of the continued service obligation period will not include weekends or federal holidays. The obligation period begins on the first duty day following completion of the training instance or program of study, as appropriate.

f. Competitive Professional Development Program Eligibility.

(1) Meet all other course/program/administrative requirements.

(2) An Army Civilian serving in career status appointments, Schedule A excepted appointments without time limitation, or 10 USC, Excepted Service appointments in the Defense Civilian Intelligence Personnel System serving in a full-time Army permanent appointment.

(3) Must have a combined total of three years of service in a permanent Army Civilian appointment, unless otherwise directed by statute.

(4) Employees selected for full-time, continuous training in government facilities in excess of 120 calendar days or non-government facilities in excess of 80 hours must agree in writing to continue in DA or DOD service for a period equal to at least three times the length of the training program or course. The obligation period may be longer based on associated training costs. The obligation period begins on the first duty day following completion of the training instance or program of study, as appropriate. Calculation of the continued service obligation period will not include weekends or federal holidays.

(5) Command endorsement is required for all training requests whereby an employee must be excused from his/her normal 40-hour tour of duty for more than 120 days.

(6) Functional Career Representative review/approval may be required for employees nominated to participate in HQDA centrally funded Competitive Professional Development training. See respective Army Master Training Plans and the Army Civilian Training Catalog for program/course specific eligibility requirements and/or prerequisites.

(7) An Army Civilian in a designated career program and U.S. Army Reserve technicians except when such policies are modified by AR 140–315. It does not apply to Army National Guard technicians employed under section 709, Title 32, USC, unless specifically made applicable by the CNGB.

g. The Competitive Professional Development Application Process, Army employees must submit Competitive Professional Development application packages through their appropriate chain of command, and if applicable, the respective Functional Career Representative for approval. Refer to the Army Civilian Training Catalog for specific requirements.

(1) Functional, managerial, and civilian personnel officials will ensure nominations for Competitive Professional Development programs are made consistent with merit system principles in 5 USC 2301(b).

(2) Competitive Professional Development application packages will be submitted through the appropriate chain of command to DCS, G–3/5/7, G–37/Civilian Training and Leader Development Division. However, Civilians requesting the use of central funds for Competitive Professional Development training must submit their Competitive Professional Development packets through their command, career PM, and Functional Career Representative for approval prior to forwarding to DCS, G–3/5/7, G–37/Civilian Training and Leader Development Division.

(3) The DCS, G–3/5/7, G–37/Civilian Training and Leader Development Division will review Competitive Professional Development application packages for completeness, conduct/coordinate a senior board if required, forward for higher level of approval if required, and forward approved packets to the appropriate training institution. This does not include SSC and the DSLDP, which have a separate application and board selection process.

(4) Incomplete application packages, those not containing all requested Information, documentation, and forms, will be returned without action. The DCS, G–3/5/7, G–37/Civilian Training and Leader Development Division will notify Functional Career Representatives/commands of application approval/disapproval, as appropriate.

(5) The SF 182 is Army's official document for requesting, approving and documenting training. If an employee attends a training event prior to receiving official approval, to include a fund citation, he/she will be responsible for all associated training costs.

(6) To expedite vendor payment and the recording of HQDA centrally funded training, Functional Career Representatives must ensure that certification of completed training and evaluation (Section F of the SF 182) is completed and submitted to DCS, G–3/5/7, G–37/Civilian Training and Leader Development Division, Resource Management within 30 days of training completion. The DCS, G–3/5/7, G–37/Civilian Training and Leader Development Division, Resource Management section will accept an email in lieu of this document; however, the email must reference the Document Requisition Number, name of the careerist, course name, name of school/institution, and final grade (pass/fail if an actual grade is not given). Information should be electronically submitted to mailbox: HQDA DCS G–3/5/7, G–37/Civilian Training and Leader Development Division, Budget Office.

3–94. Academic Degree Training

a. Academic degree training is training or education with the stated objective of obtaining an academic degree from a college or university that is accredited by a regional, national, or international accrediting body recognized by the U.S. Department of Education and listed in its Database of accredited Post-Secondary Institutions and Programs. The academic degree MUST be related to the performance of the employee's official duties and part of a planned, systematic and coordinated program of professional development, endorsed by the Army that supports organizational goals and results and the results are measurable in terms of individual and organization performance.

b. All requests, regardless of funding (HQDA centrally funded or command), require approval by the ASA(M&RA). This does not apply to employees in Army sponsored Intern or Fellows programs.

c. Complete application packets must be received by G–37/TRV no later 60 days prior to class start date. The G–37/TRV will review applications and forward to the ASA(M&RA) for approval. Approval must be obtained BEFORE the applicant may begin academic degree training. Incomplete packets will be returned via Functional Career Representative or command channels.

d. Employees must not circumvent the academic degree training approval and funding process by submitting requests for the approval of individual college courses, annotating that such training in not part of an academic degree training program.

e. Academic degree training participants must satisfactorily complete all courses of study. Undergraduate students must maintain a "C" average or better; graduate students must maintain a "B" average or better for all courses completed. Failure to do so may result in repayment to the government of all costs associated with the training course/program (i.e. tuition, books, equipment, tools, fees, etc.).

f. It is the responsibility of the respective Functional Career Representative/command to coordinate input of grades into the DCPDS prior to approving additional courses.

g. The maximum dollar amount for funding academic degree programs is $75,000. Application packets exceeding this maximum must be accompanied by a request for waiver, additional supporting justification, and Functional Career Representative/ command concurrence. Waivers must be submitted through the DCS, G–3/5/7, G–37/Civilian Training and Leader Development Division for ASA (M&RA) approval.

h. Employees selected for academic degree training must agree in writing to continue service in the Army at least three times the length of the training program or course. This training period of the Continued Service Agreement obligated service begins at the completion of training and upon the employee's return to duty.

i. Expenses associated with granting course credit for life experience, school/university acceptance application, and graduation application/conferment feed will be funded by the employee.

j. Eligibility requirement. Applicants must meet Competitive Professional Development eligibility requirements, to include serving three (3) years (in any combination) of permanent, full time employment as an Army Civilian at the time of application.

k. Academic degree training will not be used as a specific means for employees to qualify for appointment to a higher/different position.

l. An Army civilian may take up to twelve (12) semester hours at a college or university before he/she is required to submit an ADT packet and acquire ASA(M&RA) approval if the intent is to complete an academic degree. Exceptions to this rule will require administrative review and approval by the respective Function Chief representative POC (if ACTEDS-funded) or the Command Training Manager (if Command-funded).

3–95. Army Congressional Fellowship Program

a. The purpose of the Army Congressional Fellowship Program (ACFP) is three fold:

(1) to provide outstanding commissioned officers, NCOs and Army Civilians first-hand experience and understanding of the strategic relationships between the Army and Congress;

(2) to expose Congressional members and staff to the outstanding quality of Army commissioned officers, NCOs and Army Civilians which allows them to learn about the Army as an institution through contact with Army fellows working in their office; and,

(3) to develop a pool of personnel from which some may be selected for future utilization.

b. This is a 30-month program designed to provide Congressional training to selected Army officers, senior non-commissioned officers, and Civilians. It provides outstanding Civilians an opportunity to work in a legislative liaison

position in their parent organization. Selected Civilian participants are temporarily attached to the Army Secretariat in support of the Legislative Affairs function, but remain permanently assigned to his/her command. The program includes an orientation to HQDA operations and an academic portion which includes course work leading towards a Master's Degree in Legislative Affairs through George Washington University.

c. The George Washington University program is a rigorous eleven-course, one-of-a-kind curriculum that exposes students to all aspects of the Congressional experience. Following completion of the George Washington University program, two-thirds of the program's students serve on the staff of a member of Congress or on a Congressional Committee. This provides participants a unique opportunity to network with staffers they will be working with on Capitol Hill during follow-on assignments in the legislative liaison arena.

d. ACFP includes a required utilization tour (12 months). This maximizes the Army's return on investment and provides an avenue for full utilization of the competencies acquired through the George Washington University (GWU) Masters' in Legislative Affairs Program.

e. A signed Continued Service Agreement and a Mobilization Agreement is required for all program applicants. Signing the Mobility Agreement attests that applicants will accept a post-training assignment upon completion of the program and understand that placement may involve an organization, functional, or geographic move.

f. Individuals selected to participate in the ACFP will remain on his/her current organization's TDA until program completion but will be temporarily attached to OCLL. Following completion of the utilization tour, the ACFP graduate will be permanently placed in an assignment equivalent to his/her current grade, where he/she can apply the advanced education and/or competencies acquired.

g. The Office of the Chief Legislative Liaison is the proponent for the Army Congressional Fellowship. Its overall guidance/policy is covered in AR 1–202. Congressional Fellowship program for military personnel is covered under AR 621–7.

h. Eligibility Requirements.

(1) Civilians in grade level GS–11 through GS–14 or equivalent levels.

(2) Must have a minimum of three years in a permanent full-time Army appointment by the nomination deadline.

(3) Must have at least a Bachelor's Degree (grade point average must be 3.0 unless applicant has previously earned a Master's Degree).

(4) Must sign a continued service agreement for a minimum of three times the length of the training.

(5) Successful completion of CES training for appropriate grade level.

(a) Successful completion of the CES Intermediate Course or equivalent course for GS–11/12, or equivalent level applicants.

(b) Successful completion of the CES Advanced Course or equivalent course for GS–13/14 or equivalent level applicants.

(6) All nomination packets must be endorsed by the command.

i. Funding.

(1) Program to include tuition, travel, per diem, and incidental entitlements allowable by the Joint Federal Travel Regulations is centrally funded.

(2) Limited TDY at the request of the Congressman/Senator or Committee/Organization to which the Fellow is assigned is also centrally funded.

j. Nominations/Selections.

(1) Applicant packages are evaluated at each level of the submission process - supervisor, commander, Functional Career Representative, and DA Secretariat Board. Applicants must provide qualifications to include: demonstrated flexibility in work habits; ability to work in an unstructured environment; ability to work independently with minimum supervision, direction or assistance; and an interest in legislative procedures, practices and techniques.

(2) A recommended OML will be established and presented to HQDA, DCS, G–3/5/7, Director of Training, for review and approval. The approved OML will be forwarded to the Office of the Chief, Legislative Affairs.

(3) The Office of the Chief, Legislative Affairs reserves final selection authority.

(4) The G–37/TR will notify commands of Civilian selection results.

(5) AR 1–202 is the governing regulation for this program.

3–96. Leadership for a Democratic Society at the Federal Executive Institute

a. The Leadership for a Democratic Society program (commonly referred to as Federal Executive Institute) is a four-week program designed to improve the leadership skills of senior career federal government employees and executives to enhance individual and organization performance. This program focuses on four themes: personal leadership, transforming organizations, policy in a Constitutional system, and the global context for executive action.

b. Training consists of large seminar and small breakout sessions guided by professional facilitators. Sessions are offered ten times throughout the year. The maximum enrollment is approximately seventy executives per session, shared by other DOD components.

c. The program is conducted at the Federal Executive Institute in Charlottesville, VA. The Institute offers leadership

opportunities through an "interagency residential learning experience." Participants complete a comprehensive health risk appraisal, and are provided the opportunity to take fitness classes.

d. Eligibility requirements.

(1) Civilians in permanent appointments GS–15 to SES, or equivalent levels.

(2) At the time of application, applicants must have three (3) years permanent, full-time employment as an Army Civilian, unless otherwise directed by statue.

(3) Completion of CES Advanced Course or equivalent course.

(4) Must sign a continued service agreement for a minimum of three times the length of the training.

e. Nomination packets must contain ACOM/ASCC/DRU/Office of the Administrative Assistant endorsement. This endorsement must state that all eligibility requirements have been met and that command/local resources are available.

f. Funding.

(1) The nominating activity funds tuition, travel, per diem, and incidental entitlements allowable by the Joint Federal Travel Regulations.

(2) ACTEDS funds may be used with appropriate DCS, G–3/5/7, G–37/Civilian Training and Leader Development Division/Functional Career Representative approval.

(3) Nonappropriated fund employees must check with their respective budget point of contact to ensure that funding is available for this course.

g. Nominations/selections.

(1) Employee nomination packets for this program are reviewed and vetted by HQDA.

(2) The G–37/TR will notify commands of Civilian selection results.

3–97. Harvard University Program for Senior Executive Fellows

a. The Harvard University Program for Senior Executive Fellows is a four-week program designed to build executive skills in political and public management, negotiation, human resource management, policy-making, organizational strategy, communication, ethics and leadership. Participants are expected to contribute their professional expertise to complement the program's learning experience and are selected to reflect a broad cross-section of functional and operational responsibilities. This program also provides participants with a unique opportunity to gain perspectives on public policy and management, to strengthen managerial skills and to acquire insights into managerial practice, and to interact across agency and executive-legislative branch boundaries.

b. The Harvard Program for Senior Executive Fellows is open to GS–14/15 or equivalent level Civilian leaders who have advanced rapidly into senior positions and are now required to focus on "the larger picture" of the organization. This program is strongly recommended for Senior Executive Service candidates.

c. Eligibility Requirements.

(1) Must be a GS–14 or GS–15 level, or equivalent level.

(2) Must have a minimum of three years in a permanent appointment by the nomination deadline.

(3) Must sign a continued service agreement for a minimum of three times the length of the training.

(4) Successful completion of the CES Advanced Course or equivalent course.

(5) Nomination packets must contain ACOM/ASCC/DRU/Office of the Administrative Assistant endorsement. This endorsement must state that all eligibility requirements have been met and that command/local resources are available.

d. Funding.

(1) Nominating commands must fund tuition, travel, per diem, and incidental entitlements allowable by the Joint Federal Travel Regulations.

(2) Central training funds may be used with appropriate Functional Career Representative approval.

(3) Nonappropriated fund employees must check with their respective budget point of contact to ensure that funding is available for this course.

e. Nominations/Selections.

(1) Employee nomination packets for this program are reviewed and vetted by HQDA, and then forwarded to Harvard University for further screening and final acceptance. Army Civilians at the GS-15/equivalent level may be given priority during the selection process.

(2) Harvard University reserves the final selection authority. The G–37/TR will notify commands of Civilian selection results.

3–98. Senior Manager Course in National Security Leadership

a. The Senior Manager Course in National Security is a two-week program designed to provide senior DOD leaders and managers an understanding of the factors and forces that shape national security strategy and policy. The course objective is to improve the management and leadership skills necessary to successfully influence the various processes within DOD. It also provides an opportunity to systematically examine the forces that influence U.S. defense decision-making: the interagency process, the wider policy community, and threats in the international arena. It also focuses on developing the three critical areas of:

(1) Defense Management Skills: through a range of specially developed sessions in the analytical tools and techniques of policy analysis;

(2) Foundational Knowledge: through instruction, active learning, policy briefings, and table-top exercises focused on the defense environment; and

(3) Understanding of Key Issues: through instruction, policy briefings, field trips, and site visits.

b. This program is open to GS–14/15 Civilians, members of Senior Executive Services, and military O–6 and above. SES employees interested in this program should contact the CSLMO. Military candidates interested in this program should contact the Senior Leader Development Office, Colonels Management Office/General Officers Management Office.

c. Army eligibility requirements.

(1) Must be on a permanent appointment at the GS–14/15 or equivalent level.

(2) Must have a minimum of three years in a permanent appointment by the nomination deadline.

(3) Must sign a continued service agreement for a minimum of three times the length of the training.

(4) Successful completion of the CES Advanced Course or equivalent course.

(5) Nomination packets must contain ACOM/ASCC/DRU/Office of the Administrative Assistant endorsement. This endorsement must state that all eligibility requirements have been met and that command/local resources are available.

d. Funding.

(1) Program tuition is centrally funded.

(2) Nominating Commands must fund travel, lodging, per diem, and incidental entitlements allowable by the Joint Federal Travel Regulations, unless otherwise noted.

(3) Nonappropriated fund employee must check with their budget point of contact to ensure that funding is available for this course.

e. Nominations/Selections.

(1) Employee nomination packets are reviewed and vetted by HQDA. Army Civilians assigned to command-designated National Security Professional Positions may be given priority during the selection process.

(2) Packets are then forwarded to George Washington University for further screening and final acceptance.

(3) The G–37/TR will notify commands of Civilian selection results.

3–99. Senior Leader Seminar: Senior Leader Development Course

a. The Senior Leader Seminar: Senior leader Development Course, is a one-week Army leader development course designed to enhance the education of select senior Army O–6s and Army civilians (GS–15) who are either currently assigned to, or projected for assignment to, key positions as advisors and staff officers for general officers and senior civilian leaders. The Senior Leader Seminar course offers an experience that is both broadening and educational, focused on increasing their preparation for service at the national level.

b. Senior Leader Seminar: Senior Leader Development Course is the result of an Army Leader Development program initiative coordinated by the Center for Strategic Leadership, USAWC. It is conducted twice annually.

c. Army Civilian Eligibility requirements.

(1) Must be on a permanent appointment at the GS–15 or equivalent level.

(2) Must have a minimum of three years (in any combination) in a full-time, permanent Army Civilian appointment by the nomination deadline.

(3) Successful completion of the CES Advanced Course or equivalent course.

(4) Nomination packets must contain ACOM/ASCC/DRU/Office of the Administrative Assistant endorsement.

d. Funding. This course is centrally funded by the Center for Strategic Leadership, USAWC.

e. Nominations, Selections.

(1) HQDA, G–37, will host a review panel to review application packets to develop an OML. The recommended OML will be presented to HQDA, DCS, G–37, Director of Training, for review and approval.

(2) The Center for Strategic Leadership, USAWC, has final selection authority.

(3) The DCS, G–3/5/7, G–37/Civilian Training and Leader Development Division will notify commands of Civilian selection results.

Section IX
General Functional, Specialty and Other Training

3–100. 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 the Army Civilian Education System (ACES).

(2) DL 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. The ASA (M&RA) is the approval authority for academic degree training.

3–101. Contract training courses

a. When approved by the appropriate TNGDEVs, 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 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 Manager/PM, and TNGDEV, has the authority to approve use of contractor training for new, improved, or modified systems. TRADOC, MEDCOM, AMC, USACE, USASOC, SMDC/ARSTRAT, and U.S. Army Criminal Investigation Command have authority to approve the use of contractor training in occupational skills for which they are responsible.

3–102. Sabbaticals

a. Sabbaticals are authorized absences from duty, without charge to pay or leave, that may be granted to a Senior Executive Service career appointee to engage in study or uncompensated work experience (5USC 3396(c)(1)).

b. Sabbaticals are used to provide a Title 10 faculty member who has completed six or more civilian service years of full-time teaching or research at SSC paid opportunities to engage in significant research or professional development activities, or to develop areas of expertise, or to conduct scholarly activities of particular benefit to the SSC.

c. Eligibility criteria, procedures, and policy are determined by each respective SSC.

3–103. Exception to Civilian Training Policy Requests

Requests for Exception to Civilian Training policy must be submitted in memorandum format to the G–37/TRV, Chief, Civilian Training and Leader Development Division, 450 Army Pentagon, Washington, DC 20310–0450. Memorandums must be officially staffed through command channels and contain the endorsement/concurrence of the requesting individual's Army Command Headquarters (AACOM/ASSC/DRU/OAASA) prior to forwarding to G–37/TRV. Official response to requests (approvals/disapprovals) will be provided through the respective Army Command Headquarters.

Chapter 4
Training in Units and Organizations

Section I
Planning Unit Training

4–1. The command climate and leadership

a. Unit training will always focus on the unit's METL. If ARFORGEN and ASCC driven missions require tasks beyond a unit's METL, the unit will adjust the supporting tasks to the METL in order to attain proficiency and accomplish missions. 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. A commander develops training and leader development guidance in accordance with doctrinal products (ADP/ADRP 7–0) and unit training management on Army Training Network. The training and leader development guidance is prepared by the higher commander to provide subordinate commanders training focus and direction for the unit long-range plan. Additionally, training and leader development guidance provides the higher commander a way of providing direction on the right tasks, conditions and standards to attain unit METL proficiency. 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 range of military operations in a Decisive Action Training Environment. When assigned, ensure proficiency in other mission(s).

(4) Address requirements of the Army training programs described in this chapter.

c. CATS provide a task-based, event-driven focus on METL-based Training and are synchronized with the ARFOR-GEN Force Pools to support readiness reporting requirements. They are designed to train a unit to perform its missions, employment, capabilities and functions and contain all the collective tasks designed to train the unit. Training events in the CATS provide recommendations of the methods that can be employed to train those tasks. Training Events are often designed to suggest a sequential training path so that commanders can select the appropriate level of event difficulty to match the unit's level of proficiency at executing the collective tasks associated with that Task Selection. CATS are nested Crew level to BCT, integrate DA Pam 350–38 and provide recommendations on who, what, how and the frequency to train. They provide recommendations on use of TADSS, training gates, multi-echelon training, resources and provide a base line purpose, outcome and execution guidance for each event. They provide a strategy from which leaders can extract a unit training plan based on the unit's assigned missions and readiness requirements.

d. Commanders will ensure the following training and Army training management system tools are understood and used:

(1) Doctrine for planning and conducting training (ADP/ADRP 7–0, and unit training management).

(2) DTMS is a Web-based planning and management tool (https://dtms.army.mil) that facilitates an organization's ability to plan, resource, and track individual and collective training and access to Army standard training products. DTMS is the only authorized automated system for managing, recording training, and establishing unit assessments for Army units.

(3) Total Ammunition Management Information System for managing training ammunition.

(4) Army published training strategies for the unit (CATS and Army Weapons Strategies/DA Pam 350–38 (STRAC)).

(5) ARFORGEN Training Templates and EMMs.

(6) Universal Joint Task List, FM 7–15 Army Universal Task List, training support packages, drills, and Soldiers' Manuals of Common Tasks.

(7) Training capabilities (for example, training aids devices, simulators, simulations, and so forth) available to unit leaders through the TSS. See Chapter 5.

e. 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-gaming training capabilities to efficiently build and sustain unit proficiency. Army-approved training strategies use a sequentially progressive approach to individual and collective training, gradually progressing to increasingly complex events with more realistic/resource intensive conditions. For example, Soldiers perform to standard on the conduct-of-fire trainer before proceeding to full-service gunnery.

f. The senior commander prioritizes an installation's training enablers that are critical to their respective unit commanders' training programs and are provided by the IMCOM.

4–2. 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. The sergeant's training time recognizes the NCO's primary role in conducting individual, crew, and small team training. The sergeant's training time develops junior leaders and builds cohesive teams.

b. Sergeant's training time requires dedicated time on the training schedule and must be planned, resourced, rehearsed, and executed with no external distractions. 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.

4–3. Assessments and evaluations of performance

a. Commanders will use ATMS (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 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 as compared to standards during training events. Proficiency shortfalls are addressed by the unit training program.

c. Every training event includes an evaluation of task performance compared to the standard, whether formal or

informal, by internal or external personnel. Personal feedback is provided to those performing the task using after action reviews. 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 CATS, drills, Soldier's manuals, or other sources and stated as training objectives) provide performance measures for the conduct of evaluations framed against a Decisive Action Training Environment.

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 or to validate readiness for a specific mission. Combat Training Center rotations provide a Decisive Action Training Environment which enables a commander to assess his readiness for future readiness requirements.

f. Commander's assessments, with approval from the next higher commander, are used to gauge unit training readiness in achieving Aim Point goals and progressing through Reset, Train/Ready, and Available force pools.

4–4. Recording military training

a. All individual and collective training will be maintained in DTMS. DTMS contains the ITR for Soldiers. The ITR should 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/DA Form 5501), DA Form 3349 (Physical Profile), records of HQDA mandatory training, and other records of training governed by this regulation. Every military unit commander will maintain ITRs to assist in Soldier readiness and facilitate the electronic transfer of Soldier training records during reassignment. 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 institutional schools will be documented in the RITMS until the RITMS migration to DTMS is complete. 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.

e. Units will maintain and manage METL METs, Task Groups and supporting table of organization and equipment subtasks in DTMS.

4–5. HQDA Mandatory training in units

a. Because of their importance to overall force readiness, training on certain subject matter is mandated by HQDA and will be recorded as part of the ITR.

b. HQDA Mandatory training is required for all members of units, regardless of branch/career field or rank/grade. HQDA Mandatory training requirements are limited to those subject areas directed by HQDA. The HQDA, DCS, G–3/5/7 maintains centralized control over HQDA mandatory training requirements and reviews them as necessary. Appendix G and table G–1 summarize HQDA mandatory training requirements for units. This training will be documented in DTMS on the ITR.

c. Echelons below HQDA (ACOMs, ASCCs, DRUs) can designate "command directed training" within their organizations, however, it should not be redundant of HQDA mandatory training.

4–6. Collective Training - Terms of Reference

a. OPTEMPO. OPTEMPO is the Army program that provides the critical resources required for MTOE units to conduct collective training, maintain unit equipment and sustain routine, day-to-day operations. It is the MTOE unit commander's primary means of resourcing his unit training and readiness. OPTEMPO includes the fuel, repair parts, supplies and transportation that units consume while conducting collective training. OPTEMPO resourcing is based on Army approved unit-level training strategies. The approved training strategies are resourced using the Training Resource Model that packages the OPTEMPO resourcing requirements in budgets and programs.

b. OPTEMPO Management Instructions. OPTEMPO Management Instructions provide guidance on HQDA management oversight and controls of OPTEMPO execution and reporting. These controls address the migration of funds, execution of collective training strategies, and reporting of OPTEMPO metrics. Accurate reporting (ground miles, flying hours and OPTEMPO dollars) is essential to the integrity and credibility of Army OPTEMPO requirements. It is

vitally important for all commands to understand the significance of this execution data, adhere to the instructions and take all measures to validate the accuracy of unit training execution.

c. A Proficient Unit

(1) As determined by the commander, the unit has demonstrated success in performing the organization's METL and appropriate supporting tasks to standard with assigned organizational equipment.

(2) Task and skill proficiency are evaluated using applicable STRAC/CATS standards.

(3) Task and skill are evaluated in context of mission command, live fire, and maneuver (or technical/tactical for F/MF units) readiness.

d. Unit Progression Events: Training events which provide commanders with the ability to train and validate their unit proficiency against the Army established Readiness Aim Points and Unit Proficiency Levels.

e. Company Maneuver and Live Fire Proficiency (Combat Arms Units)

(1) Company commander has successfully conducted a Combined Arms Live Fire Exercise or Fire Coordination Exercise and demonstrated proficiency in command, control, and distribution of fires while maneuvering subordinate and/or attached units within the past year (365 days).

(2) Subordinate platoons have achieved Platoon Maneuver and Live Fire Proficiency per below.

f. Platoon Maneuver and Live Fire Proficiency (Combat Arms Units)

(1) The Platoon Leader has demonstrated technical and tactical proficiency while commanding, controlling, and maneuvering subordinate and/or attached elements in a Field Training Exercise conducted under the control of a higher headquarters.

(2) The platoon and its subordinate squads/sections/crews are weapons qualified and gunnery trained per applicable ADP/ADRP/FM and resourcing publications (e.g. STRAC).

g. Company Technical/Tactical Proficiency (Functional Units)

(1) Technical proficiency: The unit has demonstrated proficiency at executing its MTOE mission up through the company level.

(2) Tactical proficiency: The company commander has demonstrated proficiency while commanding, controlling, maneuvering subordinate and/or attached elements in a Field Training Exercise conducted under the control of a higher headquarters.

(3) Subordinate platoons/squads/sections/crews are weapons qualified and gunnery trained per applicable ADP/ADRP/FMs and resourcing publications (e.g. DA Pam 350–38).

h. Platoon Technical/Tactical Proficiency (Functional Units)

(1) Technical proficiency: the unit has demonstrated proficiency at executing its MTOE mission up through the platoon level.

(2) Tactical proficiency: the Platoon Leader has demonstrated proficiency while commanding, controlling, and maneuvering subordinate and/or attached elements in a Field Training Exercise conducted under the control of a higher headquarters.

(3) Subordinate platoons/squads/sections/crews are weapons qualified and gunnery trained per applicable ADP/ADRP/FMs and resourcing publications (DA Pam 350–38).

i. Training Sites.

(1) Home Station: All training conducted in locations exclusive of the CTCs, TRADOC Institutions, or deployed locations. Home station = Local + Regional. MTC support both local and regional selected training sites.

(a) Local: Unit stationing locations and readily accessible nearby training areas (e.g. AA installations, Reserve Centers, Armories, etc.).

(b) Regional: Geographically dispersed training locations that provide collective training enablers and/or maneuver space not available at the units' local training areas.

(2) National: CTCs. The Army's CTC Program comprises the MCTP, JMRC, JRTC, and the NTC. A CTC rotation is all training events conducted through the Army's CTC Program in accordance with AR350–50.

4–7. Pre-deployment and redeployment training requirements

a. CCDRs, through their assigned ASCC, specify any training requirements associated with a request for forces. 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 CCDR, ASCC, DOD, and HQDA guidance and directives.

b. Force providers (ASCCs in accordance with FORSCOM guidance) validate readiness of deploying forces to meet these requirements.

c. Additional HQDA-directed requirements are located in appendix G, Section II and Table G–1.

d. The HQDA G–1 personnel guidance for Overseas Contingency Operations provides detailed guidance to ACOMs, ASCCs, DRUs, senior 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 personnel guidance 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 personnel guidance, all personnel deploying for 90 days or more will conduct Deployment Cycle Support operations. Deployment Cycle Support is a comprehensive process that ensures Soldiers, Army Civilians and their Families are better prepared and sustained throughout deployments. Deployment Cycle Support 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.

Section II
Training and Leader Development in Units

4–8. 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 training and leader development in their units, and for providing a climate in which learning can take place. They must deliberately plan, prepare, execute, and assess training and leader development as part of their overall unit training program.

b. Unit training management hosted on the Army Training Network describes the components of a unit leader training and leader development program. The commander's leader development program addresses officers, WOs, NCOs, and Army Civilians. AR 600–100 (Army Leadership) provide background on the Army's leadership philosophy and policies. Doctrinal products, ADRP 6–22, are the basic manuals for Army Leadership.

c. The commander's primary responsibility is to ensure his unit can perform its mission essential tasks the unit was designed to perform during a range of military operations in a Decisive Action Training Environment, and when assigned, another mission. Accordingly, the commander primarily focuses leader training and development activities on mission performance, to include Officer Professional Development 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. MSAF applies in operational, institutional, and self-development domains for all NCOs, officers (O–7 and below) and Civilian leaders in the Army. Although these are the targeted groups for participation, any Army personnel can and are encouraged to participate regardless of rank or duty position. Non-Army personnel who possess a CAC can also participate in MSAF, allowing Army personnel in Joint assignments to receive feedback from their superiors, peers and subordinates from other services. See also, Appendix K, MSAF.

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 and ADP 6–22/ADRP 6–22, provide doctrine and guidance on effective professional development.

f. DA Pam 600–4 is the Army Medical Department Officer Development and Career Management guide and should be referred to for AMEDD branch and functional area information.

4–10. Noncommissioned Officer Development Program

a. The unit's NCODP will be tailored to the unique requirements of the unit and will support the unit commander's leader development program.

(1) As with all leader training and leader development, the NCODP is a command responsibility. The program reflects command priorities and expectations for leader training and development 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 EPMS and the sequential and progressive design of the NCOES. 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 Decisive Actions 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. A successful NCODP 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 doctrinal products (FM 7–22.7).

(3) Enhance combat performance for the current and next higher rank and duty position per AR 600–20 and doctrinal products (ADRP 6–22).

(4) Enhance combat leadership competencies for the current and next higher rank per doctrinal products (ADRP 6–22).

(5) Train themselves and subordinates to be proficient in individual and collective tasks and associated critical tasks per doctrinal products (ADP/ADRP 7–0, FM7–22.7) and unit training management.

(6) Coach subordinates to be totally committed to U.S. Army professional ethics, Warrior ethos, and the Soldier's creed per doctrinal products (ADRP 6–22).

d. DA Pam 600–25 is the Army's Professional Development Guide for NCOs and should be referred to for branch and functional area information.

e. The MOS professional development models should be used to shape the critical learning experiences throughout a Soldier's career. Located in the Army Career Tracker at: https://actnow.army.mil, or https//:ile.atsc.army.mil/pdmPublic/pdm.html, these models provide a standardized framework of professional reference and inclusive career enhancing training and education 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 4–11*a* (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 4–11*a* (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 air-landed portion 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 per 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 mission command 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. The Joint Forcible Entry Exercises allow outstanding opportunities for Joint training. The main goal of the Joint Forcible Entry Exercises 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 Joint Forcible Entry Exercises 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/ATT details, procedures and CONUS JA/ATT priorities can be found in appendix H.

4–12. Army Combatives Program
See Appendix G–10.

4–13. Chemical, Biological, Radiological, and Nuclear defense training
See Appendix G–27.

4–14. Troop Schools Training
a. Troop Schools help to support training execution and training management at the command or Army installation level. Commanders will use Troop Schools as part of their unit training strategy to acquire, enhance, sustain, and supplement individual military skills or pre-command education not readily available through the institutional training base. These military skills should be acquired by the Soldier early enough in the unit's force generation cycle in order to optimize this Soldier's contribution to the unit. These military skills include but are not limited to Air Assault Operations, Arms Room Security, Mine Resistant Ambush Protected Vehicle Tactical Driving, Air Load Planning, Company Commander First Sergeant Course, etc.

b. Troop Schools are under the command and control of a Mission Support Element at the installation level or a training center within an ASCC. Course programs of instruction and associated training support materials used at Troop Schools are required to be coordinated and approved with the training proponent responsible for the "taught skill" regardless of instructor type (e.g., military, Army Civilian, or contractor).

c. The garrison command does not command or control a Troop School. They do not provide military skill instruction to Soldiers within their area of responsibility. However, garrison command can provide instruction through a garrison instructional program for non-military or family support related skills, education, or information. This instructional program would include instruction such as motorcycle safety, equipment use instruction (use of snow blowers, lawn mowers, etc.), non-tactical vehicle drivers training, family readiness, morale and recreation services (swimming, hunter safety, and so forth), prevention of alcohol and drug abuse, family financial management, and so forth.

d. Troop School courses of instruction do not relieve officers, WOs, or NCOs from their roles as trainers. Accordingly, Troop Schools will not conduct courses of instruction in —

(1) Tactical or combat-related training that the chain of command has inherent responsibility to train (for example rifle marksmanship, physical readiness training, or rappelling).

(2) Training in Warrior Tasks and Battle Drills.

(3) Training on collective tasks (for example: training for crews, teams, squads, platoons).

e. Commands will promulgate regulatory guidance for the operation, management and funding of Troop Schools. Guidance will include:

(1) Approval of all contractor provided courses of instruction by the applicable ACOM.

(2) Utilize the Army e-Learning Program as a primary source of selected initial and sustainment training before using alternative sources of instruction.

(3) In coordination with IMCOM, Identification of the infrastructure, sustainment and TSS Enterprise resources required to execute troop school requirements.

(4) Programs of instruction and associated training support materials must be approved by the applicable proponent school regardless of instructor support (e.g., military, Civilian or contractor).

(5) Troop Schools, if required, can provide administrative, classroom and manpower support to the DL courses.

(6) Course completions will be documented in DTMS and the Soldier's ITR per AR 600–8–104.

f. Soldier training courses not governed under a Troop School include: New Equipment Training or Language Training.

4–15. Intelligence Training and readiness

Soldiers and leaders require intelligence training and sustainment throughout their military careers commensurate with their duties and responsibilities. Commanders will use the Army's Foundry Intelligence Training Program in accordance with AR 350–32 to plan, program and sustain individual, unit and collective intelligence training capabilities, systems and mission certification and operational training needs. It is managed by DA G2, and administered by HQ INSCOM. Commanders of intelligence personnel are responsible for implementing the Foundry Program within their units. The Foundry Program enhances and sustains Intelligence skills and capabilities of the tactical military intelligence force. It provides focused advanced skills intelligence training and operational opportunities for deploying military intelligence Soldiers, facilitates timely integration of relevant tactics, techniques, and procedures and quick reaction capabilities into training. This enables commanders to provide a trained and ready intelligence warfighting function.

Chapter 5
Training Support System

5–1. Purpose

The Army's TSS directs the Army to deliver relevant live, virtual, constructive (LVC) and gaming (LVC–G) training enablers through the Army's TSS products, services, and facilities. It directs the Army to create training conditions that realistically portray the Decisive Action Training Environment and enable METL based operational training strategies within the ARFORGEN construct, and institutional strategies reflected in the appropriate POI.

5–2. Training Support System Products, Services, and Facilities

As the Army continues to transform, implement ARFORGEN and train for unified land operations against a hybrid threat, TSS must keep pace and provide commanders the products, services, and facilities to train Soldiers, leaders and battle staff, and units to enable Decisive Action training for Wide Area Security and Combined Arms Maneuver missions. Each of the TSS programs is comprised of products, services and facilities.

a. TSS Products. TSS products are the integrated, interoperable capabilities that enable the conduct of training. They consist of TADSS and other TSS sponsored training systems.

(1) TADSS includes the hardware, software, and communications systems conforming to both Joint and Army architectures and standards that enable the development, storage, retrieval, delivery, and management of TSS products and information for use by individuals, units, and institutions worldwide.

(2) TADSS is a general term that includes training instrumentation; Tactical Engagement Simulation; battle simulations; targetry; training-unique ammunition; drilled and inert munitions; casualty assessment systems; training aids; and other training support devices. All of these are subject to the public laws and regulatory guidance governing the acquisition of materiel. The STSP under the guidance of the local training support center (TSC) provides oversight of all TADSS used to support training in each TSS arena with the exception of MCTSP. TADSS are categorized as system and non-system.

(a) System TADSS are designed for use with a system, family of systems, or item of equipment, including subassemblies and components. They may be stand-alone, embedded, or appended. Using system-embedded TADSS is the preferred approach where practical and cost effective. The Equipping PEG resources Systems TADSS development and fielding. Additionally, the Equipping PEG resources system TADSS integration and concurrency into non-system TADSS. The Training PEG resources the maintenance of fielded Systems TADSS, but not their acquisition or life-cycle sustainment.

(b) Non-system TADSS are designed to support general military training and non-system-specific training requirements. The Training PEG plans and programs funds for the life-cycle of non-system training devices to include acquisition, fielding, and life-cycle sustainment.

(3) Other training systems may be unique products or TADSS that enable training in a LVC training environment.

(4) The training information infrastructure provides the hardware, software, and communications system architectures and standards that enable the development, storage, retrieval, delivery, and management of TSS products and information for use by individuals, units, and institutions worldwide.

b. TSS Services (Operations). TSS services (operations) are the manpower, management, and support services that enable the preparation, distribution, and sustainment of training.

(1) Management support services are those efforts that support or contribute to improved program management and sustainment for training programs.

(2) Acquisition support services are those efforts that support or contribute to improved contracting processes for training products and services.

(3) Support services are those efforts that support or contribute to the improved conduct of training that are not included in the management or acquisitions support services.

(4) When IMCOM is the executing command TSS services are defined in the Installation Status Report. The same Installation Status Report metrics provide the framework for defining TSS services in other executing commands.

c. TSS Facilities. Training Facilities and Land are the permanent or semi-permanent facilities, such as the ranges, maneuver training areas, classrooms, MTC, battle simulation centers, CTCs, TSCs, and motion and non-motion based simulation centers.

(1) Ranges are designated land or water areas that are set aside, managed, and used for training activities of the DOD. The term includes firing lines and positions, maneuver areas, firing lanes, test pads, detonation pads, impact areas, electronic scoring sites, buffer zones with restricted access, and exclusionary areas. The term also includes airspace areas designated for military use in accordance with regulations and procedures prescribed by the Administrator of the Federal Aviation Administration. (10 USC 101(e)(1)(A) and (B)).

(2) Maneuver training areas are designated for impact and detonation of all ordnance or those areas required for land-intensive training at the installation. Maneuver/training areas are further defined in terms of the forces that use them as light, amphibious, and heavy forces.

(3) Battle Simulations Centers are designated to support training in Army service schools, which make up the generating force, and support delivery of learning content to the point of need.

(4) The MTC provides commanders the capability to train individual operators, leaders, and staffs on Unified Land Operations using distributed training.

(5) TSCs are designated for the storage, management, maintenance, issuance, and receipt of TADSS.

(6) Motion and non-motion based simulation facilities are designated for the storage, maintenance and operations of motion and non-motion TADSS. They also provide the administrative support for the training support division management and staff.

(7) Regional Simulation Centers are designated to support collective training for Brigade and higher, medium to high fidelity, command post exercises, and mission rehearsals using constructive simulations.

(8) Training information infrastructure facilities that require TSS products and information for use by individuals, units, and institutions worldwide to support the full range of training, from individual training to group instruction. Examples include—

(a) DL classrooms

(b) Classroom XXI (CRXXI)

(c) DTFs

(d) Deployed digital training campuses

5–3. Training Support System Program Components

a. The TSS includes five major programs that provide holistic development and delivery of training products, services and facilities to executors. The core TSS programs are the SRP, MCTSP, CTC modernization, training information infrastructure (TII), and the STSP.

(1) The SRP is the Army's overall approach for improving the designs, management, usage, and long-term sustainability of ranges. SRP is defined by its two core programs: the Range Program includes range modernization and range operations, and the Training Land Program, which focuses on land management and maintenance through the ITAM process, training land acquisition, and outreach. A Geographic Information System capability provides standard mapping and spatial analysis capabilities to support range modernization, range operations, and ITAM needs.

(2) The MCTSP provides select live, virtual, constructive and gaming training environment TADSS to replicate / enable the operational environment in unified land operation. This program supports MC training for individuals and for units and organizations ranging from company to corps, and corresponding structures including Joint Task Force (JTF), ASCC, and Joint Force Land Component Command. The MCTSP creates training that helps the Army's leaders to develop current, relevant MC instincts and skills. It supports Army Battle Command System training and Battle Command essential capabilities that empower individuals and small units and that allow junior leaders to prevail during decentralized operations. The MCTSP provides the staff and trainers, facilities, infrastructure, and other resources necessary to support MC training of Army, Army reserve, and National Guard. The MCTSP includes MTC operations and facilities, virtual and constructive TADSS, Army Games for Training, and LVC and gaming integration.

(3) The CTC Modernization Program provides modernization and life cycle technology refreshment of TADSS to the maneuver CTCs in support of Army Transformation. Modernization includes: OPFOR, Instrumentation, TADSS, and facilities to provide a realistic training environment for Army BCTSs in force-on-force and live fire scenarios, allowing the CTCs to track rotational units and OPFOR activity and engagements to assess the operational ground-truth and provide fully analyzed feedback in the form of after action reports. The CTC Modernization Program ensures that CTCs remain relevant by providing the infrastructure to produce trained and ready combat units, leaders, and Soldiers prepared for Unified Land Operations against a hybrid threat.

(4) The STSP includes individual Soldiers through crew level virtual and live TADSS, TSC, and motion and non-motion training facility operations. STSP manages TADSS production and fabrication of training devices, manages loan and issuance of TADSS, provides Instructor/Operator support for specific Virtual Non-Standard Training Devices, and other TADSS support that enables the mission commander to execute individual and collective training at installations and TRADOC schools.

(5) The TII includes the hardware, software, and communications systems conforming both Joint and Army architectures and standards enabling the development, storage, retrieval, delivery, and management of TSS products and information for use by individuals, units, and institutions worldwide.

b. The Army's TSS provides management of training support functions and programs, and maintains TADSS, worldwide, supporting Army training goals. TSS programs are managed by a series of venues as described in Chapter 5, Paragraph 6.

c. TSS enables the self development domain by providing point of delivery distributed learning systems to all components as part of the TSS Training Information Infrastructure (TII) program.

5–4. Training Support System Organization

a. The TSS organization is a community of practice including: HQDA G–3/5/7, ACOMs, ASCCs, DRUs, senior commanders, garrison commanders, Director of Plans, Training, Mobilization, and Security, and mission commanders:

b. HQDA DCS, G–3/5/7 is the Army Staff proponent for TSS. HQDA DCS G–3/5/7 provides policy, resources, and strategy for Army training. Specifically, HQDA DCS G–3/5/7 approves, prioritizes, and resources Army training standards, products, services, and facilities requirements.

c. HQDA, ADCS G–37 TR, the Army's Training Directorate, is responsible to the DCS G–3 for policy, resourcing, procedures, and management of the TSS programs (SRP, MCTSP, training information infrastructure, CTC modernization, and STSP) that support Army training strategies.

d. HQDA, ADCS G–3/5/7 TR recommends supporting functions or components, which may include program policy and procedures, manpower and TDA structure, modernization strategy, operations support functions and resources, facilities, connectivity, and/or management support systems for each of the TSS programs, or collectively, across these programs.

e. Each TSS program has a designated lead agent and CAPDEV(s) for materiel requirements. The TSS lead agent and the CAPDEV for each of the TSS programs, or collectively across the programs, are assigned to the TRADOC's Deputy Commander for Training, U.S. Army Combined Arms Center Training, which includes the ATSC.

(1) The lead agent is an organization or members of an organization assigned with sole responsibility and delegated authority for specific actions otherwise exercised by a higher level organization or executive.

(a) The lead agent for SRP is the ATSC TCM–Live.

(b) The lead agent for STSP is ATSC System Training Integration Development.

(c) The lead agent for MCTSP is the National Simulation Center.

(d) The lead agent for the CTC Program is the CTCD.

(e) The lead agent for LVC–ITE is the National Simulation Center.

(f) The lead agent for training information infrastructure is TCM–ATIS.

(2) The CAPDEV is the command or agency that formulates training materiel requirements.

(a) The CAPDEV for SRP is TCM–Live.

(b) The CAPDEVs for STSP are TCM–Live and TCM–Virtual.

(c) The CAPDEVs for MCTSP are TCM–Virtual, TCM Constructive Training Environment, TCM–Gaming, TCM–Live, TCM–LVCTE.

(d) The CAPDEV for the CTC Program is TCM–Live.

(e) The CAPDEV for the LVC–ITE is TCM–LVC–ITE.

(f) The CAPDEV for the training information infrastructure is TCM–ATIS.

5–5. Training Support System Enterprise

As noted above, there are many organizations directly and indirectly involved in the training support community. Each TSS function (products; services, and facilities) is managed and executed through different commands and agencies. These functions cut across different appropriations each with their own set of rules and processes for planning, programming, budgeting, and then executed by different organizations. The different appropriations include: Research, Development, Test and Evaluation; Other Procurement, Army; Operations and Maintenance, Army; Operations and Maintenance, ARNG; Operations and Maintenance, Army Reserve; Military Construction, Army; Military Construction, ARNG; and Military Construction, Army Reserve. 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. DCS, G–3/5/7 established the TSS Enterprise as a cohesive organization whose structure, governance systems, and culture will support the TSS program.

b. The TSS Enterprise consists of HQDA G–3/5/7 Training Simulations Division and TRADOC Combined Arms Center Training.

c. The TSS Enterprise is an integrated training support structure that encompasses management of TSS products, services, and facilities that support the operational and institutional training domains. The TSS Enterprise enables Army training strategies and maintains standards across the entire Army. The TSS Enterprise is tasked with the Army-wide implementation of training support policy and is responsible for continuously improving, monitoring, and transforming the global TSS LVC capabilities that support Soldiers and mission commanders in accordance with the ACP and ARFORGEN.

d. The TSS Enterprise will -—

(1) Utilize proven business rules and techniques to sustain a unity of effort to fulfill the mission commanders' (ACOM/ASCC/DRU) training needs.

(2) Leverage existing structures within the Combined Arms Center Training to support institutional and operational training across the Army.

(3) Assess the training effectiveness and value added of fielded training systems to ensure they are meeting command training requirements within the ARFORGEN construct.

5–6. Training Support System Management and Execution
a. TSS Management.

(1) The HQDA, DCS G–3/5/7, Training Simulations Division, provides overall management and policy of the Army's TSS, and plans, programs and budgets TSS resources. TRADOC manages the TSS Enterprise and provides lead agency support, to include TSS requirements validation. The IMCOM garrisons execute TSS in coordination with the TSS Enterprise. The IMCOM HQ oversees execution. The USAREUR, USARPAC, and ARNG execute TSS in coordination with TSS 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.

(2) Installation level mission commander. The following positions play a central role in TSS management at the installation level.

(a) Senior commanders are designated by senior Army leadership to command individual installations and, as such, are responsible for all installation activities.

(b) Garrison commanders are designated by HQDA (normally an O–6 or O–5). The garrison commander is responsible to the CG IMCOM and the senior commander for the day-to-day operations of the garrison. On IMCOM installations, within CONUS, the garrison commander supports senior commanders and mission commanders TSS requirements, as approved and resourced by HQDA G–3/5/7.

(3) Mission commanders.

(a) Mission commanders are tenant or habitual users of TSS assets on an installation. Habitual users are ARNG and USAR units that do not reside on the installation where they conduct primary training. Mission commanders are responsible for identifying training needs and conducting mission operational and institutional training, as necessary, to attain and maintain unit and individual readiness standards as set forth in ARs.

(b) Mission commanders request TSS services, facilities, and products required to execute training. For missions directed through the ARFORGEN process, mission commanders can raise support concerns during the ARFORGEN Synchronization and Resourcing Conference. For persistent installation training support shortfalls, or for suggested training support improvements/capability not yet fielded to the Army at large, the mission commander will request necessary installation support.

(4) Where IMCOM is the TSS execution command, the Director of Plans, Training, Mobilization, and Security executes TSS functions as resourced by HQDA G–3/5/7 Training Simulations Division, directed by the senior commander and garrison commander, in accordance with HQDA G–3/5/7 policy.

b. TSS Program execution.

(1) Execution commands.

(a) Execution commands provide management and oversight of TSS products, services, and facilities on an installation or training site in support of mission commanders' institutional and operational training functions.

(b) Execution commands include; IMCOM (on AC and USAR installations in the CONUS), USARPAC (including 8th Army), NGB (for ARNG installations in the U.S.), USAREUR, USARCENT (in Central Command AOR), Army Test and Evaluation Command (ITAM only on Army Test and Evaluation Command test ranges), and FORSCOM for the NTC SRP/ITAM and STSP at Fort Irwin, CA.

(2) Execution support commands.

(a) Execution support commands provide services (acquisition, engineering, integration, or services at the installation) at any or all levels (national, regional, installation, etc.) in order to provide training capabilities to execution

commands managing TSS. The execution support commands provide technical expertise needed to deliver TSS of infrastructure and/or systems

(b) Execution support commands (and agencies) include: USACE, PEO simulation, training, and instrumentation (STRI), PEO Enterprise Information System, Tank Automotive Command, and IMCOM.

(3) Supported commands. Supported commanders are responsible for executing operational and/or institutional training conducted for the readiness of Soldiers and assigned units. Supported commands are further categorized as either operational and/or institutional commands that receive TSS from IMCOM.

c. There are a few exceptions to this overall management construct.

(1) Test ranges and centers operated by execution commands at Redstone, Aberdeen Test Center, White Sands Missile Range, Dugway Proving Grounds and Yuma Proving Grounds are execution command missions. The TSS is ITAM only.

(2) The five USAR Training Divisions operated by the 75th Training Command (Mission Command) are: Southern Training Division (TX); Great Lakes Training Division (IL); Gulf Training Division (AL); Atlantic Training Division (NJ); and Pacific Training Division (CA).

(3) Local training areas operated by the USARC RSC's are USARC mission.

(4) Battle Simulations Centers, operated by the institutional training venues are, as follows:

(a) Armor and Infantry Schools as the Maneuver Center of Excellence at Fort Benning, GA.

(b) Military Police School, Engineer School, and Chemical School as the Maneuver Support Center of Excellence, Ft Leonard Wood, MO.

(c) ADA and FA Schools as the Fires Center of Excellence at Fort Sill, OK.

(d) Quartermaster, Ordnance, and Transportation Schools as the Sustainment Center of Excellence at Fort Lee, VA.

(e) Intelligence School/Center of Excellence at Fort Huachuca, AZ.

(f) Signal School/Center of Excellence at Fort Gordon, GA.

(g) The AMEDD Center and School- MEDCOM at Fort Sam Houston, TX. Supports ARNORTH and ARSOUTH mission command training.

(h) The John F. Kennedy Special Warfare Center- USASOC at Fort Bragg, NC.

(5) Joint Bases - TSS retained by the Army - execution is by an Army Support Activity operated by IMCOM, other than for exceptions below:

(a) Ranges, ITAM, MTC, and TSC at Fort Richardson, AK (Joint Base Elmendorf; USAF lead).

(b) Ranges, ITAM, and TSC at Fort Eustis, VA (Joint Base Langley AFB, USAF lead).

(c) Ranges, ITAM (Camp Bullis) and TSC at Fort Sam Houston, TX (Joint Base Lackland AFB, USAF lead).

(d) Ranges, ITAM, and TSC at Fort Dix, NJ (Joint Base McGuire AFB, USAF lead)

(6) Ranges at Eglin AFB are to be operated by IMCOM.

(7) The Maneuver Combat Training Center for USARCENT at Shaw AFB, SC operated by USARCENT.

d. TSS management process. The TSS management process includes:

(1) TGOSC (see para 1–15a).

(2) Combined Training Council of Colonels (see para 1–15b).

(3) TSWG (see para 1–15b(3)).

(4) TSS PMR meetings. The semi-annual TSS PMR meetings provide the MCTSP, STSP, training information infrastructure and SRP with a forum to receive TSS needs identified by TSS execution and supported commands and to review and address all components of their program with the respective ACOM, ASCC, and DRU TSS PMs. The PMRs ensure the TSS products, services, and facilities support and enable the execution of training at home station, service schools, and while deployed.

(5) CTC Quarterly Reviews. TSS participation in CTC program management is limited to CTC modernization that manages the OE/OPFOR, TADSS, and facilities pillars of the CTC Program. The CTC Program Quarterly Reviews provide a forum to address all components of the CTC Program with respective ACOM, ASCC, and DRU TSS PMs.

(6) TSS Modernization Reviews. The primary objectives for TSS Modernization Reviews are to complete a review of projected TSS product line execution, complete a detailed review and initial validation of all TSS modernization program requirements and funding strategies in preparation for forthcoming POM management decision evaluation package briefs, and to help TSS program leads and management decision evaluation package managers develop an in depth understanding of program requirements so that they can successfully defend the requirements during management decision evaluation package briefings for the Training PEG.

(7) TSS Workshop. The Army's TSS workshop is a capstone event for the TSS community, providing essential training for the Mission Command Training Support, Soldier Support, and Sustainable Range Programs. Its purpose is to provide a training venue for TSS professionals engaged in LVC and gaming support and operational and institutional training. Official attendees are active duty military personnel, DOD Civilians, and other personnel whose attendance is directed and paid for by a DOD/Army contract.

5–7. Training Support System Requirements Generation

Training requirements are generated from CATS and emerging training needs identified by commands, as directed by Army Senior Leadership, ARFORGEN and the Army Training Strategy. The mission commanders maintain needs that support their required training environment(s) and that are derived from the appropriate Center of Excellence strategy. The training needs list supports individual and collective training tasks in both the generating and operational force as outlined in the Army Training Strategy.

a. Operational and institutional commanders executing their respective training strategies identify requirements that may be in the form of LVC and gaming products, TSS services or TSS facilities. These requirements are integrated and prioritized by commands.

b. TRADOC TSS lead agents and CAPDEVs 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 Centers of Excellence in accordance with the Joint Capabilities and Integration Development System process. The TSS lead agents and CAPDEVs recommend priorities to their HQDA, DCS G–3/5/7 program leads.

c. HQDA, DCS, G–3/5/7, in coordination with the TSS Enterprise, approves, prioritizes and resources Army standard TSS products, services and facilities requirements.

d. Once requirements are resourced, TSS is delivered through the following means and executors:

(1) Products: PEO STRI and PEO EIS.

(2) Services: IMCOM, USAREUR, USARPAC, 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.

5–8. Training Support System Sustainment and Maintenance

The sustainment and maintenance of the Army's training systems, both system and non-system TADSS, are centrally managed by PEO–STRI and funded by the HQDA, DCS G–37/Training Simulations Division. The Warfighter Focus contract 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 Metrics and Capability Assessment

a. TSS Enterprise members continuously assess TSS requirements to ensure capabilities support the ACP and Army training strategies. TSS metrics consist of:

(1) Mission Essential Requirements (MER)

(a) The TSS Enterprise establishes and maintains Army standards for TSS MER by TSS program and function.

(b) TSS MER includes the proponent-developed quantity from the proponent-developed Basis of Issue Plan or quantity, based on the approved supporting strategy, of each training enabler required by a unit type.

(c) Installation MER represents the TSS capabilities required to support unit training strategies at a specific installation.

(d) The MER includes the minimum number of LVC TADSS, training ranges and facilities, and training operation support personnel (i.e., manpower) required to enable and support individual and collective maneuver and live fire, leader, and staff training.

(e) The MER accounts for and documents selected training enabler requirements by installation for the STSP, SRP, and MCTSP.

(f) The MER compares proponent-established metrics against on-hand inventories to determine program shortfalls and is used to support the prioritization and POM processes.

(g) Based on TSS review, the MER recommends Basis of Issue changes to the proponent.

(h) The Training Support Information Management System database is the repository for all TSS Program MERs and the authoritative data source for the TSS Master Plan. Resulting data contributes to determining empirically-based TSS requirements enabling the TSS Program Leads to submit and defend their program funding.

(2) Use Cases: Use Cases describe the scope and level of the TSS capability required for each program, by levels of installations based on training missions of these installations. Each program uses a unique set of metrics to define the level of capability required and that is associated with size of the individual TSS program (for example, Tiers for Ranges and Categories for ITAM; Large/Medium/Small capacity for STSP and MCTSP). MCTSP uses Hub and Spoke to refine and/or limit the amount at small capacity between MTC locations.

(3) Bench Marks: Benchmarks are used to track TSS assessments across the Five-Year Defense Plan by program and reflect ACP decision points and milestones. Typically, the first benchmark is the current fiscal year, the second

benchmark is the first year of the POM, the third bench mark is the middle of the POM, and the last benchmark is the last year of the POM.

b. Assessment process.

(1) Major assessments are conducted biennially (normally odd calendar year) to support POM development. These are done by conducting TSS Theater in-progress reviews to determine TSS requirements based on the above metrics. These in-progress reviews are conducted by the DCS, G–3/5/7 Training Simulations Division, 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 in-progress review. These are conducted at installation level by the TRADOC TSS agencies.

(3) TSS reviews 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 Combined Arms Center Training/Training Support Analysis and Integration Directorate maintains the TSS Master Plan that reflects the results of all assessments.

(2) The TSS Master Plan 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 applies to all components of the U.S. Army Total 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 their 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 ACOM 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. Rapid equipment acquisition, fielding and testing
In response to the operational needs of the force, the rapid acquisition, fielding and test initiative has been developed to aggressively change the acquisition and modernize business practices of the force. The rapid acquisition initiative consists of both equipment that will become standard programs of record and non-standard equipment that is a prototype, or may have limited use due to conflict or low-density MOS training. Regardless of the reason for the equipment being introduced into the Army, that piece of equipment is part of the Army's modernization effort thus requiring the same new equipment training procedures be followed as outlined in this chapter.

6–5. 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 IAW AR 71–9, Materiel Requirements; are documented IAW AR 71–32, Force Development and Documentation; are developed and fielded IAW AR 70–1, Army Acquisition Policy; are supported IAW AR 700–127, Integrated Logistics Support;

and are released for fielding IAW AR 700–142, Materiel Release, Fielding, and Transfer. AR 350–38, Training Device Policy and Management, provides guidance for TADSS, both system and non-system.

6–6. General acquisition objectives for training
Objectives for development into every materiel systems training subsystem are:

a. Ensure that an overall collective and individual task training strategy is documented in the Joint Capability Integration and Development System (JCIDS) documentation (ICD, CPD and so forth). The training plan is developed for every materiel system by the TRADOC proponent working hand in hand with the MATDEV. The general objectives for the training plan are identified below. Specific Army Modernization & New Equipment training plan timelines, formats, and guidance for preparation, exceptions (waivers), and updating will be published by TRADOC.

b. Ensure that the materiel systems training subsystem provides adequate training development and training support so that leaders, and trainers in every training domain (Army training school system, at mobilization sites, at Army combat training centers, at home station, while deployed) can efficiently and effectively accomplish their role of training and educating DOD personnel.

c. The ability to tether and embed required training into the organic materiel system so it will operate in an ITE shall be incorporated into major end items of new modernized equipment.

d. Ensure that every materiel system being fielded has been integrated into the existing Army TSS. 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 existing training simulations and devices.

e. Ensure that critical collective and individual tasks that require training to achieve system proficiency 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 the TRADOC proponent is provided initial sets, to include prototypes of equipment, at least one year prior to FUE, to facilitate the proponent working in parallel with the MATDEVs TNGDEV to validate training products and prepare the necessary training products for training throughout the Army.

j. Per AR 70–1 Army Acquisition policy, the acquisition of a training system will have the same priority as the support (parent) system or equipment. To ensure that training base has the capability to train operators, maintainers, and leaders on the materiel system within one year of FUE date, it will be necessary for the MATDEV to program for the fielding of systems or items of equipment, to the training base to enable the introduction of the new system into the LVC and gaming environments and all training domains.

k. Ensure that there is a timeline for updating the system training plan to support each acquisition milestone decision review.

l. 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.

m. Ensure Basis of Issue guidance in capability documents and Basis of Issue Feeder Data will include when applicable equipment modernization requirements for all schools in the One Army School System (both AC and RC) and institutional training facilities. A statement in the Basis of Issue Feeder Data is required when modernization is not applicable.

6–7. Required training and training support
a. Critical collective and individual tasks requiring training and training support requirements that must be developed and fielded with a materiel system are identified as key performance parameters (KPP) in accordance with the JCIDS Manual found at https://www.intelink.gov/wiki/JCIDS_Manual. A system training KPP is intended to ensure that the materiel system is fielded with this critical training capability. Properly describing a system training KPP also ensures that life cycle costs of training are considered for the program.

b. System training is an essential part of Army Modernization Training, and the guidance for this aspect of Army Modernization Training is found in the JCIDS Manual, Enclosure B, Appendix C, System Training Key Performance Parameter. The system training KPP question set in this appendix provides a framework to assist in KPP analysis. In order to integrate system training capabilities, training must be considered early in the capabilities development process. This begins with the analyses that support development of the ICD and continues with development of the capability development document (CDD) and capabilities production document (CPD). To comply with the JCIDS Manual, sponsors of Army capabilities documents (Army CAPDEVs, TNGDEVs and system proponents) must either (a) determine that system training is a Key Performance Parameter, or (b) if the analysis determines that system training should not be a KPP, a summary of the justification will be provided in the CDD or CPD (usually in paragraph 6 of the requirements document entitled "System Capabilities required for the Current Increment"). If analysis

determines that system training should be a KPP, then sponsors must: (1) Ensure system training and training support is addressed in Analysis of Alternatives and subsequent phases; (2) Ensure projected training requirements and associated costs are appropriately addressed across the program life cycle; and (3) Include results of sustainment training KPP analysis in their capabilities document submission along with an overall recommendation to the Joint Capability Board/Joint Requirements Oversight Council on sustainment training KPP applicability.

c. 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 training concept and requirements are provided in an Army annex to the capabilities document called the STRAP.

d. The STRAP is a critical element of requirements documentation for Army systems. The STRAP provides guidance to combat and TNGDEVs 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 collective and individual task training and training support needed in training base schools

(2) Required and critical collective and individual task training and training support needed to train operators and maintainers when equipment is fielded.

(3) Required and critical collective and individual task training and training support needed so that unit leaders can achieve and sustain unit proficiency after fielding.

(4) Required and critical collective and individual task training and training support needed for Web-based self-development and knowledge management tools.

(5) Required and critical collective and individual task capabilities for the existing TSSs for schools, units, Army training centers, mobilization sites, and deployable training capability.

(6) Required and critical collective and individual task training and training support needed in training support units.

(7) Required collective and individual task integration into existing and planned system and non-system training aids, devices, simulators and simulations.

e. Generally, collective and individual task training and training support requirements for a materiel system are identified by the TNGDEV and are validated and prioritized, as required, by HQDA, DCS, G–3/5/7 Training Directorate.

6–8. Provision of training and training support

a. Funding Responsibilities. The PM is the 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 Integrated Logistic Service element 'training and training support') and integrating the materiel system's training subsystem into the Army TSS. 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 MATDEV to the tester, trainer, supporter, and user.

(2) *Displaced Equipment Training.* Training provided by the PM on the operation and maintenance of previously fielded equipment that is scheduled for redistribution within an ACOM, 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 TNGDEV on employment, tactics, and interoperability of new or displaced equipment.

(4) *Sustainment Training.* Individual and collective task 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 PM under a program executive officer, a manager under the AMC or another ACOM or manager for a system procured directly by an authorized agency.

(2) *Materiel Developer.* The materiel developer is the agency responsible for research, development, and production validation of a system. (Program Executive Officers, PMs, and Class I, II, and III level managers wear the MATDEV label. However, their functions differ.) 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. TCM 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) *Capability Developer.* The agency that determines warfighting requirements to achieve future operational capabilities. CAPDEVs develops materiel requirement documents and serves as the user's representative in the materiel acquisition process. CAPDEVs are the overall integrators of DOTMLPF requirements and products.

(4) *Training Developer.* The Army agency that determines requirements for a system's training subsystem and formulates, develops, and documents associated collective and individual 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 New Equipment Training/Doctrine and Tactics Training

Training Support Components for NET/doctrine and tactics training (DTT)	Identify Training Requirements For	Approve Requirements For	Program/Budget For	Develop/Produce
How-to-Fight Doctrine	CAPDEV	CAPDEV	CAPDEV	CAPDEV
Soldiers Manuals/CATS	TNGDEV	TNGDEV	TNGDEV	TNGDEV
Collective Tasks	TNGDEV	TNGDEV	TNGDEV	TNGDEV
TMs	MATDEV	PM	PM1	MATDEV
NET Weapon Training Strategy[2]	TNGDEV[2]	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–STR14
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	MATDEV	PM1	MATDEV
Trainers for DTT	TNGDEV	TNGDEV	TNGDEV	TNGDEV
Training Support Packages for NET	TNGDEV	TNGDEV	PM	PM
Training Support Packages for DTT	TNGDEV	TNGDEV	TNGDEV	TNGDEV
Ground/Air OPTEMPO Integrated Log Spt	MATDEV in compliance with TNGDEV	ASA (ALT)	PM1	PM
Non-system TADSS for NET/DTT	TNGDEV	DAMO–CI in coordination with G–3/5/7 TR DAMO–CI in coordination with G–3/5/7 TR	HQDA G–3/5/7 TR	PEO–STR14
System TADSS for NET/DTT	TNGDEV		PM1	MATDEV4

Notes:

[1] The PM must provide the required training components identified in the capabilities document and System Training Plan, unless the acquisition executive approves an exemption per AR 70–1 and the G—3/5/7 per Ar 71–9.

[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	CAPDEV	CAPDEV	CAPDEV	CAPDEV
SMs/CATS	TNGDEV	TNGDEV	TNGDEV	TNGDEV
TMs	MATDEV	PM	PM1	MATDEV
Weapons Training Strategies2	TNGDEV2	TNGDEV2	TNGDEV2	TNGDEV 2&3
Ammo for Weapons Training Strategy	TNGDEV	HQDA G–3/5/7 TR	HQDA DAPR–FDX	PEO AMMO/AMC
Ranges/Targetry	ACOMs thru TRADOC senior commander	HQDA G–3/5/7 TR	HQDA G–3/5/7 TR	PEO–STR14
Training facilities (other than ranges)	ACP thru TRADOC	HQDA G–3/5/7 TR	HQDA G–3/5/7 TR	ACSIM COE3 ARNG
Combat Support Maneuver Tng Strategies2	TNGDEV2	TNGDEV2	TNGDEV2	TNGDEV2&3
Ground/Air OPTEMPO Integrated Log Spt $	MATDEV 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 coordination with G–3/5/7 TR	HQDA G–3/5/7 TR	PEO–STR14
System TADSS2	TNGDEV	DAMO–CI in coordination with G–3/5/7 TR	PM1	MATDEV4
Integration in CTC IS	TNGDEV	HQDA G–3/5/7 TR	PM1	PEO–STR14
Integration in CT	TNGDEV	HQDA G–3/5/7 TR	PM1	TNGDEV4
Tng-Base POI Weapon Tng Strategy2	TNGDEV2	TNGDEV2	TNGDEV2	TNGDEV2&3
Ammo for Tng-Base POI Weapon Tng Strategy	TNGDEV	HQDA G–3/5/7 TR	HQDA G–3/5/7 TR	PEO AMMO/AMC
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.

6–9. Training developer determines requirements for new equipment training and doctrine and tactics training

When any significant amount of new/improved or displaced equipment is issued to a unit, the TRADOC Proponent 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 NETT and the TRADOC TNGDEV is responsible for providing any unit training and unit training support required to support the systems integration into the Army. A DTT team from the proponent may be required to incorporate the system into a unit, which is being restructured etc. Requirements for NET and DTT are established in the program capability document and supported by an equipment training plan.

Section II
New Equipment Training

6–10. New equipment training objective

NET provides the initial transfer of knowledge on the operation and maintenance of new/improved and displaced equipment from MATDEV to the tester, trainer, supporter, and user. NET will assist commanders to 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.

6–11. 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 MATDEV, TNGDEV, CAPDEV, 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 for new and improved equipment in accordance with AR 71–32.

j. Prepare a Qualitative & Quantitative Personnel Requirements Information document in accordance with AR 71–32.

k. Prepare a NET plan for each system requiring NET within 30 days of forwarding a Qualitative & Quantitative Personnel Requirements Information Data Interchange Package to the Army TNGDEV through the U.S. Army Force Management Support Activity.

l. Conform with Federal Acquisition Regulation 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 an ASI, record in ATRRS the participation of personnel in NET, that is, reservations for, enrollments in, and graduation from NET.

6–12. Planning for new equipment training
a. Planning for NET is based on the overall 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 Qualitative & Quantitative Personnel Requirements Information, NET plans, contract requirement packages, and Training Support Packages for NET training events. MATDEVs 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 feeder data is prepared by the MATDEV 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 Qualitative & Quantitative Personnel Requirements Information 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 Qualitative & Quantitative Personnel Requirements Information 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 Qualitative & Quantitative Personnel Requirements Information 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 Qualitative & Quantitative Personnel Requirements Information in accordance with AR 71–32.

(3) Forward the completed Qualitative & Quantitative Personnel Requirements Information to the Army TNGDEV through the U.S. Army Force Management Support Activity according to the time frames and guidelines established in AR 71–32.

(4) Ensure the Qualitative & Quantitative Personnel Requirements Information is forwarded to U.S. Army Force Management Support Activity 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 support. The NET plan is a living document. 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 Qualitative & Quantitative Personnel Requirements Information) 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) 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 and CATS), training courses, training support packages, NET team members, facilities, and so forth

(2) Estimate travel, per diem, and TDY costs in support of NET.

(3) Estimate contractor expenses, prepare independent Government cost estimates, and budget requirement packages.

6–13. 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.

6–14. 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. NET course materials must be developed in accordance with TRADOC standards.

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 Contracting Officer's Technical Representative, 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 TNGDEV.

(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, MATDEV or provider will train NETT at the initiation of Defense Acquisition Milestone Decision Review Milestone B.

6–15. 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 sustainment training after NET. To the extent practical, NET training and training support are based on sustainment training strategies developed by the TNGDEV. For sustainment training, the PM funds, develops, and provides training support for operating and maintaining the system. For sustainment training, 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 sustainment training 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 milestone decision review 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, MATDEV in coordination with the proponent and gaining ACOM, ASCC, DRU, will program and budget for development of system training support for operators and maintainers.

6–16. 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. NETT instructors must meet TRADOC instructor standards. 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 ACOM, 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 MATDEV 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 DL application will be determined by the tasks to be trained. DL 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. DL 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 individuals and units using a combination of TADSS (LVC and gaming) to train individual and collective tasks in preparation for NET training with the operational equipment/ weapon systems. TADSS includes interactive multimedia instruction courseware, virtual simulators, and constructive simulations. When available, these TADSS should be used to conduct training prior to NET. The overall training approach is cost-effective and can reduce the time required for NET and permits the gaining unit to more rapidly transition to a state of operational readiness.

(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 CAPDEV throughout the NET cycle. NET Managers will—

(1) Review or update basis of issue plan feeder data, Qualitative & Quantitative Personnel Requirements Information 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 sustainment training.

d. MATDEV will coordinate the funding requirements for conduct of NET with the proponent and gaining ACOM, ASCC, or DRU.

6–17. Termination of new equipment training

a. The NET manager, in coordination with the PEOs and PMs, CAPDEV, 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 ACOM, ASCC, DRU, DARNG, or CAR.

(2) Request retirement to HQDA, DCS, G–3/5/7 (G–3/5/7 TR).

6–18. Funding for new equipment training

a. The NET manager annually prepares, coordinates, and submits NET program and budget requirements to MATDEV.

b. PEOs and PMs provide funding to the NET manager to support new or modified equipment training requirements. Applicable references include AR 70–1, AR 700–142, and DA Pam 700–142.

c. Appendix J provides a list of NET support and services that are reimbursable by the PEOs and PMs.

6–19. New equipment training documentation

a. All aspects of NET will be documented in the NET plan, including training support (excludes classified NET plan).

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 Qualitative & Quantitative Personnel Requirements Information to U.S. Army Force Management Support Activity.

d. The NET manager disseminates the NET plan for Army-wide input.

e. The NET manager, TNGDEV, CAPDEV, and HRC update designated sections of the NET plan accordingly.

f. NET plan changes as equipment, operations, maintenance and fielding concepts are developed.

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.

6–20. 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 MATDEV.

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 ACOM, 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, CAPDEV, TNGDEV, and gaining units as required.

(3) Plan and provide program and budget input to MATDEV 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 MATDEV.

(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. Sustainment-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, provide the depot maintenance work requests to the NET developer for evaluation of training, and fund for depot level maintenance training when the establishment of an organic sustainment capability is part of the program acquisition strategy. The AMC will fund sustainment-level maintenance when such capability transfers from contractor logistics support to organic support and AMC has been designated as MATDEV. The NET manager will—

(1) Review depot maintenance work request 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 test, measurement, and diagnostic equipment.

(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

milestone decision review 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 MATDEVs.

6–21. 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 MATDEV (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. Due to 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

6–22. Displaced equipment training determination

Displaced equipment and software, while not new to the Army, may be new to a receiving unit. As a result of displaced equipment, training base schools for operators and maintainers have been established. Consequently, 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.

6–23. 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 effects of displaced equipment between MATDEV (PEOs and PMs and NET Managers), and DARNG, CAR, and the gaining commands. Due to 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

6–24. 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.

6–25. 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 CAPDEV for the specific system.

(2) Ensuring timely submission to MATDEV 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."

6–26. 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 ACOM, 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

6–27. 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 ACOM, ASCC, DRU, CAPDEV, TNGDEV, MATDEV, and HQDA collectively ensure effective training programs exist or are developed to help sustain the capability of units to conduct training.

6–28. 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 MATDEV designs, develops and provides the training support needed by leaders to sustain proficiency of system operators and maintainers. During NET, the MATDEV 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 of MTOE) and for weapons training (that is, a weapons training strategy for each type of MTOE).

b. MATDEV or TNGDEV will ensure that sustainment training support is given to commanders upon completion of NET/DET and DTT.

6–29. Sustainment training planning and execution

Units 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
TADLP combines resources of the AC 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 ALCMC, and DL 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. DL is the delivery of standardized individual, collective, and self-development training to units, Soldiers, Leaders, and Civilians at the right place and right time, using multiple means and technologies, with synchronous, asynchronous and blended student-instructor interaction.

(1) Synchronous interaction occurs when students have immediate communication with their instructor (for example, video teletraining, Internet chat rooms, or virtual environments).

(2) Asynchronous interaction occurs when students have delayed communication with their instructor (for example, e-mail, recorded video, online asynchronous discussions, and submission of studies and papers) 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).

(3) Blended learning is a mix of synchronous and asynchronous media methodologies to best meet the instructional goal. It combines face-to-face classroom methods with technology-delivered instruction that can be delivered in a resident or nonresident environment to form an integrated instructional approach.

b. DL content/courseware in the U.S. Army is defined as all instructional media, synchronous, asynchronous, and blended, that uses 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 teletraining, e-mail, chat rooms, and so forth). It includes modeling, simulation, interactive training technologies, mobile learning, knowledge management, and serious gaming 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. DL facilities are equipped with the necessary hardware, software, and communications infrastructure required to support DL. Included under TADLP DL facilities are DTFs, ARNG DL classrooms, deployed digital training campuses, and Classroom XXI.

d. DL resources are primarily funded through the Training PEG. Components, ACOMs, 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 Training PEG.

7–3. Training and education through distributed learning
a. DL supports the training and education goals and objectives of major Army programs (for example, the Army Battle Command System, the Ground Combat Vehicle, and so forth). It is an integral enabler of the three domains of the Army training system, as described in Chapter 1 of this regulation.

b. DL is part of The Army Training System used by the Army to develop, manage, and conduct training. System components, institutional training, 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 training outcomes can be met cost effectively and efficiently. 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. Distributed 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) MOS courses; ASI, SQI, and LIC courses.
   (2) Reclassification courses.
   (3) Officer courses.
   (a) Functional area courses.
   (b) Branch qualification courses.
   (c) Warrant Officer technical certification.
   (d) PME courses, for example the OES.
   (4) NCO courses, for example the NCOES.
   (5) Civilian courses, for example the CES.
   (6) Functional training, task based training, self-development, and DL capable education courses.
   b. 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; WO pre-appointment training; the WOBC; IMT; 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/ATIS 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 IT. Army e-Learning courseware supports and is available to 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 beyond IMT/PME/CES. 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, including 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. 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 ATRRS 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. Distributed learning governance; approval process for distributed learning courseware development
The TCM TADLP will establish an Army-wide process, to include the ARNG and the USAR, 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 ALCMC 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 the responsible office for establishing an Army-wide process for the development, management, registration, and delivery of DL courseware. The TCM TADLP 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 ALCMC, Joint Knowledge Online, or other sources.

(3) Maintain registry of all DL courseware governed under this paragraph.

(4) Co-chair the DL courseware review board with HQDA, DCS, G–3/5/7 to review DL courses for development, as defined in paragraph 7–4 on a regular basis. Using the Training Support Enterprise process, the TCM–TADLP conducts courseware verification/prioritization through the bi-annual Program Management Reviews during which all agencies verify that their respective nominations will remain relevant. The DL/IT COC verifies the prioritization list and forwards recommendations to the CG TRADOC for final approval, funding and implementation.

(5) Ensure DOD-wide reusability, registration of DL courseware; mitigate duplication of DL courseware/content, maximize consolidated contracting approved by TCM–TADLP, and low-cost or no-cost solutions including the reuse of courseware developed in-house by Army agencies.

(6) The Army Learning and Content Management Capability provides easy access to courseware/content, facilitates centralized entry for students accessing DL courseware/content, provides centralized record keeping, and utilizes a suite of common tools across DL courseware/content repositories for courseware/content development.

b. All Army agencies will—

(1) Coordinate with TCM TADLP to provide and register current and future DL courseware as defined in paragraph 7–4.

(2) Coordinate with TCM TADLP before developing requirements for development of new DL courseware/content to ensure that a similar product does not already exist within the ALCMC, Joint Knowledge Online, or other sources in accordance with DODD 1322.18; DODI 1322.26; this regulation; or TRADOC.

(3) Allocate adequate and appropriate resources to ensure successful development. The allocation of adequate instructional system designers, subject matter experts, TNGDEVs, and quality assurance representatives is a prerequisite responsibility of the school, implied by receipt of funds and approval for courseware development.

(4) The current TCM, TADLP manages the preferred contract vehicle for the development of all DL courseware/content for the Army. Proponent schools may use other contract vehicles upon approval from TCM, TADLP. The TCM, TADLP is responsible for the review and approval process for the development of all DL content. All DL development must comply with specifications in the following references: DODD 1322.18; DODI 1322.26; this regulation; and TRADOC.

(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
Army staff, ACOM commanders, and proponent schools will consider the following factors when determining which training and education activities will be delivered by DL and when prioritizing their development.

a. Mission-critical (for example, training requirements that support Overseas Contingency Operations or home-station 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 be prescribed by TRADOC.

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 home-station, appropriate authority will schedule Soldiers for training by DL at home-station. The home-station 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 home-station site.) Commanders may request exceptions to home-station training on a case-by-case basis if the training requirement cannot be satisfied at home-station. Approval authority resides with the

Soldier's ACOM commander. Possible exceptions include non-availability of DL training at home-station to satisfy a time-critical requirement for reassignment.

(2) When the required training is available at a DL facility other than home-station, the use of TDY training travel funds is authorized for ARNG and USAR Soldiers if they are unable to satisfy the course or phase training requirement at home-station and travel outside a 50-mile radius of the Soldier's unit of assignment is required.

c. 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 ATRRS.

b. Training proponents adding DL courses to ATRRS 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 ATRRS system message at least 3 months before introduction and scheduled course start date. Proponents will coordinate with Army G–1 prior to announcement of new DL training. 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 ATRRS.

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 ATRRS for tracking purposes designated "showed, did not begin training," or with the appropriate reason code and returned to their units. Soldier 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. Quota source managers or course managers input data into ATRRS to 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) Training Operations Management Agency, TRADOC and training proponents will post changes to class dates in ATRRS.

f. HQDA mandatory training.

(1) Soldier participation in HQDA mandatory 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 ATRRS in accordance with existing school policies for quota managed courses.

7–13. Compensation of the Selected Reserve of the Ready Reserve personnel for electronic-based Distributed Learning

a. Intent: To establish guidance for implementation of paid compensations for members of the Selected Reserve of the Ready Reserve not in active service or on active duty (to include State active service or active duty) who are directed by their commanders to complete training requirements by means of electronic-based DL as authorized by 37 USC 206(d). Training authorized for compensation must support Pre-deployment readiness and mobilization requirements.

b. Responsibilities:

(1) ASA (M&RA):

(a) Oversees policies for electronic-based DL to ensure compliance with statutory responsibilities and DOD requirements.

(b) Provides oversight for the development of Army policies for Reserve compensation and related matters for electronic-based DL courses available to members of the ARNG/Army National Guard of the United States and the USAR.

(c) Is the approval authority of the electronic-based DL course list.

(d) Is the approval authority for course waivers submitted by the DCS G–3/5/7.

(2) DCS, G–1:

(a) Develops Army personnel policy and entitlement guidance for electronic-based DL compensation based on priorities set by the Army DCS, G–3/5/7.

(b) Operates the Army Training Requirements and Resources System as the system of record for all institutional training and electronic-based DL courses.

(c) Identifies personnel readiness requirements supported by electronic-based DL and coordinates the prioritization of efforts with the Army DCS, G–3/5/7.

(d) Provides Soldiers direct access for enrollment through the ATRRS electronic-based DL Web site.

(e) Is responsible for appropriately annotating all approved electronic-based DL courses within the ATRRS.

(3) DCS, G–3/5/7:

(a) Establishes priorities for electronic-based DL training.

(b) Serves as the proponent for the Army DL Program, including policies and procedures required to support implementation and sustainment of electronic-based DL.

(c) Exercises responsibility for Soldier training education courses using electronic-based DL.

(d) Coordinates with the Army DCS, G–1 in developing policies, procedures and programs for electronic-based DL.

(e) Provides guidance on operating an electronic-based DL training environment and ensures that training development policies are standardized.

(f) Is responsible for developing the list of authorized and eligible electronic-based DL courses.

(g) Is responsible for submission of all course waivers to ASA (M&RA).

(h) Is responsible for submission of the electronic based DL course list to the combined (DL/IT) COC for validation.

(4) Chief, National Guard Bureau:

(a) Publishes policies and procedures for the ARNG/Army National Guard of the United States.

(b) Coordinates with TRADOC to develop and implement automated training, education design capability, electronic- based DL reach-back and life-long learning capabilities.

(c) Serves as the office of primary responsibility for the training and technology components of electronic-based DL for the ARNG.

(d) Ensures the interoperability of ARNG electronic-based DL technologies with the Army DL Program.

(e) Synchronizes the prioritization of electronic-based DL courseware development with TRADOC's Capabilities Manager for the Army Distributed Learning Program.

(f) Submits requests for courses not in ATRRS through HQDA DCS G–37 through HQDA DCS G–3/5/7 to ASA M&RA. Requests must provide sufficient detail to identify how course meets Pre-deployment Readiness and Mobilization requirements.

(5) CAR and CG, USARC:

(a) Publishes policies and procedures for the USAR.

(b) Coordinates with TRADOC to develop and implement automated training, education design capability, electronic-based DL reach-back and life-long learning capabilities.

(c) Serves as the office of primary responsibility for the training and technology components of electronic-based DL for the USAR.

(d) Ensures the interoperability of USAR electronic-based DL technologies with the Army Distributed Learning Program.

(e) Synchronizes the prioritization of electronic-based DL courseware development with TRADOC's Capabilities Manager for the Army Distributed Learning Program.

(f) Submit waivers for course not in ATRRS through HQDA DCS G–37 DAMO–TRI through HQDA DCS G–3/5/7 to ASA (M&RA). Waivers must be specific in detail to identify how course meets Pre-deployment Readiness and Mobilization requirements.

(6) CG, TRADOC:

(a) Implements the Army DL Program and provides oversight for the implementation and integration of electronic-based DL throughout the life of the program.

(b) Provides guidance and processes for the prioritization, design, development and implementation of electronic-based DL courseware and delivery methods.

(c) Ensures that proponents of electronic-based DL courses set the number of hours allowed to complete each course.

(d) Coordinates training requirements for electronic-based DL with HQDA (DCS, G–1 and DCS G–3/5/7); the DARNG; and CAR.

(7) Commanders of ACOMs, ASCCs. and DRUs:

(a) Coordinate training development and initiatives for electronic-based DL with TRADOC for the Army Distributed Learning Program.

(b) Coordinate training requirements for electronic-based DL with TRADOC and the DCS, G–1 to ensure accurate entries in the ATRRS.

(c) Coordinate resource requirements for electronic-based DL course delivery, such as training aids, personnel and equipment, with the appropriate lead agency.

(d) Coordinate with TRADOC to develop and implement automated training, education design capability, electronic-based DL reach-back and life-long learning capabilities.

(8) CG, HRC:

(a) Participates in reviews of electronic-based DL courses to validate their effect on personnel readiness.

(b) Identifies, through the DCS, G–1 to ACOMs, ASCCs, and DRUs, additional or alternative electronic- based DL courses required to meet personnel readiness requirements.

(c) Coordinates, through the DCS, G–1, the building of necessary system interfaces between the Army Learning Management System and existing and future human resources systems for qualification, verification and credit through the Army Training Requirements and Resources System.

(9) The head of each special branch (TSG, TJAG, and the Chief of Chaplains) in the areas each is responsible for retains exclusive authority to:

(a) Publish policies and procedures to electronic-based DLsupport training requirements for the ARNG/ARNGUS and the USAR.

(b) Serve as the office of primary responsibility for the training and technical components of electronic-based DL in support of the ARNG/Army National Guard of the United States and the USAR.

(c) Coordinate with TRADOC and non-TRADOC schools to develop, implement and manage training, education design capability, electronic-based DL reach-back and life-long learning capabilities.

c. Guidance.

(1) Courses designated as eligible for Reserve compensation under the electronic-based DL policy will be appropriately annotated within the ATRRS.

(2) Only commanders of individuals or units notified for sourcing may direct Soldiers to enroll in and complete electronic-based DL courses that are eligible for reserve compensation. Commanders will provide this direction in writing, citing the availability of funds in advance of a Soldier's enrollment. Commanders will also state that the course taken directly supports the unit's pre-deployment readiness and mobilization.

(3) When scheduling lengthy electronic-based DL courses of instruction, commanders will avoid crossing fiscal years. As prescribed in 37 USC 206(e), periods of duty used to complete electronic-based DL courses in lieu of regularly scheduled inactive duty training periods shall not exceed four periods per fiscal year.

(4) When electronic-based DL courses are authorized as the training means for equivalent training, the requirement to perform equivalent training in lieu of the regularly scheduled inactive duty training periods within 60 days may be waived.

(5) Initiate payment only when a Soldier satisfactorily completes directed electronic-based DL phases or courses. Each 4 hours of successfully completed qualifying electronics-based DL coursework will earn a Soldier credit for completion of one Additional Training Period. These are categorized as inactive duty training points and are subject to the annual limit on Reserve retirement points that may be credited in an anniversary year toward retired pay by 10 USC 12733 (reference 3).

(6) For phases or courses that total fewer than 4 hours, aggregate the time for directed courses in multiples of 4 hours to establish inactive duty periods and determine eligibility for Reserve compensation and Reserve retirement points.

7–14. 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 ATRRS and ATMS.

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," "DL," "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 ATRRS and ATMS. All training mandated in accordance with this regulation will be entered or updated in the official personnel file of Soldiers through the ATRRS interface. School generated certificates of completion or ATRRS-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.

7–15. Student dismissal

Handled in accordance with policies of CG, TRADOC.

Section III
DL Facilities

7–16. Modifications to 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, PD DLS, HQDA, DCS, G–3/5/7, and PEO Enterprise Information System. 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 PD 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.

7–17. 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, 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 or recovered.

b. HQDA, DCS, G–3/5/7 Training Directorate will direct TRADOC (for DTFs) and the Army National Guard

Directorate (for ARNG DL Classrooms) to conduct a performance analysis annually and forward the results to HQDA, DCS, G–3/5/7 Training Directorate by 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. ARNG–TR will report criteria definitions and standards.

d. When a DTF or ARNG DL Classroom does not attain or maintain 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 or agency 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 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.

f. The responsible ACOM or agency will meet no later than 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 DL 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.

7–18. Maintenance and administration

a. Senior commanders, through garrison 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.

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 information systems security officer.

d. As applicable, 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 PD DLS security and property accountability policies.

f. Training priority at DL facilities.

(1) First priority. In support of ongoing operations. Includes completion of HQDA mandatory training if required.

(2) Second priority. Mission immediate training required for mobilization, activation, deployment, or other critical, time-sensitive requirements (all components).

(3) Third priority. HQDA mandatory training and quota managed training (NCOES/OES). Within components, the priority is:

(a) Reserve components. MOS reclassification courses; then NCOES and OES courses (includes Structured Self Development); HQDA mandatory training.

(b) Active component. NCOES and OES courses (includes Structured Self Development); then ASI and SQI courses; then MOS reclassification courses; HQDA mandatory training.

(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. Self-development courses, including civilian educational DL courses (all components).

(7) Seventh 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.

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 in support of a globally responsive and regionally aligned forces. A 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 3126.01A, DA Pam 600–3, DODD 5160.41E, DODI 5160.70, AR 11–6, AR 350–20, AR 611–5, and AR 621–5.

8–3. Cultural Capability and Language Proficiency
a. The Army trains Soldiers in two interrelated skills: language proficiency and cultural capability.

b. The Interagency Language Roundtable scale is the U.S. government standard for measuring language proficiency. The Defense Language Institute Foreign Language Center (DLIFLC) is the Army's source of foreign language training (resident training, MTT, DL, and other products).

c. Cultural capability includes two types of competencies: cross-cultural and regional. 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 always the same.

8–4. Training categories
There are four categories of Army personnel that require culture and language training: language-based MOS qualified Soldiers, Soldiers who enter the service with a degree of language proficiency, leaders and generalists.

a. MOS qualified linguists who have graduated from DLIFLC Level 3 (basic course) have an advanced level of knowledge, skills and attributes that pertain to the culture and language of a particular nation or region of the world. Personnel are typically assigned to positions requiring proficiency in a particular foreign language.

b. The Army recruits individuals who already possess a level of foreign language proficiency and cultural awareness. These Soldiers may be native speakers who actually grew up in a foreign country or native speakers who grew up in a home where a foreign language was spoken on a regular basis. Both groups will have varying levels of proficiency and should be provided training to maintain and improve upon their capabilities.

c. Leaders need to understand how culture and foreign language capabilities affect mission accomplishment. Leaders will concentrate on building and employing Soldiers skilled in foreign languages and cultures with requisite regional expertise. Leaders must also be able to consider second and third order effects of culture in cross-cultural situations and partner with host nation security forces in support of the security force assistance mission and building partner capacity.

d. Generalists require grounding in cross cultural competence, augmented by region and country specific knowledge prior to stationing or deployment overseas, to ensure effective accomplishment of missions and proper representation of the United States while on or off duty. These capabilities will be gained through PME and structured self development training.

Section II
Cultural Capability

8–5. Responsibilities
CG TRADOC is the responsible official for Army Cultural Training (see chapter 2). CG, TRADOC may delegate this responsibility within TRADOC.

8–6. Terms
The following terms clarify this section and are currently used in the Army Culture and Foreign Language Strategy.

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. 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
The importance of cultural capability increases over time as a Soldier advances in rank and responsibility. A Soldier's primary focus will also shift from 3C to regional competence over time. 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 or other cultural professional's command of a region. Cultural expertise denotes sophisticated competence in a single region or multiple regions 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.

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 should monitor cultural training as part of the unit's ability to operate in a given OE.

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 SSC. 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 represent a portion of our advanced trained linguists and cultural experts. Foreign area officers 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 the opportunity for overseas language and cultural immersions.

(b) USMA and ROTC. Cadet Troop Leader Training provides the opportunity for cadets to spend the summer with units serving OCONUS.

(2) *Initial Military Training.* Cross-cultural competency training is a part of a Soldier's initial training.

(3) *NCOES.* The ALC, SLC, and SMC incorporate cross-cultural competency training in their courses.

(4) *Command and General Staff Officers course.* A Cultural and Military Operations module is part of the core curriculum. CGSOC will offer a regional study elective, a lecture series and an International Fellows presentation.

(5) *U.S. Army War College.* The USAWC offers 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.

b. Operational. All units must receive culture and language training that specifically orients 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 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. Units should maximize utilization of Soldiers with Native or Heritage foreign language proficiency in training as applicable. Additionally, native-speaking role players are used at CTCs and mobilization stations to replicate the OE.

(2) *Pre-Deployment Cultural Training.* This training is incorporated into the ARFORGEN model.

(3) *Train-Ready Force Pool.* Units train on their METL and begin to focus on a particular region or environment in accordance with ASCC guidance.

(4) *Available Force Pool.* The TRADOC Culture Center 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.* Unit commanders will assess their readiness based on having received the training. Situational training exercises and the replication of the OE assist the commander to assess their unit and also serve to assess the effectiveness of the training. This assessment is entered into the Defense Readiness Reporting System-Army (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.

Section III
Language Proficiency

8–10. Responsibilities
HQDA, DCS, G–2, in coordination with HQDA DCS G–3/5/7 will determine and provide TRADOC the countries/ cultures and associated languages to include in the Army Culture and Foreign Language Strategy Education and Training; and review this list annually.

8–11. Language training domains
The Army provides culturally based 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 the administration of the OSD Cadet Language Incentive Program to incentivize foreign language studies for ROTC cadets including monetary incentives. The program develops and implements on-campus cultural studies and foreign language incentive programs at ROTC colleges and universities, pre-commissioning study abroad, and summer Cadet Language and Cultural Immersion training deployments in support of Army Security Cooperation objectives and the Language Regional Expertise and Culture Strategy.

(b) USMA. The USMA will offer cadets study opportunities in languages listed in the DOD strategic language list for training.

(2) DLIFLC.

(a) Resident, culturally based, language training is provided at the DLIFLC, at the Presidio of Monterey, CA and at the DLIFLC, Washington, D.C. DLIFLC trains Soldiers in the general purpose forces at language training detachments. Resident Basic Courses provide the student with a limited working proficiency in reading and listening, and elementary proficiency plus in speaking (2/2/1+). The GPF language training detachments train listening, reading and speaking, but test only the speaking modality via the oral proficiency interview. The DLIFLC also provides full-time resident intermediate, advanced, remedial, refresher, and cross-training language instruction in accordance with programmed requirements. Un-programmed requirements are handled on a case-by-case basis.

(b) A Skill Qualifications Identifier of L is awarded to Soldiers who score a 2/2 in listening and reading on the DLPT.

(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.

(3) The Army Special Operations Forces (ARSOF) provides internal foreign language training through the ARSOF Language Training Program.

(a) The Army Special Operations Forces Language Office 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 training resides within the U.S. Army JFK Special Warfare Center and School, Directorate of Training and Doctrine, Training Development Division, ARSOFLO. USASOC oversees the management of the ARSOF Language Training Program.

(4) Professional Military Education. The CGSOC includes the opportunity for language familiarization based upon the OE and DOD strategic language list for training the force.

(5) English as a second language training (ESL). ESL training is conducted at the Defense Language Institute English Language Center, Lackland, AFB, TX 78236–5259. The mission of the Defense Language Institute English Language Center is to give entry level Soldiers and allied military personnel English language skills necessary for success while training with U.S. institutions or units.

(a) Resident training is provided for the following:

1. Soldiers with a first language other than English who require ESL training prior to entering IET or a branch Officer Basic Course, or before appointment as a WO.

2. Allied military personnel under the Security Assistance Program.

(b) Nonresident ESL instruction and remedial reading, writing, and speaking courses are provided for AC 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 deploying units must complete DLIFLC's Rapport Program. Rapport is a four to six hour DL tool that introduces the Soldier to the language and culture of a specific contingency theater. Every deploying Soldier trains with Rapport, however, one Soldier per deploying platoon undergoes more rigorous curriculum of culturally based language training in either the form of a 16 week language training detachment or completion of Head Start 2, an 80 to 100 hour DL platform available in 12 strategic languages. All Soldiers must also be able to use the Language Survival Kit. 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.

(a) Train-Ready Force Pool. Units train on their METL and begin incorporating culturally based language training 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.

2. CTCs. Native-speaking role players will be allocated for CTCs and mobilization stations to replicate the OE.

3. DLIFLC will send Language Training Detachments MTTs 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. 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 situational training exercise and the replication of the OE 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 conducts unit sustainment and enhancement programs. The ARSOF Command Language Program 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 Command Language Program. 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 Command Language PMs 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) DLIFLC's DL platform for culturally based language training, Head Start 2 is currently available in 12 languages at the following website: http://fieldsupport.DLiflc.edu/products/headstart/index.html.

(2) When language training detachment is unavailable, Head Start 2 is the DCS, G–3/5/7-approved method for training one Soldier per platoon and is expected to have regular contact with host nation personnel during a contingency deployment.

(3) Head Start 2 is linked to e-Learning and completion of the 80 to 100 hours of instruction will qualify Soldiers for promotion points.

(4) The Very Low Range (VLR) DLPT is specifically designed to support the Language Enabled Soldier in the GPF by providing greater granularity for lower levels of language proficiency 0+ through 1+ than the standard DLPT.

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

ADP 7–0
Training Units and Developing Leaders (Cited in paras 1–8, 1–11, 1–22, 2–22b(3), 2–22e(1), 3–5c(2)(c), 4–1b, 4–1d(1), 4–10c(5).)

ADRP 6–22
Army Leadership (Cited in paras 1–17d(5)(a), 4–8b, 4–9e, 4–10c(2), 4–10c(3), 4–10c(6), K-1e.)

ADRP 7–0
Training Units and Developing Leaders (Cited in paras 1–8, 1–11, 1–22, 2–22b(3), 2–22e(1), 3–5c(2)(c), 4–1b, 4–1d(1), 4–10c(5), G-24c(2).)

Army Directive 2012–09
Department of the Army Senior Enterprise Talent Management Program (Cited in para 1–1.)

AR 5–13
Total Army Munitions Requirements Process and Prioritization System (Cited in para 25a(4).)

AR 10–87
Army Commands, Army Service Component Commands, and Direct Reporting Units (Cited in paras 1–13a, 2–22a, 2–23b, 2–24a, 2–25a, 2–26a, 2–27a, 2–28a, 2–29a, 2–30a, 2–31a, 2–32, 2–33a, 2–34a, 2–35c, 2–36a, 2–37a, 2–38a, 2–40a, 2–41a, 2–43a).)

AR 11–6
Army Foreign Language Program (Cited in paras 2–7w(15), 2–8e, 3–45g, 8–2, 8–11b(2)(b).)

AR 11–33
Army Lessons Learned Program (ALLP) (Cited in para 1–19d.)

AR 12–15
Joint Security Cooperation Education and Training (Cited in paras 2–46h, 3–15f, 3–15q, 3–25a(5), 3–26b.)

AR 20–1
Inspector General Activities and Procedures (Cited in paras 2–14b, 3–10n.)

AR 25–55
The Department of the Army Freedom of Information Act Program (Cited in para 2–21aa.)

AR 27–1
Legal Services, Judge Advocate Legal Services (Cited in para 2–17f.)

AR 27–10
Military Justice (Cited in para 5.)

AR 40–5
Preventive Medicine (Cited in paras 4, G–5, G–22.)

AR 40–501
Standards of Medical Fitness (Cited in paras 3–27d, G–9j(2), G–9k(1), G–26f(5).)

AR 59–9
Special Assignment Airlift Mission Requirements (Cited in para 1b(4).)

AR 70–1
Army Acquisition Policy (Cited in paras 2–1a(1), 6–5, 6–6j, 6–18c.)

AR 71–9
Warfighting Capabilities Determination (Cited in paras 6–5, G–4.)

AR 71–32
Force Development and Documentation- Consolidated Policies (Cited in paras 6–5, 6–11i, 6–11j, 6–12b(2), 6–12b(3).)

AR 95–1
Flight Regulations (Cited in paras F–1c, F–1d.)

AR 135–91
Service Obligations, Methods of Fulfillment, Participation Requirements, and Enforcement Procedures (Cited in para 3–11c.)

AR 135–155
Promotion of Commissioned Officers and Warrant Officers Other Than General Officers (Cited in paras 2–12m, 3–32e.).)

AR 135–175
Separation of Officers (Cited in para 3–15f(1).)

AR 135–178
Enlisted Administrative Separations (Cited in para 3–15f(1).)

AR 135–200
Active Duty for Missions, Projects, and Training for Reserve Component Soldiers (Cited in para 3–11e.)

AR 140–1
Mission, Organization, and Training (Cited in paras 1–11a(2), 2–23b, 2–25a, 2–26a, 2–27a, 2–28a, 2–29a, 2–30a, 2–34a, 2–36a, 3–25g, 3–34e(2).)

AR 140–10
Assignments, Attachments, Details, and Transfers (Cited in para 3–15n(1).)

AR 140–111
U.S. Army Reserve Reenlistment Program (Cited in para 3–15f(1).)

AR 140–185
Training and Retirement Point Credits and Unit Level Strength Accounting Records (Cited in para 3–25g.)

AR 140–483
Army Reserve Land and Facilities Management (Cited in para 2–9I.)

AR 145–1
Senior Reserve Officers' Training Corps Program: Organization, Administration and Training (Cited in paras 3–25, 3–32b(3).)

AR 190–11
Physical Security of Arms, Ammunition, and Explosives (Cited in para G–25a(5).)

AR 195–2
Criminal Investigation Activities (Cited in para 2–47e.)

AR 195–3
Acceptance, Accreditation, and Release of United States Army Criminal Investigation Command Personnel (Cited in para 3–30d.)

AR 200–1
Environmental Protection and Enhancement (Cited in para 2–5a.)

AR 220–1
Army Unit Status Reporting and Force Registration- Consolidated Policies (Cited in para 4–3b.)

AR 340–21
The Army Privacy Program (Cited in paras 2–21aa, F–1g.)

AR 350–2
Opposing Force (OPFOR) Program (Cited in paras 2–22m, 2–33f(1), 2–36d.)

AR 350–9
Overseas Deployment Training (Cited in paras 2–13g, 2–23l(7), 2–23h(4), 2–26e, 2–27e, 2–28e, 2–29e, 2–30g, 2–35e.)

AR 350–10
Management of Army Individual Training Requirements and Resources (Cited in paras 1–21, 1–21a, 1–21b, 1–21c, 1–21d, 2–7o, 2–7p, 2–13o, 2–21y(1), 2–22y(3), 2–22jj, 2–23m, 2–25g, 2–26f, 3–6a, 3–25, 7–9b, B–2c, F–1I.).)

AR 350–20
Management of the Defense Foreign Language Program (Cited in paras 2–47g(3), 8–2, 8–11b(2)(b).)

AR 350–28
Army Exercises (Cited in paras 2–23l(6), 2–23h(1), 2–25d, 2–26d, 2–27d, 2–28d, 2–29d, 2–30e.)

AR 350–32
Army Foundry Intelligence Training Program (Cited in paras 2–8d, 2–8b, 2–12z, 2–21t, 2–22tt, 2–23w, 2–36h, 2–36f, 2–36c, 4–15.)

AR 350–50
Combat Training Center Program (Cited in paras 1–24, 2–9cc(5), 2–22f, 4–6h(2).)

AR 350–51
United States Army Officer Candidate School (Cited in para 3–32b(4)(a).)

AR 350–66
Small Arms Competitive Marksmanship Program (Cited in para 25g.)

AR 350–100
Officer Active Duty Service Obligations (Cited in paras 3–11c, 3–11d.)

AR 351–9
Inter-service 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 3–32b(2).)

AR 360–1
The Army Public Affairs Program (Cited in para 5.)

AR 380–5
Department of the Army Information Security Program (Cited in paras 2–46h, G–4, G–6, G–29c.)

AR 380–10
Foreign Disclosure and Contacts with Foreign Representatives (Cited in paras 2–8j, 2–46h.)

AR 381–12
Threat Awareness and Reporting Program (Cited in paras 4, G–5, G–6, G–8b, M–4c.)

AR 385–10
The Army Safety Program (Cited in paras 4, G–5, G–6, G–17a, G–17g, G–17h, G–18b(1), G–19, M–4c.)

AR 385–63
Range Safety (Cited in para 25a(2).)

AR 420–1
Army Facilities Management (Cited in paras 2–5a, 2–9i.)

AR 525–13
Antiterrorism (Cited in paras 5, G–6, G–8a, M–4c.)

AR 530–1
Operations Security (OPSEC) (Cited in paras 4, G–5, G–6.)

AR 600–8–2
Suspension of Favorable Personnel Actions (Flag) (Cited in paras 3–13e(1)(a), 3–13e(1)(b), 3–13e(1)(e), 3–13e(3)(a), 3–13e(3)(b), 3–13e(3)(c), 3–13e(3)(d), 3–13f, 3–13f(1), G–9m(6).).)

AR 600–8–19
Enlisted Promotions and Reductions (Cited in paras 3–11e, 3–18b(3), 3–48c.)

AR 600–8–22
Military Awards (Cited in paras G–25c, G–9h(1).)

AR 600–8–24
Officer Transfers and Discharges (Cited in paras 3–15f(1), 3–32f, G–9l.)

AR 600–8–104
Army Military Human Resource Records Management (Cited in paras 4–14e(6), F–5a, F–1f, G–25a(5), G–14b.)

AR 600–8–105
Military Orders (Cited in para D–4c.)

AR 600–9
The Army Body Composition Program (Cited in paras 3–13j(2), 3–13d(1), 3–13a, 3–27d, 3–34e(2), G–9a(4), G–9g(3), G–9k(2).)

AR 600–13
Army Policy for the Assignment of Female Soldiers (Cited in para 3–57h.)

AR 600–20
Army Command Policy (Cited in paras 2–21s, 2–22gg, 2–45a, 4–10c(2), 4–10c(3), G–16, G–6, G–5, G–4, M–4e.)

AR 600–55
The Army Driver and Operator Standardization Program (Selection, Training, Testing, and Licensing) (Cited in paras F–1e, G–18a(1).)

AR 600–85
The Army Substance Abuse Program (Cited in paras 1e, G–4, G–5, G–6, G–18a(1).)

AR 600–100
Army Leadership (Cited in paras 4–8b, 4–9e, G–5.)

AR 601–280
Army Retention Program (Cited in paras 3–11e, 3–15f(1), 3–18b(2).)

AR 611–1
Military Occupational Classification Structure Development and Implementation (Cited in paras 1–11a(2), 3–27d, 3–48a(4), 3–48a(5).).)

AR 611–5
Personnel Classification Testing (Cited in para 8–2.)

AR 614–200
Enlisted Assignments and Utilization Management (Cited in paras 1–11a(2), 3–11e, 3–17a(1), 3–48a(4).)

AR 621–1
Training of Military Personnel at Civilian Institutions (Cited in para 3–99b(3).)

AR 621–5
Army Continuing Education System (Cited in paras 3–25h, 8–2, 8–11b(2)(b), 8–11a(5)(b)1.)

AR 621–7
Army Fellowships & Scholarships (Cited in paras 2–7w(7), 3–44b, 3–99b(3).)

AR 623–3
Evaluation Reporting System (Cited in paras 3–15f, 3–26a, 3–48b, D–1a.)

AR 635–200
Active Duty Enlisted Administrative Separations (Cited in paras 3–13j(2), 3–15f(1), 3–18b(1), 3–28b(2), G–9l.)

AR 690–400
Total Army Performance Evaluation System (Chapter 4302) (Cited in paras 3–85a, 3–86d, F–5a, F–1h.)

AR 700–127
Integrated Logistics Support (Cited in paras 6–3, 6–5.)

AR 700–131
Loan, Lease, and Donation of Army Materiel (Cited in para 3–3g(3).)

AR 700–142
Type Classification, Materiel Release, Fielding, and Transfer (Cited in paras 6–3, 6–5, 6–18c.)

CTA 50–900
Clothing and Individual Equipment (Cited in para G–9i.)

DA Pam 350–38
Standards in Training Commission (Cited in paras 1–8, 1–20b, 2–9d, 2–22n, 2–46a, 4–1d(4), 4–1c, 4–6g(3), 4–6f(3), G–27h, G–25a, G–25b, G–25d, G–25e, G–5, G–4.)

DA Pam 350–40
Army Modernization Training Plans for New and Displaced Equipment (Cited in para 6–19a.)

DA Pam 350–58
Army Leader Development Program (Cited in paras 1–15e, 2–22e(8)(a).)

DA Pam 420–1–2
Army Military construction and Non-Appropriated Funded Construction Program Development and Execution (Cited in para 2–9i.)

DA Pam 600–3
Commissioned Officer Professional Development and Career Management (Cited in paras 4–9e, 8–2, 8–9a.)

DA Pam 600–4
Army Medical Department Officer Development and Career Management (Cited in para 4–9f.)

DA Pam 600–8
Management and Administrative Procedures (Cited in para 2–21l(6).)

DA Pam 600–25
U.S. Army Noncommissioned Officer Professional Development Guide (Cited in paras 4–10d, 4–10c(1).)

DA Pam 611–21
Military Occupational Classification and Structure (Cited in paras 4–10c(1), 4–10c(2), 6–13m.)

DOD 5500.07–R
Joint Ethics Regulation (JER) (Cited in paras G–21, G–6.)

DODD 1000.21E
Department of Defense Passport and Passport Agent Services (Cited in para D–4h.)

DODD 1322.18
Military Training (Cited in paras 7–6b(2), 7–6b(4).)

DODD 2311.01E
Department of Defense Law of War Program (Cited in paras G–5, G–4.)

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 G–4.)

DODI 1300.21
Code of Conduct (CoC) Training and Education (Cited in para G–11d(3)(a).)

DODI 1322.26
Development, Management, and Delivery of Distributed Learning (Cited in paras 7–6b(2), 7–6b(4).)

DODI 3305.02
Department of Defense General Intelligence Training (Cited in para 2–8c.)

DODI 5160.70
Management of Department of Defense Language and Regional Proficiency Capabilities (Cited in paras 8–2, 8–6b.)

DODI 6055.1
Department of Defense Safety and Occupational Health (SOH) Program (Cited in para G–17h.)

FM 3–11
Multiservice Doctrine for Chemical, Biological, Radiological, and Nuclear Operations (Cited in para G–27g.)

FM 3–21.220
Static Line Parachuting Techniques and Training (Cited in para G-26f(6).)

FM 4–25.12
Unit Field Sanitation Team (Cited in para G–22.)

FM 5–19
Composite Risk Management (Cited in paras 1–20d, G–17d.)

FM 7–15
The Army Universal Task List (Cited in para 4–1d(6).)

FM 7–22
Army Physical Readiness Training (Cited in paras 1–23a, 3–27d, G–9o(3)(a), G–9o(1)(b), G–9b(2), G–9b(1), G–9o(1)(c), G–9c, G–9d(5), G–9d(4), G–9d(2), G–9d(1), G–9j(2), G–9j, G–9k(3), G–9k, G–9m(8), G–9m(7), G–9m, G–9n(3), G–9o, G–9p(1), G–9p, G–9q.)

FM 7–22.7
The Army Noncommissioned Officer Guide (Cited in paras 4–10c(2), 4–10c(5).)

FM 21–10
Field Hygiene and Sanitation (Cited in para G–22.)

TC 3–25.150
Combatives (Cited in paras G–10, G–10a, G–10c, G–10d, G–10g, G–10h(1).)

Section II
Related Publications

AR 1–202
Army Congressional Fellowship Program

AR 15–1
Committee Management

AR 25–1
Army Information Technology

AR 25–2
Information Assurance

AR 25–30
The Army Publishing Program

AR 40–1
Composition, Mission, and Functions of the Army Medical Department

AR 350–38
Policies and Management for Training Aids, Devices, Simulators, and Simulations

AR 380–67
Personnel Security Program

AR 525–20
Information Operations

AR 525–28
Personnel Recovery

AR 525–29
Army Force Generation

AR 600–3
The Army Personnel Development System

AR 600–63
Army Health Promotion

AR 670–1
Wear and Appearance of Army Uniforms and Insignia

AR 690–12
Equal Employment Opportunity and Affirmative Action

AR 750–1
Army Materiel Maintenance Policy

ADP 6–22
Army Leadership

Army Directive 2011–16
Changes to the Army Evaluation Reporting System

Article 15, UCMJ
Commanding Officer's Non-judicial Punishment

CJCS Guide 5260
Antiterrorism Personal Protection Guide: A Self-Help Guide to Antiterrorism

CJCSI 1800.01D
Officer Professional Military Education Policy

CJCSI 1805.01A
Enlisted Professional Military Education Policy

CJCSI 3126.01A
Language, Regional Expertise, and Culture (LREC) Capability Identification, Planning, and Sourcing

CJCSI 3500.01G
Joint Training Policy and Guidance for the Armed Forces of the United States

CJCSM 3500.03C
Joint Training Manual for the Armed Forces of the United States

CJCSM 3500.04F
Universal Joint Task Manual

DA General Order 2006–37
Designation of U.S. Army Space and Missile Defense Command/Army Strategic Command as an Army Service Component Command

DA General Order 2010–26
Establishment of the United States Army Cyber Command

DA Pam 40–11
Preventive Medicine

DA Pam 700–142
Instructions for Materiel Release, Fielding, and Transfer

DODI 1400.25
Department of Defense Civilian Personnel Management System (Vol 410 (Training Education and Professional Development, and Vol 412 (Civilian Leader Development))

DODI 2200.01
Combating Trafficking in Persons (CTIP)

Executive Order 10631
Code of Conduct for Members of the Armed Forces of the United States

Executive Order 11382
Amendment of Executive Orders relating to Functions of the Department of Transportation

Executive Order 12633
Amending the Code of Conduct for Members of the Armed Forces of the United States

Joint Federal Travel Regulations
Joint Federal Travel Regulations

PHC Technical Guide Series 255A–E
U.S. Army Pregnancy Postpartum Physical Training Program

STP 3–CIED–SM–TG
Soldier's Manual and Trainer's Guide for Counter Improvised Explosive Device

STP–21–1–SMCT
Soldier's Manual of Common Tasks Warrior Skills Level 1

STP–21–24–SMCT
Soldier's Manual of Common Tasks, Warrior Leader, Skill Levels 2, 3, and 4

TB 600–1
Procedures for Selection, Training, Testing, and Qualifying Operators of Equipment/Systems, Excluding Selected Watercraft and Aircraft, Managed/Supported by U.S. Army Troop Support and Aviation Materiel

TB 600–2
Procedures for Selection, Training, Testing, Qualifying, and Licensing Operators of Construction Equipment, Materiel Handling Equipment and Armor-Vehicle-Launched Bridge Managed/Supported by U.S. Army Tank-Automotive Materiel Readiness Command

TC 21–21
Water Survival Training

5 CFR
Administrative Personnel

5 CFR 335.103(b)
Agency promotion programs

5 CFR 410.402
Paying premium pay

5 CFR 410.404
Determining if a conference is a training activity

5 CFR 412.101 et seq.
Supervisory, Management, and Executive Development

5 CFR 412.202
Systematic training and development of supervisors, managers, and executives

5 CFR 724.101 et seq.
Implementation of Title II of the Notification and Federal Employee Anti-discrimination and Retaliation Act of 2002

5 CFR 2635
Standards of Ethical Conduct for Employees of the Executive Branch

5 CFR 2635.101(b)
Basic obligations of public service

5 CFR 2638.704(d)
Annual ethics training for public filers

5 USC 2301(b)
Merit system principles

5 USC 4101
Definitions

5 USC 4101 et seq.
Training

5 USC 4108
Employee agreements; service after training

5 USC 4109
Expenses of training

5 USC 4110
Expenses of attendance at meetings

5 USC 5946
Membership fees; expenses of attendance at meetings; limitations

10 USC
Armed Forces

10 USC 87
Defense Acquisition Workforce Improvement Act

10 USC 101(e)(1) (A) and (B)
Definitions

10 USC 164
Commanders of combatant commands: assignments, powers, and duties

10 USC 167
Unified combatant command for special operations forces

10 USC 663
Joint duty assignments after completion of Joint professional military education

10 USC 671
Members not to be assigned outside United States before completing training

10 USC 983(c) and (d)(2)
Institutions of higher learning that prevent ROTC access or military recruiting on campus: denial of grants and contracts from Department of Defense, Department of Education, and certain other departments and agencies

10 USC 1701 et seq.
Defense Acquisition Workforce

10 USC 1733
Critical acquisition positions

10 USC 3013(b)
Secretary of the Army

10 USC 3037(c)(2)
Judge Advocate General, Deputy Judge Advocate General, and general officers of Judge Advocate General's Corps: appointment; duties

10 USC 12205(a) and (d)
Commissioned officers: appointment; educational requirement

10 USC 12733
Computation of retired pay: computation of years of service

10 USC 14503
Discharge of officers with less than six years of commissioned service or found not qualified for promotion to first lieutenant or lieutenant (junior grade)

32 USC
National Guard

37 USC 206(d) and (e)
Reserves; members of National Guard: inactive-duty training

38 USC 3681
Limitations on educational assistance

42 USC 4321–4347
National Environmental Policy Act

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 F–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
Training and Proficiency Record - Air Traffic Controller

DA Form 4037
Officer Record Brief

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

SF 182
Authorization, agreement and Certification of Training

SF 278
Executive Branch Personnel Public Financial Disclosure Report

Appendix B
The Learning Product Development Process

B–1. The Learning Product Development process
The process used for developing Army learning (training and education) products is analysis, design, development, implementation, and evaluation. This is a general process with specific requirements for developing Army training and education per TRADOC. Commanders, commandants, training and education development proponents, and contractors must use TRADOC guidance to develop training and education courses, products, and materials, to include products to support new systems development, digital training, and experimental force development. This guidance provides 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 and education. The process is used to identify what tasks, skills, and knowledge will be included in the learning; who will receive the Army learning product; and how and where the learning product 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 is the Army's proponent for training development policies and procedures.

a. TRADOC publishes regulations and pamphlets that present a comprehensive and integrated view of related policy. These documents provide a vision and regulatory guidance in the following areas:

b. Army learning product development procedures.

(1) Training and learning product development management.

(2) Identification of training and education requirements.

(3) Individual and collective training and education products.

(4) Implementation of training and education products.

(5) Evaluation and quality assurance programs.

c. TRADOC regulations and supporting pamphlets provide detailed guidance on performing various learning product development functions.

d. The goal of analysis, design, development, implementation, and evaluation is to ensure mission-focused learning products and education 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

learning products, 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 and education development goal for support of individual training is to create and implement efficient and effective training and education resulting in fully qualified personnel able to perform critical tasks to the established performance standard.

B–2. Army Learning Product Development Process

a. Analysis, design, development, implementation, and evaluation is a disciplined, logical process for making collective, individual, and self-development training decisions for the Army. Analysis, design, development, implementation, and evaluation involves five related phases: analysis, design, development implementation and evaluation.

b. Analysis, design, development, implementation, and evaluation is a non-linear process. Although the phases may build upon each other, remember—

(1) The development process for a new training requirement begins with evaluation (a perceived training requirement) and proceeds with analysis, followed by analysis, design, development, implementation, and evaluation 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, education and Army learning products are effective in producing trained units, organizations, Soldiers, and Army Civilians.

(4) The entire process must operate within a given set of resources.

c. The analysis, design, development, implementation, and evaluation phases are described in table B–1.

Table B–1
Analysis, design, development, implementation, and evaluation process

Phase	Requirements
a. Evaluation determines: -How well training takes place. -How well Soldiers, Army civilians, units/organizations perform, and products support performance.	-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.
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. Note. 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.	Needs analysis: -Identifies performance deficiency solutions (training or non-training). -Determines training and education development requirement. Mission analysis: -Establishes unit/organization missions. -Identifies critical collective tasks for mission accomplishment. Collective critical task analysis: -Establishes collective task performance specifications, including task performance standards. -Defines supporting individual tasks. Job analysis: -Develops critical individual tasks for job accomplishment. -Defines supported collective task(s). Individual critical task analysis: -Determines individual task performance specifications, including task performance standards. -Defines supported and supporting individual tasks.
c. Design of training determines: -When, where, and how the training takes place. -Training resource requirements (instructors, equipment, munitions, ranges, facilities).	-Establishes integrated training strategies for units and training base. -Designs individual training and education courses. -Designs training media, TADSS and DL. -Produces student criterion references, performance measurement documents, for example, tests.

Table B–1
Analysis, design, development, implementation, and evaluation process—Continued

d. Development produces validated training and training products.	-Writes the training and education material (lesson plans, TSPs, course management plans, and so forth). -Produces training and education media and TADSS. -Validates the training and education products including tests and exercises. -Prepares training and education materials for reproduction and distribution. -Reproduces and distributes the training and education materials. -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.
e. Implementation executes: -Standardized training at resident and unit/organization training sites. -Distribution of training products. -Use of training products.	-Enters courses and schedules into ATRRS. -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 ATRRS 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 (ATRRS) for a complete listing of Army schools and associated courses (https://atrrs.army.mil).

C–1. Department of Defense Schools
a. Defense Acquisition University, Fort Belvior, VA 22060
b. Defense Civil Preparedness Agency Staff College, Battle Creek, MI 49016.
c. Defense Computer Institute, Washington, DC 20374.
d. Defense Information School, 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. National Intelligence University, DIA, Bolling AFB, DC 20032.
d. HUMINT Training-Joint Center of Excellence, Fort Huachuca, AZ 85613.
e. Joint Counterintelligence Training Academy, Elkridge, MD 21075.

C–3. Colleges of the Military Departments
a. U.S. Army War College, Carlisle Barracks, PA 17013.
b. U.S. Army Command and General Staff College, Fort Leavenworth, KS 66027.
c. U.S. Air Force Air University, Maxwell AFB, AL 36112.
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, West Point, NY 10996.
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' Learning Center, Huntsville, AL 35801.

C–6. U.S. Army Medical Command School
U.S. Army Medical Department Center and School, Fort Sam Houston, TX 78234.

C–7. U.S. Army Training and Doctrine Command Centers of Excellence, training centers and schools
a. U.S. Army Maneuver Center of Excellence, Fort Benning, GA 31905
b. U.S. Army Infantry School, Ft Benning, GA 31905
c. U.S. Army Armor School, Ft Benning, GA 31905
d. Fires Center of Excellence, Ft Sill, OK 72503
e. U.S. Army Field Artillery Center and Fort Sill, OK 73503
f. U.S. Army Air Defense Artillery Center, Fires Center of Excellence, Fort Sill, OK 73503
g. U.S. Army Maneuver Support Center of Excellence, Fort Leonard Wood, MO 65473
h. U.S. Army Engineer School, Fort Leonard Wood, MO 65473
i. U.S. Army Military Police School, Fort Leonard Wood, MO 65473
j. U.S. Army Chemical School, Fort Leonard Wood, MO 65473
k. Maneuver Sustainment Center of Excellence, Ft Lee, VA 23801
l. U.S. Army Transportation Center, Ft Eustis, VA 23604
m. Aviation Logistics School, Fort Eustis, VA 23604
n. U.S. Army Ordnance Center and School, Ft Lee, VA 23801
o. U.S. Army Ordnance Mechanical Maintenance School, Ft Lee, VA 23801
p. U.S. Army Ordnance Munitions and Electronics Maintenance School, Ft Lee, VA 23801
q. U.S. Army Logistics University, Fort Lee, VA 23801
r. U.S. Army Quartermaster School, Fort Lee, VA 23801
s. U.S. Army Soldier Support Institute which includes the Adjutant General, Finance, and Recruiting & Retention Schools, Fort Jackson, SC 29207
t. HQ Civilian Human Resources Agency, Training Management Div, Aberdeen Proving Ground, MD 21005
u. U.S. Army Management Staff College-East, Fort Belvoir, VA 22060
v. U.S. Army Management Staff College-West, Fort Leavenworth, KS 66027
w. U.S. Army Sergeants Major Academy, Fort Bliss, TX 79918
x. U.S. Army Institute for NCO Professional Development, Fort Eustis, VA 23604
y. U.S. Army Signal Center of Excellence, Fort Gordon, GA 30905
z. U.S. Army Intelligence Center of Excellence, Fort Huachuca, AZ 85613
aa. U.S. Army Training Center and Fort Jackson, Fort Jackson, SC 29207
ab. U.S. Army Chaplain Center and School, Fort Jackson, SC 29207
ac. U.S. Army Combined Arms Center, Fort Leavenworth, KS 66027
ad. U.S. Army Cadet Command, Joint Base Langley-Eustis, VA
ae. U.S. Army Element, School of Music, Naval Amphibious Base (Little Creek), Norfolk, VA 23521
af. U.S. Army Ammunition Center, Redstone Arsenal, AL 35897
ag. U.S. Army Aviation Center of Excellence and Fort Rucker, AL 36362
ah. U.S. Army Warrant Officer Career College, Fort Rucker, AL 36362
ai. U.S. Army Financial Management School, Fort Jackson, SC 29207
aj. U.S. Army Combined Arms Support Command, Fort Lee, VA 23801
ak. U.S. Army Recruiting Command, Fort Knox, KY 40121
al. U.S. Army Medical Department Center and School, Fort Sam Houston, TX 78234

C–8. 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–9. U.S. Army Europe Training Center, 7th Army/Joint Multi-national Training Command
U.S. Army Seventh Army Joint Multi-national Training Command, Grafenwoehr, Germany, APO 09114.

C–10. U.S. Army Special Operations training center
U.S. Army John F. Kennedy Special Warfare Center and School, Fort Bragg, NC 28307.

C–11. 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–12. Reserve Component schools of The Army School System
a. USAR.
b. Combat support, combat service support, officer education, and health service training brigades.
c. Training battalions functionally aligned with TRADOC or MEDCOM proponent schools.
d. ARNG.
e. 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. SSCs. 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 1.

D–2. Schools that equate to Command and General Staff Officer Course
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 4.

D–3. Schools that require senior service college 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 SSC or ILE as indicated.

D–4. Administrative information and instructions
a. An academic evaluation report (DA Forms 1059) will be completed for students in accordance with AR 623–3. SON participants will provide their host school evaluation to their supporting ASCC for transcribing on to the academic evaluation report. The ASCC is responsible for signing and processing the completed academic evaluation report.
b. Incurred service obligation is computed from the date of course completion or termination of attendance, whichever is earlier.
c. Officers selected to attend foreign military schools located in NATO countries will be issued NATO travel orders in accordance with AR 600–8–105.
d. 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 coursed of instruction to officers attending SON schools.
e. Theater Armies will provide HRC and the Army International Division with current, SON-specific special instructions for each SON position in their AOR annually, one month prior to the respective Army MEL 4 or MEL 1 selection boards.
f. The U.S. Theater Army is responsible for determining whether concurrent travel of family members, shipment of household goods, and shipment/use of privately owned vehicles is authorized for each SON position. This information

will be included in the special instructions submitted to HRC. Theater Armies will refer to current DOD and State Department guidance when making this determination.

g. 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.

h. 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 School (every four years, 2013, 2017, ...)	O–6, branch immaterial, TOP SECRET Clearance and Spanish language required.	2
Australia: Australian Defence College, Defence and Strategic Studies Course	O–5(P)/O–6, maneuver, fires, and effects (MFE), TOP SECRET clearance.	2
Brazil: Brazilian Escola Superior de Guerra (Superior War College)	O–6, branch immaterial, TOP SECRET, Portuguese required.	2
Canada: Canadian Forces College (National Security Programme)	O–5(P)/O–6, MFE, TOP SECRET clearance.	2
India: National Defense College (National Security and Strategic Studies Course) (every four years, 2013, 2017, ...)	O–6, MFE, TOP SECRET clearance. English.	2
Inter-American Defense College (The Advanced course in Hemispheric Defense and Security, located in U.S.)	O–5(P)/O–6, branch immaterial, TOP SECRET clearance, Spanish or Portuguese required.	2
Japan: National Institute for Defense Studies (Regular Course)	O–6, branch immaterial, Japanese language required.	2
Jordan: Royal Jordanian National Defense College (National Defense Course)	O–6, branch immaterial, Arabic required, TOP SECRET clearance.	2
Korea: National Defense University	O–5(P)/O–6, branch immaterial, TOP SECRET clearance, Korean required.	2
**Korea: National Institute for Defense Studies	O–5/O–6, branch immaterial TOP SECRET clearance, Korean required.	2
Pakistan: National Defence University (National Security and War Course)	O–6, MFE, TOP SECRET Clearance. English.	2
UK: Defence Academy of the UK (Royal College of Defence Studies)	O–6, MFE, TOP SECRET clearance. English.	2

Notes:

[1] Updated annually by Joint Staff J–7; http://dtic.mil/doctrine/education/jme1_equivalency.pdf/.

[2] **Not under SON program.

Table D–2
Schools that equate to Command and General Staff Officer Course

School or college	Prerequisites	Years of service obligation
Argentina: Argentine Escuela Superior de Guerra (Command and General Staff College)[1]	O–3(P)/O–4, MFE, TOP SECRET clearance, Spanish required. Attends second year of 3-year course.	2
Australia: Australian Command and Staff College[1]	O–3(P)/O–4, All Career Fields, TOP SECRET clearance. English.	2
Belgium: Belgian Royal Military Academy (Belgian Superior Staff Course)	O–3(P)/O–4, MFE, Dutch required.	2

Table D–2
Schools that equate to Command and General Staff Officer Course—Continued

Brazil: Brazilian Escola de Commando e Estado-Major do Exercito (Command and General Staff Course for Officers of Friendly Nations)[1]	O–3(P)/O–4, MFE, TOP SECRET clearance, Portuguese required. Officer attends second year of course.	2
Canada: Canadian Forces College (Joint forces Command and Staff Programme)	O–4, MFE, English.	2
Estonia: Baltic Defense College (Joint Command and General staff Course)	O–4, MFE, TOP SECRET clearance, English.	2
France: College Interarmees de Defense (Joint Staff Course)[1]	O–3(P)/O–4, All Career Fields, TOP SECRET clearance, French required.	2
Germany: Fuhrunqaskademie der Bundeswehr (German Armed Forces Staff Course)[1]	O–3(P)/O–4, MFE, TOP SECRET clearance, German required.	2
Ireland: Military College of the Defence Forces' Training Centre (Irish Command and Staff College)	O–3(P)/O–4, All Career Fields, English.	2
Italy: Istituto di Stato Maggiore Interforze (Joint Services Staff Course)1	O–3(P)/O–4, All Career Fields, TOP SECRET clearance, Italian required. Officer attends second year of this course.	2
Japan: National Defense Academy of Japan (Ground Self-Defense Forces Staff College)*	O–3(P)/O–4, All Career Fields, TOP SECRET clearance, Japanese required.	2
Kuwait: Mubarak Al-Abdullah Leadership * Joint Staff College (Staff and Command course)	O–3(P)/O–4, MFE, TOP SECRET Clearance, English required, but recommend Arabic.	2
Netherlands: Netherlands Defense College (Joint Command and General Staff Course)	O–3(P)/O–4, All Career Fields, TOP Secret clearance, Dutch required. This is a 17-month course.	2
Singapore: Goh Keng Swee Command and Staff College [1]	O–3(P)/O–4, All Career Fields, TOP SECRET clearance, English.	2
Spain: Spanish Escuela De Estado Mayor Escuela superior de las Fuerzas Armadas (Curso de Estado Mayor)	O–3(P)/O–4, All Career Fields, Spanish required.	2
Switzerland: Swiss Military College (Military Academy at ETH Zurich)	O–3(P)/O–4, All Career Fields, German required.	2
United Kingdom: Joint Services Command and Staff College (Advanced Command & Staff Course)	O–3(P)/O–4, MFE, English.	2
**United Kingdom: British Army Staff College[1] Command and Staff college	O–3(P)/O–4, branch immaterial, TOP SECRET clearance. English.	2
**USA: Western Hemisphere Institute for Security Cooperation, Fort Benning, GA	O–3(P)/O–4, MFE or OS. (normally each officer personnel management directorate branch and chaplains slate one officer to attend each year), Spanish required.	2

Appendix E
Noncommissioned Officer Academy Designations and Regions and Active Army Regional Quota Managers

E–1. Noncommissioned Officer Academy designations
The NCOAs are designated as follows:

a. Noncommissioned officer academies operated by FORSCOM, TRADOC, and overseas ASCC commands will be designated as a U.S. Army (major command or division/corps/army) Noncommissioned Officer Academy (for example, U.S. Army 3rd Infantry Division Noncommissioned Officer Academy, Fort Stewart, GA).

b. Combined NCOA/drill sergeant schools operated by TRADOC will be designated as a U.S. Army Noncommissioned Officer Academy/Drill Sergeant School, (major commands) (for example, U.S. Army Noncommissioned Officer Academy/Drill Sergeant School, Fort Benning, GA).

c. The Chief, NGB and CAR may designate NCOAs as appropriate.

E–2. Noncommissioned Officer Academy regions

a. To ensure that all Soldiers have an opportunity to attend available WLC and 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 Table E–1.

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

REGION	SCH CODE	LOCATION	STATE & INSTALLATION COMPOSITION
Region 1	680	Fort Bragg, NC	Fort Bragg Installation Population & State of North Carolina
Region 2	698	Fort Benning, GA	Fort Benning Installation Population
Region 3	682	Fort Stewart, GA	Fort Stewart Installation Population
Region 4	685	Fort Campbell, KY	Fort Campbell, Fort Knox Installation Population, State of Kentucky
Region 5	963	Camp Cook, LA	Louisiana
	662	Fort Polk, LA	Fort Polk Installation Population
Region 6	635	Fort Sill, OK	Fort Sill Installation Population, Arkansas, Oklahoma
Region 7	690	Fort Hood, TX	Fort Hood Installation Population, State of Texas (Less Fort Bliss Installation Population)
Region 8	400	Fort Bliss, TX	Fort Bliss/White Sands Installation Population
Region 9	675	Fort Lewis, WA	Oregon, Washington, California (Less Fort Irwin Installation Population) and Idaho
Region 10	652	Fort Leonard Wood, MO	Fort Leonard Wood Installation Population & State of Missouri, and Kansas (less Fort Riley)
Region 11	687	Fort Drum, NY	Fort Drum Installation Population, Maine, New Hampshire, New York, and Vermont
Region 12	955	Camp Ashland, NE	Fort Riley Installation Population, Nebraska, North Dakota, South Dakota
Region 13	956	Camp Williams, UT	Utah, Nevada
Region 14	1012	Fort Indiantown Gap, PA	Walter Reed Army Medical Center, Fort Belvoir, Military District Washington, Maryland, Pennsylvania, Virginia, and West Virginia
Region 15	E400	Fort McCoy, WI	Minnesota, Wisconsin, Iowa

Table E–1
Noncommissioned Officer Academy regions—Continued

Region 16	A400	Fort Dix, NJ	New Jersey, Connecticut, Rhode Island, Delaware, and Massachusetts
Region 17	998	Camp Shelby, MS	Mississippi, Alabama, and Tennessee (less Fort Campbell)
Region 18	1014	Camp McCrady Training Site, Eastover SC	Fort Jackson Installation Population, South Carolina, and Georgia (less Forts Benning, Stewart, Gordon)
Region 19	979	Fort Carson, CO	Fort Carson Installation Population, Colorado, Wyoming, and Montana
Region 20	983	Camp Blanding, FL	Florida and Fort Gordon
Region 21	1009	Newton Falls, OH	Ohio, Michigan, Illinois, and Indiana
Region 22	1005	Santa Fe, NM	New Mexico (less White Sands), Arizona, Fort Irwin, CA Installation Population
Region 23	G400	Camp Parks, CA	To Be Determined
Region 30	696	Fort Richardson, AK	Alaska
	975		
Region 31	692	Hawaii	Guam, Hawaii, Johnston Island, and American Soma
	985		
Region 32	693	Korea	Korea and Japan
Region 33	695	Europe	Europe (including United Kingdom, Italy, Turkey, Africa, and Southwest Asia)
	3437		
Region 34	1026	Fort Allen, PR	Puerto Rico and Virgin Island

E–3. Major command coordination

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, commands 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 commands in the NCOA region.

d. Addresses of AA regional NCOA quota managers are listed in Table E–2. Table E–2 Addresses of regional quota managers Region Address 1 Commander, XVIII Airborne Corps & Fort Bragg (AFZA–DPT–TS), Fort Bragg, NC 28307–5000 2 Commander, U.S. Army Infantry Center and Fort Benning (ZB–DPT–T), Fort Benning, GA 31905–5273 3 Commander, 3rd Infantry Division and Fort Stewart (AFZP–PTT–S), Fort Stewart, GA 31314–5000 4 Commandant, U.S. Army 101st Airborne Division NCO Academy (AFZB–DPT–NC), Fort Campbell, KY 42223–5000 5 Commander, Joint Readiness Training Center and Fort Polk (AFZX–GT–TTS), Fort Polk, LA 71459–5000 6 Commander, U.S. Army Field Artillery Center and Fort Sill (ZR–TTI), Fort Sill, OK 73503–5600 7 Commandant, U.S. Army III Corps NCO Academy (AFZF–NCOA), Fort Hood, TX 76544–5064 8 Commandant, U.S. Army NCO Academy (TZC–DPT–S), Fort Bliss, TX 79916–6501 9 Commandant, U.S. Army I Corps NCO Academy, (AFZH–NCOA), Fort Lewis, WA 98433–9534 30 Commander, Fort Richardson (AFVR–PTM), Fort Richardson, AK 99505–5800 31 Commander, U.S. Army Garrison, HI (IMPA–HI–PLT) Schofield Barracks, HI 96857–5000 32

Commander, Eighth Army (EACJ–TDD), Seoul, Korea APO AP 96205–0009 33 Commander, 7th Army CC (AET–TV–DPT–TD), Vilseck, Germany, APO AE 09112 10 Commander, U.S. Army Engineer Center and Fort Leonard Wood (ZT–FTM–TZ), Fort Leonard Wood, MO 65473–5000 11 Commandant, U.S. Army NCO Academy, Fort Drum, NY 65473–5245

Table E–2
Addresses of regional quota managers

Region	Address
1	Commander, XVIII Airborne Corps & Fort Bragg (AFZA–DPT–TS), Fort Bragg, NC 28307–5000
2	Commander, U.S. Army Infantry Center and Fort Benning (ZB–DPT–T), Fort Benning, GA 31905–5273
3	Commander, 3rd Infantry Division and Fort Stewart (AFZP–PTT–S), Fort Stewart, GA 31314–5000
4	Commandant, U.S. Army 101st Airborne Division NCO Academy (AFZB–DPT–NC), Fort Campbell, KY 42223–5000
5	Commander, Joint Readiness Training Center and Fort Polk (AFZX–GT–TTS), Fort Polk, LA 71459–5000
6	Commander, U.S. Army Field Artillery Center and Fort Sill (ZR–TTI), Fort Sill, OK 73503–5600
7	Commandant, U.S. Army III Corps NCO Academy (AFZF–NCOA), Fort Hood, TX 76544–5064
8	Commandant, U.S. Army NCO Academy (TZC–DPT–S), Fort Bliss, TX 79916–6501
9	Commandant, U.S. Army I Corps NCO Academy, (AFZH–NCOA), Fort Lewis, WA 98433–9534
30	Commander, Fort Richardson (AFVR–PTM), Fort Richardson, AK 99505–5800
31	Commander, U.S. Army Garrison, Hawaii (IMPA–HI–PLT) Schofield Barracks, HI 96857–5000
32	Commander, Eighth Army (EACJ–TDD), Seoul, Korea APO AP 96205–0009
33	Commander, 7th Army CC (AETTV–DPT–TD), Vilseck, Germany, APO AE 09112
10	Commander, U.S. Army Engineer Center and Fort Leonard Wood (ZT–FTM–TZ), Fort Leonard Wood, MO 65473–5000
11	Commandant, U.S. Army NCO Academy, Fort Drum, NY 65473–5245

Appendix F
Training Records

F–1. Military training records

a. Records of individual and collective training will be maintained in DTMS. DTMS contains the ITRs for Soldiers. The ITR should consist 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/DA Form 5501), physical profile (DA Form 3349), records of HQDA mandatory training, and other records of training governed by this regulation. Every military unit commander will maintain ITRs to assist in Soldier readiness and facilitate the electronic transfer of Soldier training records during reassignment. Other Soldier or leader training records may be maintained for the purpose of assisting the commander to develop the unit training program.

b. ITRs are subject to inspection by immediate higher headquarters as part of a command inspection program or separately.

c. Individual Flight Training Records will be maintained per AR 95–1.

d. Aircrew training records will be maintained per AR 95–1.

e. Army Drivers Training and Equipment Operator's training records will be maintained in accordance with AR 600–55, TB 600–1, and TB 600–2; and will be annotated in the ITR.

f. Records exempt from inspection include:

(1) Body Composition Program records,

(2) DA Form 3479 (Air Traffic Control Training and Proficiency Record).

g. All ITRs will be maintained in accordance with the Army Privacy Program (AR 340–21).

h. Course completions will be recorded in military and civilian personnel records in accordance with AR 600–8–104 and AR 690–400.

i. 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.

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 ATRRS.

e. DTMS will accept both individual and collective training data either via manual entries and/or electronic data transfer from other information systems.

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 RITMS until migration to DTMS is completed.

d. All institutional training requirements, schedules, quota assignment, and student management (reservations, enrollment, and completion entries) will be documented in ATRRS.

e. ATRRS data will feed RITMS and will be used in conjunction with appropriate forms to support IMT training until RITMS migration to DTMS is completed.

F–4. Transferring initial 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 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 digitally transferred to the gaining unit upon reassignment using an interface to DTMS.

F–5. Transferring Individual training records

a. The 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. DTMS training 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 Civilian Personnel Advisory Center 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 5 USC 4108.

(5) Training expenses paid by the Government in accordance with 5 USC 4109.

d. Organizations will maintain civilian 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
Headquarters, Department of the Army Mandatory Training

G–1. Headquarters, Department of the Army Mandatory Training Overview

The HQDA mandatory training requirements are listed in this appendix. Additionally, the most current list of requirements and associated products are available on Army Training Network (https://atn.army.mil) and DTMS (https://dtms.army.mil). Commanders should verify the training requirements at these websites to ensure they have the most recent requirements and training products. ACOM, ASCC, and DRU commanders may establish command directed training requirements within their organizations. Section I is applicable to all Soldiers and Civilians whether they are assigned to a unit (MTOE/TDA) or an institutional-base unit (as a student). Section II contains other Army training programs applicable to specific audiences that may vary between units and individuals. HQDA mandatory training requirements are 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.

a. Proponents of HQDA Mandatory Training Subjects are required to follow TRADOC Training Development policy and procedures. All training products in support of HQDA mandatory training are to be developed and maintained in the TRADOC approved automated system in order to allow for a single point of accessibility for training.

b. HQDA G–3/5/7 will review the HQDA mandatory training requirements on a biennial basis or as necessary and provide updates to the TGOSC via appropriate CoC.

c. Training products to support HQDA mandatory training will be accessible to individuals and units via ATMS (Army Training Network and DTMS).

G–2. Program Objectives

Objectives of the HQDA mandatory training program are:

a. To limit HQDA mandatory 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 HQDA mandatory 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 Headquarters, Department of the Army Mandatory Training

a. Training requirements from new regulations or other policy directives must be approved by the HQDA, DCS, G–3/5/7 for inclusion as HQDA mandatory training. Emerging and additional training requirements should be incorporated into Soldier's manuals, drills, or collective tasks before competing them for consideration as a HQDA mandatory training subject.

b. Requests for inclusion or deletion as a HQDA mandatory training requirement must be 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 HQDA mandatory training requirement or a reason to remove HQDA mandatory training when no longer required.

c. TRADOC determines implementing methods for incorporating HQDA mandatory training into common core training for institutional courses, unless otherwise specified by regulation.

d. Commanders are responsible for the content of any training materiel not provided by HQDA, or ACOM/ASCC/DRU commands.

G–4. Headquarters, Department of the Army Mandatory Training in Units

All units provide and record HQDA mandatory training for all Soldiers assigned to MTOE and TDA organizations in the Operating and Generating Forces, as required by table G–1. Section I topics listed in Table G–1 are common to all Soldiers; Tables G–2, and G–3 are oriented to specific groups of military (institutional) and civilians. Personnel assigned to organizations who are not assigned specific pieces of equipment, (specifically for CBRN training, AWT and weapons qualification), may be exempted by the first O–5 in the chain of command, except when required as a pre-deployment training requirement (see Ch 4 and G–7). Appendix G, Section II, contains additional training requirements dependent on duty position, and may not be required of all Soldiers, but are required where applicable. Training resources and information are located on Army Training Network.

Table G–1
Headquarters, Department of the Army Mandatory Training Requirements for all Personnel in Units

Subject	Authority Reference	Proponent	Frequency
OPERATIONS			
Preventive measures against disease and injury (includes mild traumatic brain injury (mTBI) and hearing conservation	AR 40–5; DA Pam 40–11	TSG	O (A=mTBI & hearing conservation)
PRT (includes Army Combatives Program)	AR 350–1, G–9 & G–10	HQDA, DCS, G–3/5/7	
Risk Management	AR 385–10	G–3/5/7, ASO	O
Operations Security (OPSEC)	AR 530–1	HQDA, DCS, G–3/5/7	A/R
Antiterrorism (AT) Training	AR 350–1, G–7 and AR 525–13	PMG	A
Threat Awareness & Reporting Program	AR 381–12	HQDA, DCS, G–2	A
Weapons qualification	DA Pam 350–38	HQDA, DCS, G–3/5/7	S(AA), A (RC)
Law of War (MTOE units only)	DODD 2311.01E	TJAG	A
Personnel Recovery & Code of Conduct	AR 525–28	HQDA, DCS, G–3/5/7	A
Information Security Program Initial Orientation Training	AR 380–5/AR 380–67	HQDA DCS G2	First Unit only (non-IMT) & upon PCS to new installation
Information Security Program Refresher Training	AR 380–5	HQDA DCS G2	A
HUMAN DYNAMICS			
Army Values Training	AR 600–20	HQDA, DCS, G–1	A
Resilience & Perform Enhancement Trng	AD 2013–07, 25 Mar 13	HQDA, G–1	O
Army Substance Abuse Program	AR 600–85	HQDA, DCS, G–1	A/R
Army Suicide Prevention Program	AR 600–63	HQDA, DCS, G–1	A/R
Combating Trafficking in Persons Program	http://www.combat-trafficking.army.mil/	ASA(M&RA)	A
Employment and reemployment rights (RC only**)**	DODI 1205.12	HQDA, DCS, G–1	A/R
Equal Opportunity Program (includes anti-hazing/anti-bullying training)	AR 600–20	HQDA, DCS, G–1	S (A=anti-hazing/anti-bullying)

Table G–1
Headquarters, Department of the Army Mandatory Training Requirements for all Personnel in Units—Continued

SHARP	AR 600–20	HQDA, DCS, G–1	I/S

Legend for Table G-1:
A: Annual. Trained annually.
I: In processing. Required within 30 days whenever an individual is assigned to a new unit.
O: Ongoing. Continuous training, not a single event.
R: Redeployment. Addressed upon redeployment from an operational mission.
S: Semiannual. Trained twice per year.
Q: Quarterly.

Notes:
[1] *Published pre-deployment training guidance supersedes training requirement frequency contained herein.

G–5. Headquarters, Department of the Army Mandatory Training in Institutions

a. School commandants and commanders provide and record HQDA mandatory training for staff and faculty members as required by table G–1 above.

b. HQDA 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 Army Training Network.

Table G–2
Headquarters, Department of the Army Mandatory Training Subjects Taught in Training Institutions

Subject	Reference	Proponent	IMT	OES (PME)	NCOES (PME)	SCP	CES
AT training	AR 525–13	PMG	X	X	X	X	X
Physical Readiness Training	AR 350–1	HQDA, DCS, G–3/5/7	X		X		
Army Sub-stance Abuse Program	AR 600–85	HQDA, DCS, G–1	X	CCC	SMC	X	
Army Suicide Prevention Program	AR 600–63	HQDA, DCS, G–1	X	X	X	X	X
Army Traffic Safety Train-ing Program	AR 385–10	HQDA, AC-SIM	X				
Warrior Tasks & Battle Drills	https://atiam. train.army.mil/ soldierPortal/	HQDA, DCS, G–3/5/7	X				
Risk Manage-ment	AR 385–10	TRADOC	X	X	X	X	X
Cultural awareness training	AR 350–1 Chapter 8	TRADOC	X	X	X		
EW/Cyber Electromag-netic training	AR 350–1	TRADOC	X	X	X	X	X
Enlisted PME Policy	CJCSI 1805. 01A	HQDA, DCS, G–1	X		X		
Equal Oppor-tunity Program	AR 600–20	HQDA, DCS, G–1	X	X	X	X	
Health Promo-tion (Preven-tive Medicine)	AR 600–63	HQDA, DCS, G–1	X				

Table G–2
Headquarters, Department of the Army Mandatory Training Subjects Taught in Training Institutions—Continued

Army Values Training	AR 600–20	HQDA, DCS, G–1	X	X	X	X	X
Law of War	DODD 2311. 01E	TJAG	X	X	X		
Leadership Doctrine	AR 600–100	HQDA, DCS, G–1	X	X	X	X	X
Military Justice	AR 27–10	TJAG	X	X	X		
Army Combatives Program	AR 350–1	TRADOC (U.S. Army Combatives School (USACS))	X				
Occupational and Environmental Health (Combat Stress & mTBI & hearing conservation)	AR 40–5	TSG	X				
Officer PME Policy	CJCSI 1800. 01D	HQDA, DCS, G–1	X	X			
OPSEC	AR 530–1	HQDA, DCS, G–3/5/7	X	X	X	X	X
Code of Conduct	AR 525–28	HQDA, DCS, G–3/5/7	X				
Personnel Recovery	AR 525–28	HQDA, DCS, G–3/5/7	X	X	X		
Preventative maintenance checks and service	AR 750–1	HQDA, DCS, G–4	X				
SHARP	AR 600–20	HQDA, DCS, G–1	X	X	X	X	X
Public affairs program-/Media Awareness	AR 360–1	CPA	X	X	X	X	X
Resilience & Perform Enhancement Trng	Army Directive 2013–07, 25 Mar 13	HQDA, DCS, G–1	X	X	X	X	
Threat Awareness & Reporting Program	AR 381–12	HQDA, DCS, G–2	X				
Weapons qualification	DA Pam 350–38	HQDA, DCS, G–3/5/7	X				

Legend for Table G-2:

IMT: Initial Military Training (Basic Combat Training, AIT, OSUT, BOLC B)

OES (PME): Officer Education System (Professional Military Education) (not including BOLC A or B)

NCOES: Non-commissioned Officer Education System

SCP: School of Command Preparation (PCC branch-immaterial and branch-specific phases)

CES: Civilian Education System

G–6. Headquarters, Department of the Army Mandatory Training for Army Civilians

All organizations provide and record HQDA mandatory training for all Army civilians as required by table G–3.

Table G–3
Headquarters, Department of the Army Mandatory Training Requirements for Army Civilians

Subject	Reference	Proponent	Frequency
AT 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
Combating trafficking in persons (CTIP) Program	DODI 2200.01	ASA(M&RA)	A/P
Risk Management	AR 385–10	TRADOC	O
Constitution Day Awareness	http://constitutionday.cpms.osd.mil/	ASA(M&RA)	I/A
Equal Employment Opportunity, Anti- Harrassment, and No Fear Training	AR 690–12 (as revised) SA 2011 Anti-Harassment Policy	ASA(M&RA)	I/A
Ethics	DOD 5500.7–R	TJAG	I
OPSEC	AR 530–1	HQDA, DCS, G–3/5/7	I/A/P/R
Information Security Program Initial Orientation Training	AR 380–5/AR 380–67	HQDA, DCS G–2	I/(upon PCS to new installation)
Information Security Program Refresher Training	AR 380–5/AR 380–67	HQDA, DCS G–2	A
Threat Awareness & Reporting Program	AR 381–12	HQDA, DCS, G–2	A
Resiliency and Performance Enhancement Training	AD 2013–07, 25 Mar 13	HQDA, DCS G–1	O (not mandatory, but authorized)

Legend for Table G-3:

A: 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 operation 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
Other Army Training Programs and selected-personnel training requirements

G–7. Pre-deployment Training Guidance

FORSCOM, as the primary force provider, maintains the standing pre-deployment training guidance for Army forces supporting ASCC and COCOM requirements. Published pre-deployment guidance supersedes training requirement frequency contained in Tables G–1 and G–3, or exemptions identified in paragraph G–4. CONUS Replacement Center Individual Augmentee Training does not cover all pre-deployment training; some training must be done on-line or through self-study before reporting. All requirements listed in pre-deployment training guidance will undergo periodic reviews in order to identify and possibly eliminate obsolete or duplicative requirements. This process will assist commanders in their mission analysis process and the development of unit training plans.

G–8. Antiterrorism Training

a. Specific Army standards for 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 OCONUS travel on official business (that is, on an accompanied PCS move). Individual AT training must be documented in the individual's training records.

b. AT training will not take the place of annual Threat Awareness and Reporting Program and Deliberate Security Violations training requirements (see AR 381–12). The Army has four levels of AT training: Level I - Individual AT Awareness Training; Level II - AT Officer Training; Level III - Pre-Command AT Training; and 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 CBRN and high yield explosives, 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 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 COCOMs.

(2) Level II. Battalions and brigades will have a Level II trained AT officer (E–6 or higher or equivalent civilian grade). Division Level II trained AT officers will be in the grade of E–8 or higher or equivalent civilian grade. Unit AT officers serve as the commander's primary AT planner, advisor, and trainer for Level I AT training. Level II AT training is conducted at the U.S. Army Military Police School or through MTT. Level II AT training prepares individuals to manage AT programs, advise the commander on all AT issues, and administer Level I AT Awareness Training.

(3) Level III. Branch, component, and functional area PCC provide Level III training to O–5/O–6 commanders/ commander selects or civilian equivalents. The instruction includes the requisite knowledge, skills, and abilities necessary to direct and supervise Army AT programs.

(4) Level IV. The Joint Staff sponsors the Level IV AT Executive Seminar. It provides senior military and civilian executive leadership with the requisite knowledge to enable development of AT Program policies and facilitate oversight of all aspects of AT programs at the operational and strategic levels. It includes AT updates, briefings, panel discussion topics, and tabletop AT and Terrorist Consequence Management war games.

(5) Commanders of units, garrisons, and stand-alone facilities will integrate AT into individual and collective training plans including mission rehearsal exercises and pre-deployment training

(6) AT 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–9. Physical readiness training

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

(1) Strength (muscular strength and muscular endurance).

(2) Endurance (aerobic power and anaerobic capacity).

(3) Mobility (agility, balance, coordination, flexibility, posture, stability, speed and power).

(4) Body Composition standards as prescribed by AR 600–9.

(5) Healthy Lifestyle (nutrition through Soldier fueling, avoidance of smoking and substance abuse, and stress management).

(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.

b. PRT trains and develops the physical components that contribute to tactical and technical competence that forms the physical foundation for all training, ultimately enhancing Soldiers' abilities to complete tasks that support the unit's METL.

(1) Total-body strength development, conditioning and climbing drills, strength training circuit, rope climbing, the guerrilla drill and resistance exercises using several strength training modalities prepare Soldiers for the strength requirements linked to AWT performance and mission requirements. The strength component of PRT runs a continuum between absolute muscular strength and muscular endurance. Calisthenics that comprise PRT conditioning drills are the foundation of strength training and body management. Conditioning and climbing drills, the strength training circuit and the guerrilla drill develop the strength and fundamental movement skills needed for Soldiers to manipulate their own body weight and exert force against external resistance (see FM 7–22).

(2) Endurance activities that develop aerobic power and anaerobic capacity, foot marching under fighting and approach march load on hardball and cross-country, speed running with or without fighting load, release runs, hill repeats, shuttle running and terrain running prepare Soldiers for the endurance requirements linked to AWT performance and mission requirements. The endurance component of PRT runs a continuum between the ability to sustain

high-intensity activity of short duration (anaerobic) and low-intensity activity of long duration (aerobic). Speed and sustained running and foot marching are the foundation of endurance training. Speed running (30:60s and 60:120s with and without load, 300-yd shuttle run and hill repeats) train the anaerobic component. Sustained running or marching (ability group, release, and terrain runs, along with foot marching with and without load) trains the aerobic component. 20 to 30 minutes of sustained running is adequate to develop and maintain endurance and control overuse injury (see FM 7–22, Chapter 10).

(3) Mobility (agility, balance, coordination, flexibility, posture, stability, speed and power) provides the movement proficiency linked to AWT performance and mission requirements. Mobility as measured by the eight qualitative factors (agility, balance, coordination, flexibility, posture, stability, speed and power) is the functional application of strength and endurance. Mobility training improves movement proficiency and is integrated into all strength and endurance PRT sessions.

c. 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 readiness proficiency as part of their overall MOS proficiency. The maintenance of the military skills the ability to start, stop, get up and down, change direction, sprint, crawl, climb, march under load, obstacle negotiation, individual movement techniques and casualty evacuation are often critical to mission success. Preparation for the APFT is of secondary importance. Commanders should design and tailor programs according to the unit mission. Mission-focused PRT will be conducted to prepare Soldiers to meet the physical demands of Decisive Action. FM 7–22 provides guidance on exercises, drills and activities for units with different missions. Sustained running has always been regarded as one of the best activities to improve endurance. However, unless sustained running is balanced with strength, muscular endurance, and load-bearing exercises related to the unit mission, the training program is inadequate. The objective is to incorporate PRT exercise, drills, and activities that improve the overall strength, endurance and mobility of each Soldier. The scheduled PRT exercise, drills, and activities must be designed to allow Soldiers to improve overall physical readiness and achieve APFT standards.

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

(1) Commanders or the senior military supervisors will establish physical readiness training programs consistent with this regulation, FM7–22, and unit missions. PRT sessions will be conducted with appropriate intensity, frequency, and duration to develop a high level of strength, endurance, and mobility. Commanders (company through division) will leverage the expertise of Soldiers awarded the Master Fitness Trainer (MFT) ASI in planning, executing and sustaining unit physical readiness training.

(2) Commanders may establish unit APFT and PRT 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 phases, principles, components and types of training outlined in FM 7–22. 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) Special conditioning programs are appropriate for Soldiers who have difficulty meeting unit goals or Army standards. Such programs will not be punitive and commanders will ensure that special conditioning programs do not violate the Army's hazing policy prescribed in AR 600–20. They must be designed to improve the physical readiness 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, endurance or strength deficiency). In addition, they should encourage a healthy lifestyle.

(4) Commanders will practice the principles outlined in FM 7–22 and apply them to maximize unit and individual Soldier development.

(5) Special physical readiness programs will be developed according to FM 7–22 and kept separate and distinct from the Army Body Composition 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 physical readiness problems in the same category with the expectation that more exercise will automatically result in improved body composition. Special programs will be employed for Soldiers with physical readiness problems. Separate special programs or additional PRT is not always a solution to overcome identified weaknesses. Commanders are encouraged to place Soldiers with special physical readiness needs into the regular unit PRT 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 at the unit and installation level have shown to elicit high injury rates. Commanders should apply the appropriate risk management to ensure the safety of Soldiers participating in these types

of activities and programs. If used, these activities and programs should complement unit PRT 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 readiness components outlined in this regulation (G–9.a.). They should not be used as the substitute for a formal program PRT.

e. 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 readiness training programs with an emphasis on passing required fitness standards and height/weight standards.

(1) Commanders 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 by the Public Health Command (PHC); information is located at http://phc.amedd.army.mil/topics/healthyliving/al/Pages/ArmyPregnancyPostpartumPhysicalTrainingProgram.aspx/.

(2) Garrison commanders will provide support to mission commanders by ensuring adequate and appropriate facilities and equipment are provided for PPPT Program execution.

(3) 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 PHC information located at http://phc.amedd.army.mil/topics/healthyliving/al/Pages/ArmyPregnancyPostpartumPhysicalTrainingProgram.aspx/.

(4) The MEDCOM as the specified proponent will ensure that the PHC information on PPPT remains current and provides medical consultative and educational support and periodic training of PPPT Program instructor trainers and medical experts through the PHC to senior commanders and MTF commanders, with information located at http://phc.amedd.army.mil/topics/healthyliving/al/Pages/ArmyPregnancyPostpartumPhysicalTrainingProgram.aspx/.

(5) 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 PHC.

f. Soldiers who are pregnant or who are recovering from childbirth are exempt from regular unit physical readiness training and APFT testing for the duration of the pregnancy and 180 days past pregnancy termination.

(1) Pregnant and postpartum Soldiers must be cleared by their health care provider prior to participating in any physical fitness training program.

(2) 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 physical training at the Soldier's own pace.

(3) 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.

(4) Postpartum Soldiers must receive health care provider clearance if returning to their unit's physical readiness training prior to 180 days following pregnancy termination.

g. Physical readiness testing gives Soldiers an incentive to stay in good physical condition and allows commanders a means of assessing the physical readiness 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.

(1) APFT will not form the foundation of unit or individual PRT programs; it is simply one element of a total program. Physical readiness testing ensures the maintenance of a base level of physical readiness 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.

(2) Results of the APFT will be recorded on DA Form 705 (Physical Fitness Test Scorecard) which will be maintained for each Soldier. This scorecard will be kept in the 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.

(3) Individuals will be weighed when they take record APFTs or at least every six months in accordance with AR 600–9.

h. Commanders may establish incentives and unit physical readiness objectives related to their mission essential tasks. 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 readiness 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.

i. When conducting physical readiness training in unit formations, the commander will prescribe a uniform proper to weather conditions and the type of activity in accordance with AR 670–1. This can include appropriate components of the physical fitness uniform (CTA 50–900) when issued, or it can also include Army combat uniform trousers with undershirt or utility shirt. Commanders may authorize the wear of individually purchased athletic clothing for unit sports activities or for PRT.

(1) Testing standards are designed for Soldiers wearing running shoes. Accordingly, running shoes will be worn for physical readiness testing unless individual Soldiers elect to wear combat boots.

(2) Commanders should advise Soldiers on how to select suitable athletic or running shoes. However, in accordance with AR 670–1, 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 foot 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 PRT.

j. Requirement. Personnel in the AA, ARNG, and USAR will take part in either collective or individual physical readiness training programs year-round per FM 7–22. Active component units, individuals, and Reserve Component Soldiers on active duty will conduct regularly scheduled (four to five times per week for 60–90 minutes), vigorous PRT during the unit's normal duty day as determined by the commander.

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

(2) Personnel will be excused from PRT only during periods of temporary or permanent medical limitations established in accordance with AR 40–501. FM 7–22, Chapter 6 provides guidance on Special Conditioning Programs for Soldiers recovering from injury, illness or other medical conditions.

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

k. Soldiers must meet the physical readiness standards (as measured during the (APFT)) set forth in FM 7–22, Appendix A and this regulation. Soldiers who are unable to meet these standards or the mission-related physical readiness standards required of their duty assignment and position may be subject to administrative action.

(1) Soldiers 40 years of age and older will be evaluated for coronary heart disease risk factors as part of their periodic health assessment. The medical procedures for the 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.

(2) All Soldiers centrally selected for command positions and CSM designees, regardless of age, must have a CVSP, meet body composition standards set forth in AR 600–9, and pass the three-event APFT or APFT utilizing an alternate aerobic event 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.

(3) Soldiers 55 years of age and older have the option of taking the three-event APFT or an APFT utilizing an alternate aerobic event. An APFT using an alternate aerobic event is defined as pushups, sit-ups and an alternate aerobic event (2.5-mile-walk test, 800-yard-swim test, 6.2-mile-stationary bicycle ergometer test or 6.2 mile bicycle test on a conventional bicycle) per FM 7–22, Appendix A. Soldiers must earn a minimum score of 60 points on the push-up and the sit-up events. Soldiers must also complete the alternate aerobic event in a time equal to or less than the time for his/her age group as listed in FM 7–22, Appendix A. Although the alternate aerobic 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 years of age are not to be considered a profiled Soldier unless a current profile exists. The commander will determine the alternate aerobic events based on guidance from FM 7–22, Appendix A, the Soldier's physical abilities, preference and availability of equipment and input from the healthcare provider when a profile exists.

(4) Recalled retirees are not required to take the APFT. However, retirees must maintain a personal physical readiness PRT program in order to stay within Army body composition standards during the period of recall. Retirees who exceed the Army body composition standards during the period of recall will be placed in the Army Body Composition Program.

(5) Soldiers 60 years of age and older have the option of not taking the APFT; however, they must maintain a personal physical readiness program approved by a physician and remain within Army body composition standards.

l. 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.)

m. Physical readiness standards are developed by TRADOC and approved by HQDA, DCS, G–3/5/7. The APFT provides a measure of aerobic power 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, sit-ups, and a 2-mile run,

conducted 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. (Repetition and time guidelines are located on DA Form 705, APFT Scorecard and FM 7–22, Appendix A.) Record APFT scores will be annotated on a DA Form 705, APFT 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 stationary bicycle ergometer, 6.2-mile conventional bicycle 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 scores 70 points in the pushup, 85 points in the sit-up and receives a "GO" for the 2.5 mile Walk, the Soldier will receive a score of 155 points in the total score column of the DA Form 705 (see FM 7–22 for APFT scoring). Testing is prescribed for all Soldiers as follows:

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

(2) Commanders may administer the APFT as often as they wish; however, they must specify beforehand when the results are for record. AA and AGR Soldiers will take the APFT twice each calendar year. A minimum of 4 months will separate record tests. Soldiers that require make-up testing or re-testing for an APFT failure are exempt from the 4-month rule. 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. Soldiers requiring make-up testing will be scheduled in accordance with the unit Standard Operating Procedures. Soldiers requiring re-testing for an APFT failure will be scheduled as prescribed in paragraph G–9.m.(6) of this regulation.

(3) Soldiers in RC TPUs will take the APFT once each calendar year. A minimum of 8 months will separate record tests 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.

(4) Individual mobilization augmentee and IRR Soldiers who are on tours of annual training, ADT, 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 or IRR Soldier does not serve an active duty tour. RC Soldiers assigned or attached to AA units and organizations for 30 consecutive days or more will follow the physical readiness program for that unit or organization.

(5) Soldiers requiring makeup testing will be scheduled in accordance with the unit standard operating procedures.

(6) 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.

(7) If a Soldier fails to meet the physical readiness standards in FM 7–22, the unit commander will remove the Soldier from parachute, diving, and flight crew status. This action will be taken to ensure the safety of that Soldier and other unit members.

(8) Personnel with permanent medical profiles that preclude participation in the pushup or sit-up event will take the remaining events if the permanent profile permits. The 2-mile run event, or an approved alternate test event as outlined in FM 7–22, must be taken if the test is for record. The alternate test is for Soldiers with permanent physical profiles that prevent them from running two miles. Soldiers with temporary profiles of long duration (more than three months) may also take an alternate test if approved by the commander and the health care personnel. Soldiers must be given three months to prepare for the alternate test from either the date of the profile or the date recommended by health care personnel.

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

(10) 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 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 AIT, OSUT).

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

(11) Soldiers in IET will be tested near the end of the course to qualify for completion of basic combat training, AIT, and OSUT.

(12) Soldiers assigned or attached to Joint headquarters, such as NATO, OSD, 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.

(13) Individual mobilization augmentee Soldiers and 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 G–9.m.(6). Reserve Component Soldiers assigned or attached to active Army units and organizations for 30 consecutive days or more will follow the physical readiness program for that unit or organization.

(14) TRADOC recommends physical readiness standards for entry into Ranger and Airborne training and into other schools having separate physical readiness standards. USASOC, in conjunction with TRADOC, sets the readiness standards for entry into Special Forces training. The HQDA, DCS, G–3/5/7, reviews and approves these standards.

n. Administration of the APFT.

(1) The administration of the APFT requires four duty positions: an officer in charge or NCO in charge, event supervisor, event scorer, and support personnel (such as time keeper or demonstrator).

(2) Soldiers administering the APFT may perform multiple duties during the test event. The restriction is the event scorer may not be the event timer or Event supervisor. However, the event supervisor may be an event timer. The minimum number of Soldiers to administer the APFT is two (except when only one Soldier is receiving the APFT test: Minimum of two Soldiers to administer APFT plus an additional individual to hold the tested Soldier's feet during the sit-up event).

(3) Administrators of the APFT must be Soldiers currently serving in the military to include the RC, senior ROTC cadets, and senior USMA cadets. The following personnel are prohibited from administering the APFT: Civilians, retired Soldiers, and IRR Soldiers who are not on tours of duty for 12 or more consecutive calendar days for annual training, active duty training, or active duty for special work. One exception to this paragraph is granted to Soldiers in isolated locations (such as an embassy) where there exists an insufficient number of Soldiers to administer the APFT. In this case, military members from other Services or civilians, who are working in the Soldier's chain of command, may administer the APFT after reviewing all requirements of administering the APFT outlined in FM 7–22, appendix A.

o. PRT programs for deployed or deploying units in support of ongoing combat operations should be based on the most physically demanding tasks and support the physical performance of the warrior tasks and battle drills (WTBD). Units should follow the principles of exercise outlined in FM 7–22, especially precision, progression and integration when designing PRT 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 PRT 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, speed running (with and without) fighting load, climbing drills and strength training circuit. PRT should be conducted five days per week. All unit types should alternate endurance and mobility activities with strength and mobility activities in accordance with FM 7–22, Chapter 5.

(c) Units should incorporate acclimatization considerations when conducting PRT during preparation for deployment per FM 7–22. Leaders must ensure this acclimatization is done without undue risk to the Soldier.

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

(3) Post-deployment.

(a) Units should resume PRT as soon as practicable after redeployment. Long deployments often contribute to a decline in unit fitness levels. Therefore, Soldiers should re-enter the PRT program at a lower intensity and rationally progress back to pre-deployment training intensities over a period of 60–90 days (see FM 7–22, Chapter 5 for sample reset, train/ready and available PRT schedules).

(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.

p. FM 7–22 provides guidance for preventing injuries during PRT (see FM 7–22, Chapter 6 for guidance on reconditioning injured Soldiers).

(1) Trainers will be alert to symptoms indicating that a Soldier's strength and endurance limits have been reached or exceeded, or a serious medical condition exists (see FM 7–22, Chapter 5 for overtraining syndrome).

(2) If a commander or PRT leader 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.

q. Environmental considerations, particularly weather and altitude, are important in planning PRT programs (see FM 7–22, Appendix D for environmental considerations).

r. The Army Morale, Welfare, and Recreation (MWR) Sports Program enhances physical readiness requirements of the military. Many sports can be used to promote unit esprit de corps and teamwork, develop a competitive spirit, increase motivation for physical readiness 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, and cross-country skiing, have the potential to enhance physical readiness. The intent of such programs is to supplement the unit PRT program.

(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. MWR 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 PRT

(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 Conseil International du Sport Militaire, Pan American, and Olympic Games. Participation should be used as a way to promote physical readiness 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 readiness 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 military skills competition (orienteering, obstacle swimming, shooting, obstacle running, grenade throwing, map reading, and distance estimating).

G–10. Army Combatives Program

The revised Army Combatives Program enhances unit readiness by building a Soldier's personal courage, confidence and resiliency, and their situational responsiveness to close quarter threats in the operational environment. The strategy builds on familiarization training on combatives skills during IMT, followed by reinforcement and basic combatives certification as part of the annual Army Warrior Tasks (AWT / STP 21–1) requirement, then progresses to advanced combative skills trained over time in unit training programs as required. Every Soldier should experience the physical and emotional demands of hand-to-hand fighting prior to engaging in combat. 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.

a. The Army Combatives Program applies Army-wide, to all components. Commanders in both the operating force and generating force will establish combatives program consistent with this regulation, TC 3–25.150, and unit missions. Combatives programs should include both technique and scenario based training as set forth in STP 21–1–SMCT and TC 3–25.150.

b. The Maneuver Center of Excellence has proponency for combatives training. The U.S. Army Combatives School (USACS) will establish technical training standards procedures. The USACS will maintain a Web site to provide trainers and instructors with program updates on pedagogy, risk management, standing operating procedures, and injury mitigation.

c. Basic skill-level 1 combatives skills will be taught during IMT, and reinforced during the annual Army Warrior Tasks (AWT) requirement once the Soldier is assigned to a unit. First line supervisors are responsible for conducting AWT training. While graduates of the Combatives Master Trainer Course are not required to conduct the basic level combatives, they are recommended to assist and guide the first-line trainers with regard to techniques and safety. Basic combative skills training is different than advanced, IAW STP 21–1–SMCT (React to Hand-to-Hand Contact).

d. Units whose missions dictate advanced combatives skill beyond the techniques covered paragraph c above, are required to have a Combatives Master Trainer Course graduate present during advanced combatives skills training in order to ensure adherence to risk management processes, techniques and instructional framework of TC 3–25.150. All Soldiers must be skilled in basic combative skills prior to conducting advanced combative skills training. Civilian mixed or single discipline martial arts instructors are not an authorized substitution for a Combatives Master Trainer Course graduate for advanced combatives skills training. Due to the potentially dangerous nature of combatives training, unit commanders and installations will ensure that all advanced combatives training is supported by Combatives Master Trainer Course graduates, and adheres to the risk management process and instructional framework of TC 3–25.150.

e. Units will conduct combatives training regularly in support of mission readiness, posted on unit training schedules, and executed at company and platoon levels. 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. Combatives instruction is not always physically demanding and should therefore never replace physical training but should be an important and integral part of it.

f. Combatives instructor training requirement.

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

(2) Commanders will determine the best qualified leader to attend the Combatives Master Trainer Course.

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

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

g. Each company sized organization will have one combatives master trainer course graduate, or as appropriate.

h. USACS is responsible for maintaining a database record of combative master trainer course graduates.

i. Unit commanders will report injuries through the appropriate channels to the U.S. Army Combat Readiness / Safety Center, and Brigade and above master trainers will report injury trends semiannually to USACS.

G–11. Personnel Recovery Training

a. Concepts.

(1) 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 their personnel for isolation, for executing PR missions, and to recover those who become isolated. AR 525–28, Personnel Recovery, outlines the Army's full PR requirements

(2) PR is the sum of military, diplomatic, and civil efforts to prepare for and execute the recovery and reintegration of isolated personnel.

(3) PR applies to U.S. military, DOD Civilians and contractor personnel (and others designated by the President or Secretary of Defense) who are separated from their unit (as an individual or a group) while participating in a U.S. sponsored military activity or mission and are, or may be, in a situation where they must survive, evade, resist, or escape.

(4) The Code of Conduct was established by Executive Order (EO) 10631 (amended by EO 12633 and EO 11382) to provide standards of behavior for members of the Armed Forces in combat and captivity. It consists of six articles. EO 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. Army SERE training is designed to support the Code of Conduct by giving individuals the skills they need to survive isolating events and return with honor.

(5) PR training, which includes PR operations training, PR command and staff training, Code of Conduct training and SERE training, are designed to:

(a) Increase the likelihood of recovery prior to detention or capture through effective planning and preparation by individuals, units, and commanders and their staff.

(b) Prepare individuals to survive by meeting their basic needs and evade enemy detection and capture while returning to friendly control.

(c) 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.

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

(e) Educate commanders and their staffs on the integration of PR into the Army Operations Process.

(f) Provide Joint PR staff training and education for those persons assigned to Joint PR billets.

(6) COCOMs often require specific high risk of isolation and moderate risk of isolation courses for deploying personnel. Only qualified instructors, approved by the appropriate COCOM, are allowed to teach high risk of isolation and moderate risk of isolation classes.

(7) Commanders shall utilize the DTMS ITR to record PR operations training, PR command and staff training, Code of Conduct training and SERE training that includes the name of course and date completed.

(8) All PR training tools are available at the Army Personnel Recovery Proponent Office website at http://usacac.army.mil/cac2/prpo/prlinks.asp.

(9) Army interactive media instruction PR courses are available as downloads from Army Training Network and the Army Personnel Recovery Proponent Office websites, as web-based modules on the Army Learning Management System, as DVD/CD products from Defense Imagery, and as platform instruction using Army Personnel Recovery Proponent Office developed lesson plans and slides.

b. Personnel Recovery Operations Training.

(1) The following individuals shall complete annual training on PR concepts and responsibilities, and the Code of Conduct:

(a) All Soldiers.

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

(c) Army contractors who as part of their contract, support the development of policy related to deployments, training, or casualties, and only if required in order to fulfill the terms of their contract and approved by the appropriate contracting Officer.

(2) Army PR 101: Introduction to Personnel Recovery Concepts fulfills this training requirement.

c. Code of Conduct Training.

(1) The Army requires Code of Conduct training as an annual recurring requirement and is included in the Army PR 101 course. Additionally, all Soldiers will receive Code of Conduct training during initial military training. Training includes instruction on the meaning of the six articles of the Code of Conduct and the behavior and obligations expected of Soldiers during combat and captivity.

(2) 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–23).

d. Survival, Evasion, Resistance, and Escape Training.

(1) SERE training is for Soldiers, Army Civilians, and Army Contractors whose jobs, specialties, missions, or assignments place them at risk of isolation and exploitation. It incorporates individual preparation and planning for isolation, survival, evasion, resistance and escape tactics, techniques, and procedures, and responsibilities during recovery and post-isolation reintegration. SERE training enables isolated personnel to live up to the Code of Conduct in order to return with honor.

(2) All Army SERE training (levels A, B, and C) must be validated by the Army Personnel Recovery Proponent Office.

(3) There are three levels of SERE training. Commanders shall utilize the DTMS Individual Training Record to indicate the level of SERE training completed by each person in their unit and the date completed:

(a) SERE level A. This is the basic level of SERE training. All Soldiers, Army Civilians and Army Contractors will receive SERE Level A training prior to travel outside the U.S. DODI 1300.21 provides guidance on the subject matter taught at this level. Completion of IMI products Army SERE 102 (Survival and Evasion Fundamentals) and SERE 103 (Resistance and Escape Fundamental) fulfills the requirement for SERE level A. SERE level A training can be completed individually or through platform instruction conducted for large groups. Personnel providing SERE level A instruction to large groups must utilize SERE level A lesson plans and slides validated by the Army Personnel Recovery Proponent Office. These lesson plans and slides can be obtained through the Army Personnel Recovery Proponent Office. Personnel serving as instructors for large group SERE level A instruction must be SERE level C graduates, and must have completed SERE 102 and SERE 103 interactive media instruction products within the last year of the date of instruction. SERE level A is conducted at the Unclassified//For Official Use Only level. All requests by foreign partners for SERE level-A products or training must be referred to the CGl, Combined Arms Center and Army Personnel Recovery Proponent Office.

(b) SERE level B. Level B training is tailored for selected capability areas and includes tasks as determined by the Army Personnel Recovery Proponent.

(c) SERE 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 of isolation, capture and exploitation. These three-week courses are conducted at approved military schools (the U.S. Army SERE School, Fort Rucker, and the U.S. Army John F. Kennedy Special Warfare Center & School, Fort Bragg) and are documented in ATRRS. SERE Level C training is available to those individuals whose deployment duties will likely require them to operate outside of secure operating bases with limited security. Commanders will evaluate their assigned personnel and identify those who should attend SERE level C training based on an 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 SERE training at least once in their careers:

1. Specially designated ARSOF personnel are eligible to attend level C SERE Course at U.S. Army John F. Kennedy Special Warfare Center & School.

2. All Officers who have branched Aviation are required to graduate from the U.S. Army level C SERE School at Fort Rucker prior to attending flight school unless they have previously attended another level C SERE School.

3. The following categories of personnel are highly encouraged to attend the U.S. Army SERE School at Fort Rucker: Personnel who have the following MOS/ASI/SQI: enlisted aircrew members (includes medical evacuation aircrew members); snipers; pathfinders; military attaches; or 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 (this may include, but is not limited to, police transition teams, military transition teams, border transition teams, Security Force Assistance advisory Teams and selected maneuver support and maneuver sustainment

personnel); counterintelligence and 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 DCS,G–2 or DCS,G–2 duty position; Criminal Investigation Division agents and military police whose deployment duties will likely require them to engage in Criminal Intelligence, investigations or police intelligence operations outside of secure operating bases. Soldiers not included in the above listed categories may attend U.S. Army level C SERE School at Fort Rucker if a battalion 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 attend SERE level C training at other DOD approved service SERE schools.

4. Student selection prerequisites are listed in ATRRS. All students must possess a valid secret or higher security clearance and meet the Army's height/weight and APFT standards upon arrival to the course.

5. Training seat reservations for AC soldiers attending training TDY and return will be executed by the Soldier's respective ACOM. Training seat reservations for Soldiers attending training in a TDY en route status will be executed by Commander, HRC.

(4) Joint Service Training Program (JSTP). The JSTP or SERE 245 is a closely coordinated, specialized course of instruction in which the services participate at the direction of the JCS. The training is conducted at courses located at Pope Army Airfield, NC; North Island, CA; and Fairchild AFB, WA. The JSTP is specifically aimed at increasing combat readiness. Training is provided to personnel who may be designated as high risk of isolation based on billet assignment, MOS, or geographic operating location with the greatest possibilities of being engaged in, or directly supporting combat operations. Information concerning JSTP must be held to a strict need-to-know basis. Every precaution must be taken to ensure complete security for this course. Personnel attending SERE 245 receive classified training. Prospective students are given no description of the course of instruction other than the fact they are to receive classified training. JSTP students are prohibited from divulging any information concerning their participation in the JSTP to any individual not cleared for access to the course, (regardless of rank or position.)

(a) All students nominated for JSTP must: be a U.S. citizen; possess a Secret Clearance or higher; be assigned to an MOS, branch or position that places that individual in a high threat of capture operation or theater; completed Army courses PR 101, SERE 102, and SERE 103; be of excellent character and of such good habits that there is no doubt of the individuals discretion or good judgment in handling classified information; mature and emotionally stable with demonstrated leadership ability; have no previous conviction or actions pending by court martial; officers must be on active duty, between the grades of W2–W5/O2–O5 and must be capable of serving an additional two years of active duty service upon completion of the training; and enlisted personnel must be on active duty, between the grade of E–5 and E–8, and serving on at least their second enlistment.

(b) Slots for this course are extremely limited so units will coordinate directly with HQDA G–3/5/7, Personnel Recovery Office, in order to nominate personnel for attendance. A certain percentage of Aviation Officers are required to take this course and HRC will coordinate attendance to JSTP in conjunction with U.S. Army Aviation Center of Excellence in order to manage these officers as part of their training pipeline.

e. Command and Staff Personnel Recovery Training.

(1) This training prepares commanders and staff to effectively plan, prepare, execute, and assess PR missions by integrating PR into the Army Operations Process. Army PR 202: *Commander and Staff Personnel Recovery Roles and Responsibilities*, is an interactive media instruction product that prepares commanders and staffs in their roles and responsibilities should a PR event occur. Key topics covered include Army PR doctrine, organization, and systems; information and mission management; intelligence support; and post-isolation reintegration.

(2) Army PR baseline training is required for PR Staff Officers assigned to official PR coded positions in Joint Personnel Recovery Centers (JPRC) and Personnel Recovery Control Centers (PRCC). All persons identified as such who are serving in PRCCs or JPRCs will complete Army PR202, Personnel Recovery Management Software training, and at least one of the following Joint PR courses located at the Personnel Recovery Education and Training Center at Fredericksburg, VA:

(a) Director or deputy director of a JPRC or PRCC- PR 301, Personnel Recovery Planning and Operations (as a minimum) and PR 303 (recommended). PR 301 is a 10-day resident course that prepares the Joint PR planner to support and advise the Joint Task Force Commander and Staff.

(b) Controller/watch officer in a JPRC or Controller in a PRCC - Army PR 202 and one of the following courses: Joint Personnel Recovery Agency (JPRA) PR 301, JPRA PR 300, Aviation TACOPs course.

(c) Intelligence specialist in a JPRC or PRCC- JPRA PR 309.

(d) SERE Coordinator in a JPRC or PRCC— SERE level C and one of the following courses: JPRA PR 301, JPRA PR 300, Aviation TACOPs course, or Army PR 202.

(e) Brigade PR officer- Army PR 202 (required) and one of the following is desired: JPRA PR 301, JPRA PR 300, or Aviation TACOPs course.

(3) 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.

(4) JPRA courses: PR 300, 220, 301 and 303 are conducted by the Personnel Recovery Education and Training

Center in Fredericksburg, VA, and are listed in ATRRS under school code 520. All requests for attendance will be approved by the ACOM and HQDA in ATRRS before TDY orders are cut. JPRA will decline attendance for all non-ATRRS requestors.

f. Personnel Recovery Field or Situation Training.

(1) This training prepares commanders, 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 to increase the likelihood of recovering personnel from the battlefield prior to detention or capture should they become isolated. 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 standard 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 isolated individual, continuously report the status of the isolated individual, initiate actions to find and return the isolated individual to the parent unit and coordinate post-isolation reintegration with higher. 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) PR Shared Collective Tasks can be found on the Training Development Capability database for use in unit training and exercises. There are five collective PR tasks:

(a) Task 71–8–6200. Prepare for PR (Battalion - ASCC)

(b) Task 71–8–6212. Establish PR Capability (Brigade - ASCC)

(c) Task 71–8–6220. Develop PR Guidance Brigade - Corps)

(d) Task 71–8–6230. Plan PR Operations (Battalion - Corps)

(e) Task 71–8–6236. Coordinate PR (Brigade - Corps)

(3) Any form of training that incorporates SERE academic role-playing laboratories or SERE training laboratories is prohibited outside the U.S. Army SERE School, Fort Rucker, and the U.S. Army John F. Kennedy Special Warfare Center & School, Fort Bragg without first having the course validated by the Army Personnel Recovery Proponent Office (for non-ARSOF courses). This does not prevent commanders from conducting appropriate unit level training, but is required due to specific restrictions placed on the services by DODIs.

G–12. Army Warrior Training

AWT maintains Soldier proficiency through the performance of WTBDs and supports the unit's METL. The WTBD are geared toward the operating environment and lessons learned. All Soldiers must be ready to fight and complete the mission by applying the skills learned through the fundamentals of WTBD. Proficiency in WTBD is enhanced through the execution of tasks in the following categories; shoot, move, communicate, survive and adapt. The AWT is integrated into the unit collective training strategy throughout the training year.

a. AWT is progressive training utilizing WTBD selected from skill levels 1 through 4 as found in STP 21–1–SMCT and STP 21–24–SMCT.

b. All Soldiers (E–1 to E–7, WO1, WO2, O–1, and O–2), on active duty (regardless of component) will complete AWT annually.

c. All Reserve Component Soldiers, (E–1 to E–7, WO1, WO2, O–1, and O–2), not on active duty, will complete AWT once during ARFORGEN Reset Phase and once during Train/Ready Phase, or more frequently as directed by the unit commander.

d. ASCC, ACOM, DRU, and State Joint Force Headquarters commanders may approve requests for exemptions from AWT annual requirements (example: unit not normally authorized a particular piece of equipment required to do the WTBD).

e. 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 during field training, weapons qualification, Sergeant's Time Training, and other training events through the year; it is not necessary to conduct the whole of WTBD during a single training event.

f. A list of WTBD can be found on ATMS (DTMS, Army Training Network) or AKO (My Training).

g. Revisions to the WTBD will be reviewed semiannually and published as necessary.

G–13. Mission Command Training

a. The Army synchronizes and operates in every environment (garrison through deployed) through mission command (MC). Proficiency in MC is derived through training and leader development, and is the bedrock upon which the MC capability rests. MC training teaches our leaders, Soldiers and units to: Build cohesive teams through mutual trust, create shared understanding, provide a clear commander's intent, exercise disciplined initiative, use mission orders, and, accept prudent risk. Through these mission command principles, the Army can dominate in Unified Land Operations.

b. Army MC is guided by training and leader development documents; the Army Training Strategy, and the Army Leader Development Strategy. Army Training Strategy and Army Leader Development Strategy provide detailed guidance on training and education requirements that span PME, operational training, self-development, and functional training.

(1) PME/Institutional Training: Initial Soldier learning is focused on the MC WFF learning outcomes required as inputs to a unit standardized METL progressive training model and a comprehension of the philosophy of mission command. As Soldiers and their leaders progress, a large portion of learning will result in the synthesis of MC philosophy and the ability to coach others in the MC WFF.

(2) Operational Training: Standardized METL MC tasks are introduced and mastered while the individual skills learned in the institution are sustained and where necessary adjusted through delta training to master evolving capabilities.

(3) Self-Development Training: Mission command self-development products provide the means for Soldiers at any location to sustain and improve MC skills and develop new skills. MC learning is focused on Soldiers individual development action plan to guide performance improvement in MC related tasks.

(4) Functional training:

(a) The Mission Command System Integrator (5E SI/ASI) and Mission Command Digital Master Gunner (5C SI/ASI) provide unit-level mission command system expertise and train-the-trainer capabilities. The Mission Command System Integrator provides a mission command system integration subject matter expert that enables the commander and staff to leverage data from the different Warfighting Functional Systems. The Mission Command Digital Master Gunner is a subject matter expert on the employment of the Mission Command Workstation at the battalion and higher commands providing advice to the unit commander to drive MC training. Each Battalion, Brigade and Division Command Post should be manned with at least one Mission Command System Integrator and one Mission Command Digital Master Gunner.

(b) Army Knowledge Management functional training courses develop KM professionals from a resident entry level ASI-awarding (1E) course to more senior levels (delivered by MTTs). These courses enable MC by providing subject matter expert and leaders who can connect those who know with those who need to know, and focus on knowledge management's four pillars- people, process, tools, organization - and their application within Army operational units.

G–14. 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 (CLS) is a non-medical Soldier trained to provide lifesaving measures beyond the level of self-aid or buddy-aid. A properly trained CLS 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 CLS. CLSs must be recertified every 12 months at unit level.

(2) Corps, divisions, and brigades will implement CLS training within their commands and designate a staff surgeon responsible for supervising their CLS programs. The primary instructor will be a medical NCO, 68W, current in CLS certification. Course information can be found on the Combat Lifesaver website https://www.us.army.mil/suite/files/30315325.

(3) Units without qualifying medical personnel will request training instructor support from the next higher command surgeon or local medical treatment facility.

(4) Student and instructor materials for units and organizations are printed by the ATSC 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 CLS course completion will be placed in the Soldier's MPF 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 ATRRS.

c. Unit personnel are not authorized to increase or delete items contained in the CLS 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 DCS, Surgeon. All Class VIII supplies and materials required for combat lifesaver training will be requisitioned through normal supply channels.

G–15. Combating Trafficking In Persons 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 (www.combat-trafficking.army.mil).

b. The Army's policy on CTIP 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 ARNG and USAR.

c. The Army:

(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 Digital 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 regulation. 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 PM, as a collateral duty, to provide oversight for the command's program.

(2) ACOM, ASCC and DRU command CTIP PMs will consolidate annual CTIP training numbers as of 30 Sep each year and report the total number of Soldiers, DOD Civilian Employees and DOD Contractor personnel assigned and total number trained. Command CTIP PMs will report this information to the HQDA CTIP Manager no later than 15 Oct of each year.

(3) Senior 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. All annual training should be completed in time to comply with reporting requirement in *g*(2) above. 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, contractor personnel may attend CTIP awareness training offered by the Army, and if required by the terms of their contract and approved by the appropriate Contracting Office.

(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 nongovernmental organizations 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–16. 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, religion, color, sex, national origin, age, disability, genetic information, reprisal or other impermissible basis, will not be tolerated per AR 600–20 and AR 690–12. Commanders at all levels will take appropriate action to prevent harassment/threats against any Soldier or Army Civilian as defined by AR 600–20 and AR 690–600. Training requirements listed in Tables G–1,- 2,-3, such as, Substance Abuse, Suicide Prevention, Safety, CTIP, Equal Opportunity, Ethics, Army Values, SHARP, and Resilience training; and other relevant topics such as, conflict management resolution, anti-hazing, anti-bullying, and fraternization are intended to contribute to a more positive command climate.

G–17. Risk Management and Environmental Considerations

a. RM the Army principal risk reduction methodology (see AR 385–10). All Soldiers and Army civilians will complete the on-line RM Basic Course (https://crc.army.mil) within 60 days of their arrival at their first operational assignment or civilian employment.

b. RM training will be integrated into all courses within PME and the CES. The RM 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 RM 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 RM Process as detailed by FM 5–19 to identify hazards and minimize risk of personnel injury, illness, or accident; and standards outlined in DA Pam 385–30, Mishap Risk Management. The RM Process will be documented during the planning and execution phases of training from mission conception through the AAR.

e. Commanders/leaders will use RM 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. Commanders/leaders will conduct a job hazard analysis on all Soldiers and Civilian employees to determine specific training and personal protective equipment required per AR 385–10.

h. 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 RM tools and techniques to integrate RM into all operations.

(5) All leaders will be trained to use the RM 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–18. The Army Driver and Operator Standardization Program, and Army Traffic Safety Training Program

a. The Army Driver and Operator Standardization Program (Military Vehicle Driver Training & Licensing).

(1) AR 600–55 outlines the processes and requirements for driver/operator selection, training, testing and licensing; and the requirement for sustainment training. Licensing records will be maintained per para F–1e.

(2) All units will establish and maintain driver and operator training programs. Training should anticipate operational conditions (terrain, weather, rural/urban, unfamiliar equipment) where feasible.

b. The Army Traffic Safety Training Program (Driver Education).

(1) AR 385–10, Para 11–7 (Driver Education) provides additional training to select groups of personnel. Educational requirements must be incorporated with military vehicle licensing and training processes. Training will be recorded in the Soldier's ITR.

(2) Specific requirements include: Introductory Training Course taught during IET, Local Area Hazard Training Course, Intermediate Traffic Safety Training Course for Soldiers under 26 yrs of age, and the on-line Accident Avoidance Training Course required for all drivers as part of the licensing process.

G–19. Other Safety Related Training Requirements

AR 385–10 contains a variety of training requirements unique to specific responsibilities. Examples include Unit Radiation Safety Officer, Laser Safety Officer, Radio Frequency Officer, and others. Units who are assigned or possess applicable equipment must maintain a trained primary and alternate officer or NCO to support these and other responsibilities.

G–20. Electronic Warfare/Cyber Electromagnetic Activities Training

Advances in the applications and use of the electromagnetic spectrum 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 electromagnetic spectrum is now an essential element of warfare. The technological convergence between computers, communications, electronic devices, and sensors requires Soldiers to be able to operate in the increasingly contested and congested electromagnetic spectrum. In order to be successful, we need an operationally adaptive force capable of leveraging the electromagnetic spectrum to the best advantage. To face both current and future battlefield threats, it is incumbent upon Army leadership to ensure every Soldier has both familiarity with and a certain level of competence in dealing with electronic warfare and cyber electromagnetic threats and can operate in a contested environment.

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. All Soldiers should be familiar with the basic employment and operation of vehicle-mounted and non-vehicle mounted Counter Radio-Controlled Improvised Explosive Device (CREW) systems. Proper CREW usage increases Soldier survivability and is every Soldier's responsibility. IEDs have been referred to as the single most effective weapon against our deployed forces and the proper use and employment of these systems can dramatically reduce combat-related injuries and fatalities due to radio-controlled IEDs. Individual EW training tools are available at the Army Electronic Warfare Proponent Office website at https://atn.army.mil under Individual EW training tools.

c. Commanders at all echelons have assumed responsibility for organic Army EW missions and personnel. Units are assigned 29-series, EW personnel and commanders will integrate these personnel into operations to facilitate CEMA. At the brigade level and higher, the EW element includes a mix of EW officers, WOs and NCOs and operates as part of an integrated team to manage the unit's EW fight. The element is responsible for synchronizing, integrating and de-conflicting EW actions with higher. At the battalion level, the EW NCO is responsible for integrating EW requirements and coordinating battalion operations with brigade.

(1) There are no assigned EW personnel at the company-level. Prior to deployment, company-level units will send two personnel to the Army CREW Master Gunner Course (ASI 1K) at Fort Huachuca, AZ. The 2-week CREW Master Gunner Course 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 operate CREW systems, improve the survivability of tactical unit convoys attacked by radio controlled IED, advise commanders at the company-level on CREW system employment, track CREW equipment status, assist operators in the use and maintenance of CREW equipment, and assess the effectiveness of CREW for Company operations. This course is aimed at the junior and mid-grade Soldier level. Award of SI/ASI 1K upon successful completion.

(2) Units may identify requirements for additional personnel to support EW requirements at the battalion and above levels and are encouraged to send personnel of all ranks to the 6-week Operational Electronic Warfare course at Fort Sill, OK. This course provides selected officers and NCOs with 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 range of military operations at the higher levels of Joint/Coalition Operations. This course is aimed at E–6 and above, all WOs, and all commissioned officers. Award of SI/ASI 1J upon successful completion.

(3) Additional EW courses are available at the Joint level to provide EW personnel serving at the JTF-level and above with additional training opportunities. These opportunities include the Joint Electronic Warfare Theater Operations Course, conducted at Lackland AFB, San Antonio, TX. This 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. Other courses include the Electronic Warfare Coordination Course conducted at Pensacola, FL and the Non-traditional Electronic Warfare Activities Course conducted at Pensacola, FL. These courses are designed to train personnel in the concepts and applications of Joint EW, integration of effects across the operational environment and provide the student with foundational knowledge on how the other service branches employ EW. These courses complement the 29-series instruction and prepare personnel to conduct EW planning coordination from ground to space in support of CCDRs and JFCs.

d. Cyberspace is an operational domain that enables mission command and contributes to unified land operations. All Soldiers should have an awareness of cyberspace, Army cyberspace operations, and their role in operating and defending friendly-force networks. Commanders at all echelons are responsible for the conduct of cyber electromagnetic activities which imposes additional requirements on the EW element. In addition to the EW training identified above, EW personnel will facilitate cyberspace operations. Units select and send EW personnel to the Army Cyberspace Operations Planning Course (ACOPC) to provide foundational knowledge and skills related to cyberspace and cyberspace operations. Individual cyber electromagnetic training and awareness tools are available at https://atn.army.mil/.

G–21. 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 CFR 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 CFR 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 CFR 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 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. 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–22. Field Sanitation
Reference: AR 40–5; DA Pam 40–11, 3–2b(1)(b). 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–23. 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 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 JAGC officer or a Paralegal Noncommissioned officer certified to conduct such training by a JAGC 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 military police and military intelligence 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 U.S.

(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–24. Resilience and Performance Enhancement Training

a. The Army established Comprehensive Soldier and Family Fitness to increase the resilience and performance of Soldiers, their Families, and Army Civilians. Regularly scheduled training in conjunction with active command support for resilience initiatives positively impacts the resilience and psychological health of Soldiers, with the greatest efficacy among the high risk demographic of Soldiers aged 18–24.

b. Resilience training is not a onetime training event - the intent is for resilience to be taught institutionally throughout a Soldier's career, and become part of Army culture. Commanders will work with their Master Resilience Trainers (MRTs) to develop and implement a resilience training program within their units. All Army units, both active and reserve, will conduct recurring resilience training based on the Comprehensive Soldier and Family Fitness approved foundational resilience skills. Immersion training showed a positive impact on Soldier resilience and performance. Each Soldier becomes a sensor to behavioral indicators that can inform the command or encourage individuals to seek help. Positive outcomes have resulted from leaders talking about resilience skills during formations, and by integrating resilience and performance enhancement skills into physical training.

c. It is important to instill a mindset of resilience and self-reliance over dependency and create a culture of resilience in all members, Army-wide. Units must make resilience a part of their daily business, incorporating resilience and

performance enhancement skills into all training efforts and venues. Commanders will work with their MRTs to ensure formal and informal resilience training is incorporated into their unit training guidance and training calendar.

(1) Formal resilience training will be conducted by a Master Resilience Trainer (MRT) using approved training materials. Formal training is defined as scheduled training events that are generally classroom based and have an objective of teaching a specific skill that results in a Soldiers understanding and mastering the fundamental concepts of the skill.

(2) Informal resilience training is defined as the incorporation of resilience skills into scheduled and unscheduled unit activities; also described as concurrent training in ADRP 7–0. Units can incorporate informal resilience training into daily activities.

d. Common training requirement: All Active and Reserve Component Soldiers will participate in Resilience Training within their units. Army Civilian participation is not mandatory, however, Army Civilians are authorized and encouraged to participate.

(1) Unit MRT will provide formal training within the unit.

(2) Unit MRT will support informal training as required.

e. Operational MRT Requirements:

(1) Each company (MTOE or TDA, and headquarters and headquarters detachment or headquarters and headquarters company) will have at least one MRT; with additional MRT at dispersed locations (examples: platoon or section at armory or sub-installation away from company HQ; recruiting stations away from HQ; Army Staff).

(2) For organizations with predominantly Civilian employees, the MRT training requirement is 1 MRT for every 250 assigned personnel. It is the commander's / director's decision, in consultation with their trained MRT, which resilience and performance skills to train, if any, along with the level of training frequency, intensity and detail. Annual requirements for military personnel remain the same when assigned to civilian organizations.

f. Institutional MRT Requirements:

(1) Each company (MTOE or TDA, and headquarters and headquarters detachment or headquarters and headquarters company) will have at least one MRT.

(2) Officer and Enlisted Accessions. Each recruiting brigade will have at least one MRT trained Officer and one NCO, with one additional MRT trained person for every four recruiting battalions permanently located more than 50 miles away from their brigade level headquarters; and, at least one MRT trained NCO per recruiting battalion, with one additional MRT trained person for every four recruiting stations or companies permanently located more than 50 miles away from their battalion headquarters. Each ROTC brigade will have at least one officer and one NCO (may substitute qualified Army Civilians), with 25% of BOLC–A instructors/trainers MRT qualified.

(3) IMT. 25% of all AC drill sergeants, 100% of AIT platoon sergeants, and 100% of BOLC–B Instructors/trainers in the grades of 02–04, W3/W4, and E6–E8 will be MRT qualified. Drill sergeants and BOLC–B instructors who are MRT trained will lead institutional resilience training.

(4) Professional Military Education. There will be at least one military or Army Civilian MRT per branch school directorate of training and doctrine, and directorate of training and doctrine equivalent for Command and General Staff College, WOCC, USASMA and USAWC. There will be at least one small group leader or small group leader equivalent MRT per PME course. PME courses include: WLC, ALC, SLC, SMC, CCC, CGSOC, USAWC, WOAC, WOSC, and WOSSC. All MRTs for the above courses will facilitate institutional resilience training. Commandants will ensure that all PME instructors receive a train-the-trainer orientation, taught by an MRT, on the specific resilience training module that they teach in their respective courses. Focus on the orientation should be on how to properly teach the specific resilience skills that are included in the lessons. Orientation will also include how to properly execute the practical exercises that are associated with the resilience skills training.

(5) Two MRT trained staff or faculty members at the ARNG Professional Education Center or other comparable facility.

(6) Two MRT trained staff or faculty members per ARNG and USAR Regional Training Institute, TASS Training Battalion and General Studies Training Battalion.

g. Self-Development Training.

(1) The Global Assessment Tool (GAT) assesses an individual's dimensions of strength. The GAT can be accessed at https://www.sft.army.mil. The results of the GAT direct the individual to targeted self-development training designed to build resilience across the force (and the wider military community) and teach skills that support social, emotional, family, spiritual, and physical resilience.

(2) All Soldiers must complete the GAT annually unless they are in a deployed status when their current GAT expires. In this case, Soldiers must complete the GAT within 60 days of redeployment from contingency operations.

(3) Soldiers are not required to release or discuss their results with anyone. If Soldiers have questions about their results, they are encouraged to seek out their unit MRT or another trusted advisor and discuss.

h. Additional information regarding Comprehensive Soldier and Family Fitness is located at http://csf2.army.mil.

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. Individual, crew and collective weapons standards described in DA Pam 350–38, AR 350–1, paragraph 4–6, table G-1, and paragraph G-25 must be met by individuals and crews. 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 will be conducted before instructional or qualification firing of weapons. Examples of preliminary marksmanship instruction are: fundamentals of marksmanship, shot grouping, battle sight zeroing, target detection/identification, range estimation, crew drill, immediate and remedial actions, and weapons safety, clearance, and maintenance. Examples of advanced marksmanship training are: night firing, firing in mission-oriented protective posture 4 configuration, and squad designated marksman. Appropriate doctrinal and training publications describes how training will be conducted. Weapons qualification training will be conducted per the appropriate doctrinal or training publication for the particular weapon.

(2) Ensure range safety per AR 385–63.

(3) Training on simulators and sub caliber ranges is encouraged before qualification, but do not replace the requirements for live fire qualification.

(4) 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.

(5) Ammunition issued for training and qualification firing must be accounted for in accordance with AR 190–11 and AR 5–13.

(6) Individual qualification with weapons will be recorded on approved qualification scorecards, maintained in the 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.

(7) 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 (Laser marksmanship Training System 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 potentially subject to administrative actions and may be non-deployable.

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 MWR Rod and Gun Club activities are encouraged to develop and improve skills.

G–26. 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 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 at general court-martial convening authority level. Requests from general officers and promotable colonels are forwarded through the HQDA General Officer Management Office for action by the VCSA.

b. Approving authorities.

(1) ACOM/ASCC and DRU commanders; Unified & Special Command commanders; C,NGB and the CAR. Theater Army authority may be delegated to first general officer in the command G3 for members of the Personnel Exchange Program, foreign area officers, and SON.

(2) Director of Defense Human Intelligence for qualified Army personnel assigned to its overseas locations.

(3) Superintendent, USMA for assigned Army personnel and airborne qualified Cadets undergoing Cadet Troop Leader Training.

c. Approving authorities may delegate approval authority to subordinate commanders that exercise general court-martial convening authority. 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 wavier 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) WOs must be 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) conducted by a qualified and current U.S. Military jumpmaster within 30 days 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–26*a*, 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 reasons, or for recreational or 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 may 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–27. Chemical, Biological, Radiological, and Nuclear Defense Training

a. Unit 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 CATS, 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 CBRN 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 to standard.

b. The CBRN defense standards are published in Soldier's manuals, STPs, CATS, 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 (maneuver, functional/multi-functional, mission command) 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 0-chlorobenzyl denemalononitrite (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 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.

G–28. Water Survival Training

Water Survival Training is a commander's tool for measuring the ability of Soldiers to safely perform their duties in and around water hazards and also to identify individuals that lack the skill to swim or survive should they become involved in an incident involving a water hazard during the conduct of operations. While not required, commanders could consider identifying non-swimmers per TC 21–21, supplementing local regulations, directives, and standard operating procedures (SOP). Establish a method in unit SOP to visibly identify non-swimmers. Record water survival training on the Soldier's ITR.

G–29. Other Security/Information Assurance Related Training

a. In addition to the Security Program initial and refresher training requirements identified in Tables G–1, G–2, and G–3 common to all Soldiers and Civilians, additional training is required for access to a government computer and for individuals who supervise Soldiers and Civilians with a Security Clearance.

b. Access to DOD/Army Networks. (CIO/G–6)

(1) To establish an account or have access to Army/DOD networks, an individual is required to complete annual information assurance training per AR 25–1 and AR 25–2.

(2) DOD and Army CIO/G–6 establish minimum standards, provide the on-line training, and maintain the records of training completed.

c. Personnel/Information Security Program (HQDA, DCS, G–2) (AR 380–5 and AR 380–67)

(1) All enlisted Soldiers (Corporal and above), officers and Civilians who manage personnel with clearances/access to classified information will, on an annual basis, receive appropriate refresher training on reporting responsibilities as prescribed by HQDA, DCS, G2.

(2) Unit/activity/installation level S2/Security Managers will monitor the completion this training.

G–30. Counter-Improvised Explosive Device Training

a. Counter-Improvised Explosive Device (C–IED) institutional training provides the foundation based on tested, proven fundamental tasks that Soldiers and Leaders will build on for success in the operational environment. The common tasks developed for Soldiers, leaders, and staff captures the basic tactical expectations for each group, implementing them progressively at all levels of Army institutional training. C–IED training is standardized throughout the Army with the development and consistent updates within all Proponent courses.

(1) IMT C–IED training instills the necessary knowledge and skills for new Soldiers to operate as members of a unit in an operational environment. The training introduces Soldiers to common tasks associated with the three principal elements of Improvised Explosive Device- Defeat operations (Signatures; Attack the Network, and Defeat the Device). It uses standard terminology and procedures to ease transition to the operational Army while emphasizing their awareness that IEDs are an enduring threat and must be a constant consideration in an operational environment. C–IED training received by new officers, BOLC B or WOBC, is taught to ensure their proficiency in C–IED-related leader tasks. These basic leader training tasks more thoroughly integrate the principal elements of IED–D Operations. This training is progressive - fully incorporating the knowledge and skills gained from the core individual tasks.

(2) C–IED training within the PME for OES and NCOES continues to build off the core individual tasks received in initial training. This training incorporates the knowledge and skills needed according to the tactical expectations of leaders at their respective levels and refined during CIED training received at the OES and NCOES levels.

b. Unit C–IED training will ensure that Soldiers, leaders, and units achieve and maintain proficiency in combat operations in an IED environment. Individual Soldiers, leaders and units will achieve and maintain the standards for C–IED tasks described in drills. STPs, and other training products.

(1) The C–IED tasks, such as react to an IED attack, prepare for an IED threat prior to movement, identify visual indicators of an IED, conduct a route search, and plan for C–IED operations, will be integrated into unit mission training through the following actions:

(a) Commanders will analyze their missions and training to accomplish them against the IED threat they expect to face.

(b) Selected field training exercises and command post exercises will include C–IED operations against an OPFOR with the capability of employing IEDs.

(c) Training assessments of overall unit proficiency during Home Station and CTC experiences must in part, measure how well the unit performs in an IED threat environment.

(2) Unit C–IED training includes training selected unit personnel in biometrics, CREW (see also paragraph G–20), IED hand held detectors, robotics, etc.

(3) Unit C–IED training should include every aspect of operating in an IED threat environment. Current IEDs can range in sophistication from photocell anti-tamper devices attached to military munitions to homemade explosives made from fertilizers. IEDs can have both high and low or no metal content. Current IEDs can significantly affect unit freedom of movement over large operational areas. Therefore, the impact of IED employment and their effects on the organization for combat, disposition of forces, scheme of maneuver, and support requirements must be thoroughly understood.

c. The C–IED training task standards are published in Soldier's manuals, STPs, CATS, and other training plans. Civilian personnel expected to deploy with Army units will be trained to the same C–IED standards as military personnel.

d. Those tables of distribution and allowance units authorized C–IED defense equipment are required to conduct C–IED defense training.

e. The C–IED training must be fully integrated into unit exercises (maneuver, functional, multi-functional and command and mission command) for both offensive and defensive operations. Realistic training requires that enemy doctrine and capabilities for the employment of IEDs be understood and used to enhance mission performance in an IED threat environment.

f. C–IED 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 expected IED threat conditions. A unit's C–IED proficiency will be determined by having the unit accomplish its mission under IED threat conditions during external and internal evaluations to STP standards (See STP 3–CIED–SM–TG).

g. Emergency essential. Army Civilians will be trained C–IED 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.

Appendix H
Joint Airborne/Air Transportability Training

H–1. Continental U.S. Joint Airborne/Air Transportability Training Program

a. The objectives of the CONUS JA/ATT 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 air-land techniques and procedures.

(3) Improve the quality and quantity of airdrop (heavy equipment and personnel) techniques and assault air-land training.

(4) Strengthen the Air Mobility Command Affiliation Program.

b. The following policy guidance pertains to Army involvement in JA/ATT missions:

(1) In planning, requesting, and conducting JA/ATT 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/ATT 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/ATT 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 air-land, 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/ATT 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/ATT 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, U.S. Army John F. Kennedy Special Warfare Center and School, MFFPC)

(b) Joint/Collective Readiness Training & Exercises

(2) *Priority B*. Mission Essential.

(a) Priority B1: Institutional Test & Evaluation (Army Airborne and Special Operations Test Dir)

(b) Priority B2: ARFORGEN Available force pool

1. U.S. 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 observers/controllers)

(b) Early Entry Force in support of GRF training

(4) *Priority D*: Demonstrations - air shows, sports events, Army parachute team.

(5) *Priority E*. OCONUS Airborne units.

d. ACOMs, ASCC, and DRUs will implement these policies within their regulations. Further, ACOMs and ASCCs will establish procedures by which JA/ATT programs will operate in accordance with U.S. Air Force Air Mobility Command. Additionally, Air Mobility Command's procedures have precedence during crisis situations.

H–2. Joint Airborne/Air Transportability Training requirements and requests

a. All JA/ATT 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/ATT 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/ATT requests are filed via the JA/ATT 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/ATT 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, or special tactics team, as applicable. Changes to approved JA/ATT 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, contingency response element, or special tactics team, as applicable, is required.

H–3. Joint Airborne/Air Transportability Training workshops

a. The 618th TACC/XOBC will schedule and oversee the bi-monthly JA/ATT validation period.

b. Users submit requirements using the JA/ATT 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/ATT mission. Successful reviews result in JA/ATT 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/ATT 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/ATT mission prior to and after validation.

c. Air Mobility Command has ultimate oversight of the JA/ATT Program, as the program is funded from its training operation authorizations. The U.S. Air Force Air Mobility Command, Joint Airborne/Air Transportability Training, provides overall planning and execution guidance for JA/ATT missions conducted by Air Mobility Command and Air Mobility Command-gained CONUS-based airlift aircraft and crews. At the completion of every JA/ATT validation period, all approved JA/ATT mission taskings will be posted on the JA/ATT 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/ATT programs are separate but complementary. Most affiliation training activities will take place in conjunction with scheduled JA/ATT 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 20 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 Officer Personnel Management Directorate-managed AA commissioned officers. Table I–2 applies to Chaplains; table I–3 applies to Medical Corps officers; table I–4 applies to JAGC officers and table I–5 applies to the Army Civilian Corps.

Table I–1
Constructive or equivalent course credit for Officer Personnel Management Directorate—-managed Active Army commissioned officers

School/Course	Type Credit (MEL award)	Eligibility	Application Submitted	Forward to:	Special Instructions
CCC (Phase I)	Constructive (MEL 6)	Complete more than 8 years AFCS	By: Individual officer or career management division	HQDA DCS G–3/5/7 through Commander, HRC, ATTN: appropriate career mgmt division (AC and USAR officers) or NGB (ARNG officers)	Officer must qualify by length of service, field experience, or demonstrated ability.
	Equivalent (MEL 6)	All officers	School commandant	HQDA DCS G–3/5/7 through Commander, HRC, ATTN: appropriate career mgmt division (AC and USAR officers) or NGB (ARNG officers)	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 O–4 or O–5 complete officer advanced course (OAC) or CCC and more than 15 years AFCS	Individual officer or career management division	HQDA DCS G–3/5/7 through Commander, HRC, ATTN: appropriate career mgmt division (AC and USAR officers) or NGB (ARNG officers)	None.
	Equivalent (MEL 4)		College commandant	HQDA DCS G–3/5/7 through Commander, HRC, ATTN: appropriate career mgmt division (AC and USAR officers) or NGB (ARNG officers)	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.

Table I–1
Constructive or equivalent course credit for Officer Personnel Management Directorate—-managed Active Army commissioned officers—Continued

WOSC/WOILE	Constructive (MEL Q)	Officers in grade of CW3 or CW4 completed ILE (MEL 4)	Individual officer or career management division	HQDA DCS G–3/5/7 through Commander, HRC, ATTN: appropriate career mgmt division (AC and USAR officers) or NGB (ARNG officers)	None
SSC	Constructive (MEL 1)	Officers in grade of O–5 or O–6 complete ILE and more than 23 years AFCS	Individual officer or career management division	HQDA DCS G–3/5/7 through Commander, HRC, ATTN: appropriate career mgmt division (AC and USAR officers) or NGB (ARNG officers)	None.
	Equivalent (MEL 1)		College commandant	HQDA DCS G–3/5/7 through Commander, HRC, ATTN: appropriate career mgmt division (AC and USAR officers) or NGB (ARNG officers)	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	HQDA DCS G–3/5/7 through Commander, HRC, ATTN: appropriate career mgmt division (AC and USAR officers) or NGB (ARNG officers)	Officer must qualify by length of service, field experience, or demonstrated ability.
ILE	Constructive (MEL 4)	Chaplains in grade of O–4 or O–5, complete OAC or CCC and more than 15 years AFCS	Individual officer or career management division	HQDA DCS G–3/5/7 through Commander, HRC, ATTN: appropriate career mgmt division (AC and USAR officers) or NGB (ARNG officers)	Officer must qualify by length of service, field experience, or demonstrated ability.
SSC	Constructive (MEL 1)	Officers in grade of O–5 or O–6, complete ILE and more than 23 years of AFCS	Individual officer or career management division	HQDA DCS G–3/5/7 through Commander, HRC, ATTN: appropriate career mgmt division (AC and USAR officers) or NGB (ARNG officers)	Officer must qualify by length of service, field experience, or demonstrated ability.

Table I–3
Constructive or equivalent course credit for AMEDD (MC, DC, VC, AN, MSSP) officers

School/Course	Type Credit (MEL award)	Eligibility	Submits Application	Forward to:	Special Instructions
Officer basic course (OBC)/BOLC–B	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 Medical Corps career activities	HQDA DCS G–3/5/7 through Commander, HRC, ATTN: appropriate career mgmt division (AC and USAR officers) or NGB (ARNG officers)	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 DL.
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 education program	Individual officer	HQDA DCS G–3/5/7 through Commander, HRC, ATTN: appropriate career mgmt division (AC and USAR officers) or NGB (ARNG officers)	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 DL.
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 DL course (18 years AFCS)	Individual officer	HQDA DCS G–3/5/7 through Commander, HRC, ATTN: appropriate career mgmt division (AC and USAR officers) or NGB (ARNG officers)	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 CGSOC. Additionally, letter of application must provide satisfactory justification why CGSOC nonresident (DL) instruction was not completed during the eligibility period.

Table I–4
Constructive or equivalent course credit for Judge Advocate General Corps 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	Dean	TJAG (DAJA–PT)	Instructor duty is insufficient reason. Officer must complete all requirements expected of course graduates. Dean may waive requirements for subject matter area in which officer instructs. Dean must first certify equivalent knowledge.
ILE	Constructive (MEL 4)	Officers in grade of O–4 or O–5, complete officer graduate course	Individual officer or career management division	HQDA DCS G–3/5/7 through Commander, HRC, ATTN: appropriate career mgmt division (AC and USAR officers) or NGB (ARNG officers)	None.

Table I–4
Constructive or equivalent course credit for Judge Advocate General Corps officers—Continued

	Equivalent (MEL 4)		School commandant	HQDA DCS G–3/5/7 through Commander, HRC, ATTN: appropriate career mgmt division (AC and USAR officers) or NGB (ARNG officers)	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 O–5 or O–6, complete ILE, more than 23 AFCS	Individual officer or career management division	HQDA DCS G–3/5/7 through Commander, HRC, ATTN: appropriate career mgmt division (AC and USAR officers) or NGB (ARNG officers)	None.
	Equivalent (MEL 1)	Officers in grade of O–5 or O–6, and complete ILE	College commandant	HQDA DCS G–3/5/7 through Commander, HRC, ATTN: appropriate career mgmt division (AC and USAR officers) or NGB (ARNG officers)	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	Required for all Army Civilians employed after 30 Sept 2006		ILDC
	Military, foreign nationals, and other DOD employees			
Basic Course	Army Civilians in permanent appointments	Required for Army Civilians in permanent appointment to GS05–GS09; Complete within 1 year of appointment	Foundation Course if required and Basic Course DL	Leadership, Education and Development, OBC/BOLC, WOAC, ANCOC/SLC
	Military, foreign nationals, and other DOD employees			
Intermediate Course	Army Civilians in permanent appointments	Required for Army Civilians in permanent appointment to GW10–GS12 or equivalent; Complete within 1 year of appointment	Foundation Course if required and Intermediate Course DL	OLE, CCC, WOSC/WOILE,FSC
	Military, foreign nationals, and other DOD employees			
Advanced Course	Army Civilians in permanent appointments	Required for Army Civilians in permanent appointment to GS13–GS15; Complete within 1 year of appointment	Foundation Course if required and Advanced Course DL	AMSC, SBLM, CGSOC/ILE, WOSSC/WOSSE, SMC

Table I–5
Constructive or equivalent course credit for Army Civilian Corps—Continued

	Military, foreign nationals, and other DOD employees			
Continuing Education for Senior Leaders	Army Civilians with permanent appointment. Military, foreign Nationals and other DOD employees	Open to Army civilians in permanent appointment to GS14/15	Advanced Course or SSC	NONE

Notes:

[1] Equivalent credit for Army military and Civilian courses is applied through auto-determination via the CES registration system. Additional documentation is not provided. Credit for course work outside the Army (university, DOD or government courses), or supervisory experience is requested through the Constructive credit process identified in Chapter 3, paragraph 12.

Appendix J
List of Reimbursable New Equipment Training 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. New equipment training 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. New equipment training 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 Multi-Source Assessment and Feedback program

a. The MSAF program is a 360-degree approach that allows Soldiers to navigate complex leadership challenges, to enhance leader adaptability and self awareness, and to identify Army leaders' strengths and weaknesses. MSAF uses an online tool to collect leadership assessments from subordinates, peers, and superiors who know the leader best, and provides feedback to the leader. The goals of the MSAF program are to provide Soldiers with:

(1) Frank, honest feedback;

(2) Multiple viewpoints;

(3) Personal insight;

(4) Perceived leadership strengths and developmental needs;

(5) Recommended leader development resources.

b. MSAF helps leaders become more self-aware and guides their preparation for future leader responsibilities. MSAF is separate and distinct from the Army's formal performance evaluation system. MSAF requires candid and forthright assessment by those asked to participate in the process. Features of the program include:

(1) Leader development;

(2) Anonymous input;

(3) Confidential feedback;

(4) Personal coaching; ;

(5) Support for IDP;

(6) Assessment;

(7) Individual feedback reports;

(8) Individual Portfolio.

c. MSAF applies in operational, institutional, and self-development domains to all NCOs, officers (O–7 and below) and Civilian leaders in the Army. Although these are the targeted groups for participation, any Army personnel can and are encouraged to participate regardless of rank or duty position. Also other than Army personnel that possess a CAC can register to participate in MSAF. This assists Army personnel in Joint assignments to receive feedback from their other than Army superiors, peers and subordinates. The Center for Army Leadership is the lead agent for MSAF support functions.

d. MSAF's impact is a better-led force, with leaders who are capable of leading in a range of military operations. MSAF supports the imperatives of the Army Leader Development Strategy.

e. Every Army leader can expect to participate in a periodic MSAF assessment. MSAF events are triggered by orders for PME or CES, organizational events, or as a self-initiated event. The Army leader completes a self-assessment; selected subordinates, peers, and superiors complete their assessments of the leader. MSAF assessments and feedback address leader core competencies from ADP/ADRP 6–22, Army Leadership. Officers should self initiate or participate in MSAF in one of the others ways listed above at least every 36 months from the end date of their last officer evaluation report to meet the officer evaluation report requirement.

K–2. Multi-Source Assessment and Feedback Program Execution

a. All ACOMs, ASCCs, DRUs, and the ARNG are responsible for supporting participation of their leaders and units in the program and supporting the assessments that are given by those familiar with the leaders when notified by MSAF instructions.

b. Individual leaders are responsible for participation in the MSAF process and internalizing feedback received from their own assessments. This policy is applicable to AA, USAR, and ARNG, 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.

c. The MSAF program is for leaders in MTOE units, TDA organizations, and for students selected to attend specified PME and CES courses. Individual leaders may also initiate MSAF assessments.

(1) MTOE and TDA Units.

(a) Units should schedule execution of an MSAF unit event on a cyclical basis. A recommended method would be to conduct an MSAF Unit Event aligned to the Organizational Inspection Program.

(b) Before execution of the Organizational Inspection Program units should contact the Combined Arms Center - Center for Army Leadership to schedule an MSAF unit event.

(c) Units should designate a survey group administrator from within their unit to assist in the coordination of assessments and the designation of assessors for unit leaders.

(d) Results of the MSAF unit event are provided to the commander or director in a Unit Roll-up Report which can serve as additional information about unit leadership strengths and developmental needs and help provide focus to unit leader development programs.

(e) Coaching is available for leaders assigned to MTOE units. A coach will assist the leader in interpreting the leader's individual feedback report and in generating an individual development plan. Virtual coaching (via DCO or telephone) is available from a pool of coaches. Coaching is scheduled jointly by the leader and the coach.

(2) PME courses.

(a) Students scheduled to attend selected PME courses shall be notified through the ATRRS to participate in an MSAF assessment. Timely completion of required steps will allow feedback to be available during resident course phases. PME and CES coaches can become familiar with MSAF assessments, feedback and coaching by using the on-line training available at https://msaf.army.mil. Coaching (via DCO or telephone) is available from a pool of coaches. Virtual coaching will be scheduled jointly by the leader and the coach.

(b) Students scheduled to attend ALC, SLC, SMC, WOAC, WOSC, WOSSC, CCC, School of Advanced Leadership and Tactics, ILE and the Battalion Command, PCC (Fort Leavenworth) shall participate in MSAF. Others PME and Non-PME military courses are encouraged to participate in the MSAF program.

(c) PME faculty, cadre, and staff will provide coaching to help students interpret MSAF results and plan development action plans for improvement.

(3) CES Courses.

(a) Students scheduled to attend selected CES courses shall be notified through CHRTAS to participate in an MSAF assessment. Timely completion of required steps allows feedback to be available during resident course phases.

(b) Students scheduled to attend the Basic, Intermediate, and Advanced Courses shall participate in MSAF. Other Civilian courses are encouraged to participate in the MSAF program.

(c) CES faculty and staff will provide coaching to help students interpret MSAF results and plan development action plans for improvement.

(4) Self-initiated. Any Army leader - military or Civilian - can conduct a self-initiated MSAF assessment. The frequency of assessments for an individual should be based on length of time in current assignment, changes in assignment, or every 36 months. Limited virtual coaching (via telephone) will be available from a pool of coaches. Virtual coaching will be scheduled jointly by the leader and the coach.

d. MSAF training, instructions, assessment instruments, and feedback products are available at https://msaf.army.mil.

e. Types of reports.

(1) Individual reports. MSAF provides a portfolio where an individual leader can store their feedback and developmental plans and retrieve them. This portfolio can only be accessed by the individual leader. At the conclusion of the assessment period, the leader can access a protected, electronic Individual Feedback Report, which can be converted to an IDP. The only person who can access the feedback is the individual leader. The source of the assessments is kept confidential. Virtual coaching is available for Leaders participating in MSAF and can be scheduled by signing up through an e-mail link on the MSAF website.

(2) Unit reports. Upon completion of MTOE and TDA sessions, aggregate reports will be provided to commanders, directors, or other organizational leaders. Aggregate reports are assembled so no identifiers of persons assessed or making the assessments are provided. No individual results are discernible in these reports. Aggregate reports are not provided when unit or group results do not meet a specified number of participants. MSAF is a commander's leader development program that can be tailored to unit needs. Commanders can receive Unit Roll-up Reports that identify leadership strengths and weaknesses in their units. This valuable feedback can be an important resource for organizational leader development and unit training.

(3) Unspecified aggregate reports. Periodic aggregate reports may be provided to leaders of institutional, educational and training functions. These institutional reports can provide leadership analyses that correspond to particular cohorts by rank, educational level, or other grouping stipulations

f. Accessibility and confidentiality of reports.

(1) MSAF feedback products are only available through web-based delivery. Assessments are found in an individual confidential portfolio on https://msaf.army.mil.

(2) All assessments are strictly confidential. Only the assessed leader can see and control assessment results.

(3) Leaders may share their results with others of their own choosing.

(4) Superiors or authorities may not demand to see results from the individual leader or from any program personnel or database administrators.

(5) The officer evaluation report will reflect whether an individual has completed an MSAF event. For this purpose, any completed self-initiated, PME/CES, or unit event assessment in the 36 months preceding the officer evaluation report closeout date is acceptable.

(6) MSAF results will not be used as part of the formal evaluation of any officer, NCO, or Civilian leader.

(7) High-level encryption and other protection steps are used to prevent unauthorized disclosure.

(8) 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 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 DLIFIC 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.* Satellite Communications for Learning Associations 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, Russia, 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 products for military and Army Civilians are located at: HTTP://JKO.JFCOM. MIL.

(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 non-secure internet protocol router network (NIPRNET), secure internet protocol router network (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 U.S. Army Intelligence Center and Fort Huachuca Institutional Training are available for Iraq, Afghanistan, and Horn of Africa (http://www.us.army.mil (My Training Tab - Army Language & Culture Training)) or (https://w ww.milsuite. mil/book/groups/tradoc-culture-center).

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. Central Intelligence Agency World Fact-book. Provides country information (https://www.cia.gov/library/publications/the-world-factbook/index.html).

c. Central Intelligence Agency World Leaders. The Central Intelligence Agency 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 U.S. (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/cpso/roman.html).

L–3. Non-governmental Sites

Any link to a commercial entity does not constitute an endorsement by the U.S. 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. British Broadcasting Corporation World Services. News and audio in 33 languages (http://www.bbc.co.uk/worldservice/languages/).

b. British Broadcasting Corporation 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 U.S. 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.

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/).

Appendix M
Internal Control Evaluation

M–1. Function

The function of this evaluation is to ensure effective implementation of Army Training.

M–2. Purpose

The purpose of this evaluation is to provide feedback to unit commanders regarding compliance with the training and reporting procedures specified in this regulation.

M–3. Instructions

Answers must be based upon actual testing of key internal controls such as document analysis, direct observation, interviews, sampling, and simulation. Answers that indicate deficiencies must be explained and corrective action indicated in supporting documentation. These internal controls *must* be evaluated annually and each time a Command Inspection Program occurs. Certification that this evaluation has been conducted must be accomplished on DA Form 11–2 (Internal Control Evaluation Certification).

M–4. Test Questions

a. Are units recording the completion of HQDA mandatory training requirements (Appendix G) as prescribed in proponent regulations and other command directed training in the individual training record in DTMS?

b. Are units using the METL and T/P/U assessment processes within ATMS (DTMS) to develop unit training plans?

c. Additionally, the following proponent regulations contain internal controls related to HQDA mandatory training topics identified in this regulation: AR 600–20 for SHARP training; AR 600–63 for Suicide Prevention Program; AR 525–28 for PR; AR 381–12 for Threat Awareness & Reporting Program; AR 525–13 for AT training; AR 385–10 for Risk Management; and AR 40–5 / DAPam 40–11 for preventive measures against disease and injury.

M–5. Supersession

This is the initial checklist for Army Training.

M–6. Comments

Help make this a better tool for evaluating internal controls. Submit comments to the DCS, G–3/5/7, 450 Army Pentagon, Washington, DC 20310–0450.

Glossary

Section I
Abbreviations

AA
active Army

AAC
Army Acquisition Corps

AAW
Army Acquisition Workforce

ACES
Army Continuing Education System

ACP
Army Campaign Plan

ACOM
Army command

ACSIM
Assistant Chief of Staff for Installation Management

ACTEDS
Army Civilian Training, Education, and Development System

ADCON
administrative control

ADT
active duty for training

AFCS
active federal commissioned service

AGR
Active Guard Reserve

AIT
advanced individual training

AKO
Army Knowledge Online

ALC
Advanced Leaders Course

ALCMC
Army Learning Content Management Capability

ALDP
Army Leader Development Program

AMC
Army Materiel Command

AMEDD
Army Medical Department

AMSP
Advanced Military Studies Program

AMT
Army modernization training

ANCOC
Advanced Noncommissioned Officers' Course

AOC
area of concentration

AOR
area of responsibility

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

ARSTRAT
Army Strategic Command

ASA (ALT)
Assistant Secretary of the Army (Acquisition, Logistics, and Technology)

ASA (IE&E)
Assistant Secretary of the Army (Installations, Energy and Environment)

ASA (M&RA)
Assistant Secretary of the Army (Manpower and Reserve Affairs)

ASCC
Army service component command

ASI
additional skill identifier

ASLDP
Army Strategic Leadership Development Program

AT
antiterrorism

ATMS
Army Training Management System

ATSC
Army Training Support Center

ATIS
Army Training Information Systems

ATRRS
Army Training Requirements and Resources System

AWE
Army war fighting experiment

AWT
Army warrior training

BASOPS
base operations support

BCT
brigade combat team

BNCOC
Basic Noncommissioned Officer Course

BOLC
Basic Officer Leader Course

CAC
common access card

CAD
course administrative data

CAPDEV
capability developer

CAR
Chief, Army Reserve

CATS
combined arms training strategy

CBRN
chemical, biological, radiological and nuclear

CCC
Captains Career Course

CCDR
combatant commander

CES
Civilian Education System

CESL
Continuing Education for Senior Leaders

CFR
Code of Federal Regulations

CG
commanding general

CGSOC
Command and General Staff Officer Course

CHRTAS
Civilian Human Resources Training Application System

C–IED
counter improvised explosive device

CIO
chief information officer

CJCS
Chairman, Joint Chiefs of Staff

CJCSI
Chairman, Joint Chiefs of Staff Instruction

CJCSM
Chairman, Joint Chiefs of Staff Manual

COC
council of colonels

CONUS
continental United States

CREW
counter radio-controlled electronic warfare

CS
0-chlorobenzyl denemalononitrite

CSA
Chief of Staff, Army

CSL
centralized selection list

CSLMO
Civilian Service Leader Management Office

CSM
command sergeant major

CTC
Combat Training Center

CTIP
combating trafficking in person

CVSP
Cardiovascular Screening Program

C3
cross-cultural competence

DA
Department of the Army

DARNG
Director, Army National Guard

DCG
deputy commanding general

DCPDS
Defense Civilian Personnel Data System

DCS
Deputy Chief of Staff

DEP
distance education program

DET
displaced equipment training

DL
distributed learning

DLIFLC
Defense Language Institute Foreign Language Center

DLPT
Defense language proficiency test

DLS
Distributed Learning System

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

DRRS–A
Defense Readiness Reporting System - Army

DRU
Direct Reporting Unit

DSLDP
Defense Senior Leader Development Program

DTF
digital training facility

DTMS
Digital Training Management System

DTT
doctrine and tactics training

EDP
executive development plan

EMM
events menu matrix

EPMS
Enlisted Personnel Management System

ESL
English as a second language

EST
engagement skills training

EW
electronic warfare

FA
functional area

FM
field manual

FORSCOM
Forces Command

FUE
first unit equipped

GAT
global assessment tool

GMD
ground-based midcourse defense

GRF
global response force

GS
general schedule

HQ
headquarters

HQDA
Headquarters, Department of the Army

HRC
Human Resources Command

HUMINT
human intelligence

IBCT
infantry brigade combat team

IDP
individual development plan

IDT
inactive duty training

IED
improvised explosive device

IET
initial entry training

IKPT
instructor and key personnel training

ILE
intermediate level education

IMCOM
U.S. Army Installation Management Command

IMT
initial military training

INSCOM
Intelligence and Security Command

IRR
individual ready reserve

IT
information technology

ITAM
integrated training area management

ITE
integrated training environment

ITP
individual training plan

ITR
individual training record

ITRO
Inter-service Training Review Organization

JA/ATT
Joint Airborne/Air Transportability Training Program

JAGC
Judge Advocate General's Corps

JCS
Joint Chiefs of Staff

JCIDS
Joint Capability Integration and Development System

JFC
Joint force commander

JIIM
Joint, interagency, intergovernmental, and multinational

JMRC
Joint Multi-national 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

LIC
language identification code

LVC
live, virtual, constructive

MANPRINT
manpower and personnel integration

MATDEV
materiel developer

MC
mission command

MCA
military construction, Army

MCTP
Mission Command Training Program

MCTSP
Mission Command Training Support Program

MEDCOM
U.S. Army Medical Command

MEL
military education level

MER
mission essential requirement

METL
mission essential task list

MFE
maneuver, fires and effects

MILCON
military construction

MOS
military occupational specialty

MRT
Master Resilience Trainer

MSAF
multi-source assessment and feedback

mTBI
mild traumatic brain injury

MTOE
modified table of organization and equipment

MTT
mobile training team

MTC
mission training complex

MWR
morale, welfare, and recreation

NATO
North Atlantic Treaty Organization

NCO
noncommissioned officer

NCOA
Noncommissioned Officer Academy

NCODP
Noncommissioned Officer Development Program

NCOES
Noncommissioned Officer Education System

NDCC
National Defense Cadet Corps

NET
new equipment training

NETP
new equipment training plan

NETT
new equipment training team

NGB
National Guard Bureau

NMIB
new materiel introduction briefing

NTC
National Training Center

OAC
Officer Advanced Course

OBC
Officer Basic Course

OCONUS
outside the continental United States

OCS
Officer Candidate School

ODT
overseas deployment training

OE
operational environment

OES
Officer Education System

OMA
operations and maintenance, Army

OML
order of merit list

OPFOR
opposing force

OPTEMPO
operational tempo

OSD
Office of the Secretary of Defense

OSUT
one station unit training

OTJAG
Office of the Judge Advocate General

PCC
pre-command course

PCS
permanent change of station

PD
program director

PEG
program evaluation group

PEO
program executive office

PM
program manager

PME
professional military education

PMG
Provost Marshal General

PMR
program management review

POI
program of instruction

POM
program objective memorandum

PPBE
planning, programming, budgeting, and execution

PPPT
pregnancy/post-partum physical training

PR
personnel recovery

PRCC
personnel recovery coordination cell

PRT
physical readiness training

PHC
Public Health Command

QA
quality assurance

QAE
quality assurance evaluator

QAO
quality assurance office

RC
reserve component

RITMS
Resident Individual Training Management System

RM
risk management

ROTC
Reserve Officers' Training Corps

SA
Secretary of the Army

SCP
School for Command Preparation

SERE
survival, evasion, resistance, and escape

SES
senior executive service

SETM
Senior Enterprise Talent Management

SHARP
Sexual Harassment/Assault Response & Prevention

SI
skill identifier

SLC
Senior Leaders Course

SMC
Sergeants Major Course

SMDR
structure and manning decision review

SON
schools of other nations

SQI
special qualification identifier

SRM
sustainment, restoration, and modernization

SRP
Sustainable Range Program

SSC
senior service college

STP
Soldier training publication

STRAC
Standards in Training Commission

STRAP
system training plan

STRI
simulation, training and instrumentation

STSP
Soldier Training Support Program

TACITS
Total Army Centralized Individual Training Solicitation

TADLP
The Army Distributed Learning Program

TADSS
Training Aids, Devices, Simulators and Simulations

TASS
The Army School System

TATS
Total Army Training System

TB
technical bulletin

TCCW
Training Coordination Council Workgroup

TCM
TRADOC capabilities manager

TDA
table of distribution and allowance

TDY
temporary duty

TGOSC
Training General Officer Steering Committee

TJAG
The Judge Advocate General

TNGDEV
training developer

TPU
troop program unit

TRADOC
U.S. Army Training and Doctrine Command

TRAP
Training Resources Arbitration Panel

TRAS
Training Requirements Analysis System

TSC
training support center

TSG
The Surgeon General

TSP
training support package

TSS
Training Support System

TSWG
training support working group

USAASC
U.S. Army Acquisition Support Center

USACE
U.S. Army Corps of Engineers

USACS
U.S. Army Combatives School

USAF
U.S. Air Force

USAIS
U.S. Army Infantry 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
U.S. Army Space and Missile Defense Command

USASOC
U.S. Army Special Operations Command

USAWC
U.S. Army War College

USC
United States Code

USF
unit set fielding

USMA
U.S. Military Academy

USMC
U.S. Marine Corps

USN
U.S. Navy

USSTRATCOM
U.S. Strategic Command

VCSA
Vice Chief of Staff of the Army

WG
working group

WLC
Warrior Leader Course

WO
warrant officer

WOAC
Warrant Officer Advanced Course

WOBC
Warrant Officer Basic Course

WOCC
Warrant Officer Career College

WOCS
Warrant Officer Candidate School

WOILE
Warrant Officer Intermediate Level Education

WOSC
Warrant Officer Staff Course

WOSSC
Warrant Officer Senior Staff Course

WOSSE
Warrant Officer Senior Service Education

WTBD
warrior tasks and battle drills

Section II
Terms

Academic Degree
A post-secondary education including an associate's, a bachelor's, a master's, or a doctoral degree or a specialist degree resulting in a distinct education (i.e., not a certificate program). Institutions granting this type of education must

meet standards and accreditation criteria from an entity recognized by the U.S. Department of Education. Courses may be classroom-based, web-based or a blend of both. (DODI 1400.25–V410)

Academic Degree Training
Training or education with the stated objective of obtaining a degree from a college or university that is accredited by a regional, national, or international accrediting body recognized by the U.S. Department of Education, and listed in its Database of Accredited Post-Secondary Institutions and Programs. The academic degree MUST be related to the performance of the employee's official duties; part of a planned, systematic and coordinated program of professional development; endorsed by the Army; and support organizational goals with results that are measurable in terms of individual and organizational performance. (AR 350–1)

Accreditation
A disciplined approach to ensuring standardization across the Army in ensuring that training institutions meet accepted standards, and are in accordance with higher headquarters guidance. 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 currency and relevant training and education that meets the needs of the Army. (AR 350–1). It is also the voluntary process of evaluating institutions or programs to guarantee acceptable levels of quality, including recognition by the U.S. Secretary of Education. (DODI 1400.25–V410)

Active Army
The AA 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 ARNG in the service of the U.S. pursuant to a call; and for (4) all persons appointed enlisted, or inducted into the Army without component.

Active duty for training
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. 10 USC personnel are available for world-wide assignment, whereas 32 USC personnel must remain within the confines of the state boundaries. This program will remain a vital part of the RC.

Activity Career Program Manager (ACPM)
Functional Career Program (CP) experts who provide technical advice and assistance to the commander; and Civilian Personnel Advisory Center (CPAC) Civilian Personnel Operations Center (CPOC); and serve as a resource to supervisors in furnishing CP information to civilian careerists and interns. (AR 690–950)

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
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 U.S. 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, MATDEVs, and Army operational users evaluate potential technology improvements and performance specifications aimed at developing exit criteria for future battlefield system improvements.

Affirmative Employment Program (AEP)
It is a tool to achieve equal opportunity. It is a program of self-analysis, problem identification, data collection, policy

statements, reporting systems and elimination of discriminatory policies and practices past and present. (http://www.wsmr.army.mil/gar/ISO/eeo/Pages/AffirmativeEmploymentProgram.aspx)

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.

AG–1/CP, Assistant G–1 for Civilian Personnel (AG–1 (CP)
Headquarters Army, G–1 staff element responsible for setting long-range, strategic direction and policy governing the management and utilization of Department of the Army (DA), Civilian employees. (https://www.g1intranet.army.mil/cp.asp)

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 Career Tracker (ACT)
ACT is a single aggregated source for assignment history, experience, skills, education, civilian acquired skills, interests and extended relationships. As a leader development tool, it integrates data on training, education, and experiential learning from a number of source systems into one personalized and easy to use interface, provides users a more efficient and effective way to monitor their career development, allows supervisors to track and advise employees on their leadership development and career program managers the ability to reach their geographically dispersed careerists. ACT is the Army's authoritative source for the Individual Development Plan (IDP). (DCS, G37/TRV) The Army's leader development tool that integrates training, education and experiential learning into one personalized and easy-to-use interface. ACT provides users with a more efficient and effective way to monitor their career development while allowing leaders to track and advise subordinates on personalized leadership development. (G–3/5/7, Training and Leader Development)

Army Civilian Training, Education and Development System (ACTEDS)
A requirements-based system that ensures planned development of civilians through a blending of progressive and sequential work assignments, formal training, educational courses, and self-development for individuals as they progress from entry level to key positions. ACTEDS provides an orderly, systemic approach to technical, professional, and leadership training, education, and development similar to the military system. ACTEDS is applicable to all civilian occupations covered by CPs and career fields alike. (AR 690–950)

Army Civilian Training, Education and Development System (ACTEDS) Plans
Information about career management training, education, and development by the CP FCs and personnel proponents. The plans provide specific guidance on Army-wide training, education, and development requirements from tne intern or trainee to the executive level. These requirements are based on the results of job analyses, which identify the competencies (knowledges, skills, and abilities (KSA)) that individuals need to do their jobs. In addition to formal training, each ACTEDS plan recommends developmental assignments to broaden careerists' perspectives and to expand the depth and breadth of knowledge needed for movement into higher level positions. These assignments may be in other specialty areas, in related occupations, at different organizational levels, or at different geographical sites. The determination of additional individual or mission training, education, and development needs is the responsibility of the commanders. (AR 690–950)

Army Civilian Training Education and Development System (ACTEDS) Funded Training
Commonly referred to as Army Central Training Funds, these funds, managed by HQDA G–37/TRV, supports leader development and functional training designed to build a competent Civilian workforce. (AR 350–1)

Army Training Management System
ATMS is a Armywide (AA/RC), integrated, training management enterprise system that incorporates the DTMS, Army Training Network, and CATS development tool to provide units and institutions the capability to plan, prepare, execute, assess, manage and report training.

Army
The U.S. Army includes the Regular Army, the National Guard of the United States, and the USAR; 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 U.S. pursuant to call as provided by law.

Army Centralized Individual Training Solicitation (TACITS)
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 the Army Training Requirements and Resources System (ATRRS). (AR 350–1)

Army Continuing Education System
Integrated system of voluntary and self-development educational opportunities.

Army correspondence course
A formal, non-digital, 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 JAGC correspondence course extension programs are separate programs not under the Army Institute for Professional Development.

Army Force Generation
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 Leader
Anyone who by virtue of assumed role or assigned responsibility inspires and influences people to accomplish organizational goals. Army leaders motivate people both inside and outside the chain of command to pursue actions, focus thinking, and shape decisions for the greater good of the organization. (ADRP 6–22)

Army Learning Center
Facilities providing education and training support services under the direction of the installation Army Education Center.

Army Leader Development Program (ALDP)
CG, TRADOC lead activity which executes Army leader development The ALDP is the Army program for managing HQDA-approved leader development initiatives. The ALDO is the sole management process for program execution, approval, and incorporation of new initiatives, and recommendations for prioritization of resources. (DA Pam 350–58)

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, includes new equipment training, displaced equipment training, doctrine and tactics training, and sustainment training. Modernization training ensures the skill proficiency required to effectively and efficiently take proper advantage of the new capability.

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 ARNG.

Army Program for Individual Training (APRINT)
A mission, planning, and resourcing document produced by ATRRS 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, CATS, Army Training Network, Soldier training publications, non-equipment training manuals, selected DA pamphlets (350 and 351 series), and posters.

Analysis of change cell
The process addressing issues, impacting training in the budget and execution years too expansive to address in a TRAP or the SMDR.

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 3500.04F, 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, MATDEVs, CAPDEVs, TNGDEVs, 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.

Authorization, Agreement and Certification of Training (Standard Form 182)
OPM approve form used to request, approve, authorize, certify and/or document training instances, regardless of the funding source. (AR 350–1)

Basic combat training
Training in basic military subjects and fundamental skills used in combat, given to newly inducted and enlisted AC and RC personnel without prior military service, or service members with greater than a three year break in 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 Development (CD)
A method of obtaining additional knowledge, skills and abilities within a Career Program through training, assignment or self-development. (AR 690–950)

Career Development Program
Structured plans, processes, and activities directing and supporting the systematic organizational, occupational, and individual growth of employees in designated Career Programs. It entails progression through a series of training, education and professional development programs and assignments involving broader knowledge, improved skills, and/ or greater responsibility. (DODI 1400.25–V410)

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 Ladder

A graphic depiction of the levels of grade progression within the Career Program. The Career Ladders describe the grade levels, by position titles and organizational level within each function and across functions where applicable. (AG–1 CP)

Career Management

The assessment and execution of the mission based development of employees throughout the life-cycle from recruitment through separation. (AG–1CP)

Career Map (Career Path)

Information that provides employees general professional guidance on career progression. (AG–1CP)

Career Program (CP)

Occupational series aligned into consolidated groupings based on common technical functions, associated command missions, and position knowledge, skills and abilities.

Career Program Manager

The Functional Chief Representative (FCR) counterpart at the Army Command. Advises Command Headquarters and field activities on career management from a functional perspective. Appointed by the Command and endorsed by the FCR. (AR 690–950)

Career Program Policy Committee (CPPC)

A continuing, intra-component, Army-level committee that :(a) Develops recommendations for changes in Army Career Program policies and procedures; (b) Prepares recommendations for the AG–1(CP) to determine ACTEDS resource allocations for Interns and Fellows and to the HQDA, G–3/5/7 for Competitive Professional Development, (c) Makes determination on recommendations from any subcommittee operating within mission of the CPPC; and, (d) Makes determinations and develops solutions to enterprise-level issues and develops practices appropriate for Army-wide execution.

Career Program Proponency Office (CPPO)

Staff office to support and assist the FCR with career management responsibilities. Personnel proponents are also responsible for developing, monitoring and assessing equal opportunity and affirmative action of their respective career fields.

Career Program Population

All Army Civilian employees aligned to a Functional Community/Career Program are included (Appropriated Fund (AF), Non-Appropriated Fund (NAF), Direct Hire Foreign Nationals (DHFN) and Wage Grade (WG) populations). Excluded from the Army, CP populations are National Guard Technicians, and also Indirect-hire Foreign National employees of their states and host nations, respectively. (AG–1 CP))

Certificate Program

A program established or purchased by an agency to provide structured training or education course(s). A certificate program awards a certificate after a course of study has been completed and does not generally require previous work experience or exhibited skill level for participation. The certificate documents completion of the training or education. (DODI 1400.25–V410)

Certification

A formal written confirmation by a proponent organization or certifying agency that an individual or team can perform assigned critical tasks to a prescribed standard. The team or individual must demonstrate its ability to perform the critical tasks to the prescribed standard before certification is issued.(AR 350–1) It is also the recognition or credential given to individuals who have met predetermined qualifications set by an agency of government, industry, or a profession. (DODI 1400.25–V410)

Change Management
Building energy and engagement around change by using a systematic, structured approach to transition from the present to the desired state in individuals, teams, and organizations. (AG–1 CP)

Civilian Competency-based Development System (CCDS)
The Army's foundational system for deriving competency based training requirements, competency-driven career planning and employee development plans. (AG–1 CP)

Civilian Creed
The Civilian Creed refers to the professional attitudes and beliefs that characterize the Department of Army Civilian (DAC). (DA PAM 350–58)

Civilian Education System (CES)
The Civilian Education System (CES) is the foundation of the Army's leader development program for all Army Civilians, providing progressive and sequential education course opportunities that employees can take throughout their career. It is centrally funded by HQDA G–37/Training Directorate for most permanent Army Civilians, including but not limited to general schedule (GS), non-appropriated fund (NAF), local national (LN) and wage grade (WG) employees. CES leadership courses, or designated equivalent courses, are required for all Army Civilians. Employees should include attendance at the CES course for which they are eligible in their Individual Development Plans (IDP). More information on CES courses, as well as instructions on how to enroll can be found on the Civilian Training and Leader Development website at http://www.t3ac.army.mil/Pages/Homepage.aspx.

Civilian Expeditionary Workforce (CEW)
A subset of the DoD Civilian workforce that is organized, trained, cleared and ready in a manner that facilitates the use of their capabilities either in a temporary reassignment and/or duty status or to stay in place overseas to support the DoD mission. The CEW is composed of the existing category of Emergency-Essential (E–E) positions and new categories of positions, Non-Combat Essential (NCE), Capability-Based Volunteers (CBVs) and former Army employee volunteers.

Civilian Human Capital
Civilian employees at all grade levels in all jobs, occupations, and Career Programs, including both white collar and blue collar positions that provide an inventory of knowledge, skills, experience, and other capabilities that drive productive labor within an organization's workforce. (DODI 1400.25–V410)

Civilian Human Resources Agency (CHRA)
Organization within the Army G–1, responsible for providing Department of the Army Civilian Human Resources operations support (CHRA oversees the operations of the Civilian Personnel Advisory Centers). (http://www.chra.army.mil/global/aboutus.asp)

Civilian Senior Leader Management Office (CSLMO)
The HQDA Staff Office that advises the Secretary of the Army (SA) and other senior leaders on all matters relating to the recruitment, utilization, and lifecycle management of the Executive and Senior Professional (ESP) civilian workforce. Also serves as the executive secretary to, and provides administrative support for the Secretary of the Army's (SA) Executive Resources Board (ERB). (http://www.asamra.army.mil/org_cslmo_bio.cfm)

Civilian Personnel Directors/Human Resources Board of Directors
Principal advisors to the Commanders on career management. (AR 690–950)

Civilian Workforce Transformation (CWT)
Established by the ASA (M&RA), CWT is chartered to look at existing Civilian workforce programs and offer recommendations and modifications to realize the Army's vision of a Civilian workforce management program able to attract and retain top talent and prepare the Civilian workforce to succeed in leadership positions throughout the Army. All of CWT's efforts are focused on ensuring the Civilian cohort is a trained and ready professional workforce with increased capabilities to execute the Army's current and future missions. (http://www.asamra.army.mil/cwt/about.cfm)

Climate
The state of morale and level of satisfaction of members of an organization. (DA PAM 350–58)

Coaching

The guidance of another person's development in new or existing skills during the practice of those skills. (ADRP 6–22)

Community of Interest (COI)

An approach for developing agreements necessary for meaningful information exchange on a community basis. COIs consist of collaborative groups of users who have a shared vocabulary to exchange information in pursuit of their shared goals, interests, missions, or business processes. This group may include end users, program managers, application developers, subject matter experts, and Combatant Command, Service, and Agency representatives, and information technology portfolio representatives. (DoDI 1400.25–V410.)

Competency

An (observable) measurable pattern of knowledge, abilities, skills and other characteristics that individuals need in order to successfully perform their work. (DODI 1400.25, Volume 250)

Competency Development

Structured plans, processes, and activities directing and supporting the personal and professional advancements for successful performance. (AG–1 CP)

Competency Gap

The difference between position importance level of the competency and the employee's proficiency level (AG–1 CP)

Competency Model

A framework that describes the full range of competencies required to be successful in a particular occupation. (AG–1CP)

Competency Tiers

The Army's three (3) tiers of grouped competencies: Tier I - Core competencies that are generally required of all employees of an occupational series. They are based on ratings of importance by the employees and their supervisors, and are typically the most highly rated competencies (i.e., those rated 3 and above on a scale of 5). Tier 2 - Competencies that are important for functional (Specialty) areas within an Occupational Series and are not included in Tier 1. Required of all employees of a given specialty ("parenthetical") within an Occupational Series. Tier 3 - Competencies that were not included in Tiers 1 or 2, but are required of an employee in a specific position. These competencies may be identified by individual managers or hiring officials as specific to that particular position (not person). (AG–1 CP)

Competency Title

The short name used to identify a competency. For a Technical Competency, the Competency Title consists of a descriptor that associates it to the technical area of interest and a word that describes the type of work required (e.g., analysis, collection, investigation, reporting, etc.). The Competency Title can be thought of as a label used to identify a portion of work. Although brief, the title must be descriptive enough so that a reader with little or no familiarity with the subject matter can easily understand the nature of the work. The Competency Title is not synonymous to, and should not be confused with, a job or position title. (AG–1 CP)

Competency-Based Activities

Training, education and professional development activities that have been approved by an employee's supervisor, organization or command or the Army as contributing to a strategy designed to support the closure of identified competency gaps. Activities may be HQDA centrally or command locally funded. (AG–1CP)

Competency-Based Management

A systematic approach to evaluating and effectively aligning employee competencies with mission and job requirements through the human capital life cycle. (DODI 1400.25–V.250, November 18, 2008)

Competitive Professional Development (CPD)

Competitive, functionally tailored, significant developmental opportunities that occur in academic (university) programs, Training-With-Industry (TWI), Short-Term Training, and or planned developmental assignments that have been documented in the respective ACTEDS plans.

Competitive Professional Development (CPD) Program (Civilian)

A planned, systematic, and coordinated program of professional development that supports the Army's organizational

goals and mission. It encompasses functionally tailored developmental opportunities that occur in academic environments, business/industrial settings, or in other strategically planned career enhancing developmental assignments that have been identified in an approved Career Program, Master Training Plan (MTP) or Individual Development Plan (IDP). Training instances may be short- or long-term and funded from various sources. (AR 350–1)

Component Functional Community Manager (CFCM) (Civilian)
Senior functional leader, responsible for supporting the execution of DODI 1400.25, Volume 250 in their respective DOD Component career field by working with OSD and command leadership, manpower representatives, senior function leaders at the OSD level, and HR consultants. (DODI 1400.25–V250, November 18, 2008)

Content Validity
Evidence of the validity of a test or other selection procedure by a content validity study. For (employee) selection, it should consist of data showing that the content of the selection procedure is representative of important job performance aspects for which the candidates are to be evaluated. (Uniform Guidelines on Employee Selection Procedures, Section 5–B).

Continued Service Agreement
A contract between the employee and Army/DoD Component, signed prior to the commencement of training, education, and professional development activities, requiring the employee to either continue Federal service as determined by the DoD Component or repay training expenses incurred. (DODI 1400.25–V410). In accordance with Title 5 U.S.C, Section 4108, 5 C.F.R, Section 410.309(c), and AR 690–400, Chapter 410, before assignment to training, Civilian employees, regardless of grade and category (e.g., APF, NAF, Wage Grade, LN), selected for non-government training in excess of 80 hours, or long-term training or developmental programs in excess of 120 calendar days (Government or Non-Government) must sign an agreement to continue to serve in the Department of Defense (DoD) for a period equal to at least three times the length of the training course or program. The obligation period may be longer based on associated training costs. See page 4–5 of the Standard Form 182, Authorization Agreement and Certification of Training. (DCS, G37/TRV)

Core Competencies
Technical areas of knowledge skill, abilities as well as other characteristics (non-technical competencies such as interpersonal skills) that cross all specialties that are required by the majority of the positions in an occupational series or career program for the successful execution of critical tasks associated with the duties and responsibilities of positions. (AG–1CP)

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 CJCS. COCOMs typically have geographic or functional responsibilities.

Combatant command (command authority)
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.

Capability developer
An individual or agency responsible for developing concepts and organizational and equipment requirements.

Command directed training
Any other task (vs HQDA Mandatory Training) directed by a commander in a given chain of command. Unit level individual, leader and collective tasks derived from the unit CATS, assessed as T/P/U by the commander for which the

commander determines additional training is required in order to be proficient against the unit METL; or other document such as the HQDA recognized FORSCOM Pre-Deployment Training Requirement supporting CCDRs.

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 environment
The constructive training environment uses computer models, tools, and interfaces to exercise mission command functions. It involves simulated people operating simulated systems in computer-generated environments. Constructive training provides an 'immersive' command/staff training experience for the collective training of MC tasks and processes, and can be conducted by units from platoon to echelons above corps and in a Joint or Combined environment. A Mission Command Training Program 'Warfighter Exercise' is an example of training enabled by constructive simulations.

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.

Culture (Civilians)
The set of long-held values, beliefs, expectations, and practices shared by a group that signifies what is important and influences how an organization operates. (DA PAM 350–58)

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 DL, a wide variety of graduate, undergraduate, and vocational courses from leading educational institutions.

Defense Civilian Intelligence Personnel System (DCIPS)
A Title 10 Excepted Service Intelligence Community (IC) personnel system that is founded in Army policies that support employee performance, career development opportunities, awards and recognition. (http://www.dami.army. pentagon.mil/site/dcips/About.aspx)

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.

Development
Engagement in a set of learning experiences designed to achieve specific goals and long-term objectives. Learning experiences often occur in the workplace, and include coaching, mentoring, job rotation, developmental assignments, on-the-job training, and self-study courses. (DoDI 1400.25–V410)

Developmental Assignments (Civilians)
Training assignments which provide activities as a way to enhance competencies by giving employees an opportunity to perform duties in other occupational, functional, or organizational elements to enhance the employee's understanding of other operations, systems, and relationships. ((http://www.civiliantraining.army.mil/professional/Pages/default.aspx)

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 DET plan 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. DL 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, Army Learning Management System courses).

Diversity
The different characteristics and attributes of individuals. (DODD 1020.02, Feb. 5, 2010)

Doctrine
Fundamental principles by which military forces or elements thereof guide their actions. Doctrine evolves from theory and concepts based on values, beliefs, historical perspective, experience, and research. (Army Leader Development Program, DA PAM 350–58)

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
A structured process to impart knowledge through teaching and learning to enable or enhance an individual's ability to perform in unknown situations. 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. (AR 350–1) It is also developing an employee's general knowledge, capabilities, and character through exposure of learning theories, concepts, and information. Education is traditionally delivered by an accredited institution, and may relate to a current or future mission-related assignment. (DODI 1400.25–V410)

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.

Equal Employment Opportunity Program (EEO)
A program designed to provide for appropriate work force representation and fair treatment of minorities, women, and disabled persons and to resolve charges of discrimination. (DA PAM 690–950)

EEO Management Directive
Identifies Federal responsibilities under Section 717 of Title VII and Section 501 of the Rehabilitation Act. (MD 715)

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.

Execution commands
Commands that provide TSS training assets/personnel on an installation or training site in support of MC institutional and unit training.

Execution support commands
Commands that provide services at any or all levels in order to provide training capabilities to execution commands conducting Training using TSS.

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.

Functional Chiefs (FCs)
The Senior Career Program Official whose responsibilities include identifying strategic workforce issues that need to be addressed in the life-cycle management of Civilians within their Career Program. They have enterprise-level responsibility for ensuring the readiness of employees in occupational series and CPs, in support of Army missions.

Functional Chief Representatives (FCR)
An Army Senior Civilian, designated by the Functional Chief (FC), to serve as the principle advisor on Career Program Management issues. (Army Policy Memorandum: SAMR–CQ, Subject: Civilian Career Program Management Guidance, 21 April 2011)

Functional Competencies
Technical specialty areas of knowledge, skill. Abilities and other characteristics (non-technical, e.g., interpersonal skills) that are required by the majority of the positions in an occupational series or career program for the successful execution of critical tasks associated with the duties and responsibilities of positions (AG–1 CP)

Functional Mobility
Multi-dimensional career development achieved by diverse experiences within one or more functional communities. (AG–1 CP)

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.

Functional/Technical Training (Civilians)
Training that provides study in scientific, professional, technical, mechanical, trade, clerical, fiscal, administrative, or other fields which will improve individual and organizational performance and assist in achieving the Army's mission and performance goals. It includes Competitive Professional Development (CPD) programs, as well as functional/technical training within TRADOC and other military schools. (DCS, G37/TRV)

Gaming simulation
A COTS/GOTS simulation involving real people operating in a semi-immersive environment. Gaming simulationsplace Soldiers in a central role in order to exercise cognitive, decision making, cultural, foreign language and communication skills.

Gap Closure Plan (Strategy)
The plan (strategy) to eliminate competency gaps through recruitment of new personnel and/or the development and training of current employees. (AG–1 CP)

Geographic Mobility
Diversity of experience acquired by employment at various geographic locations or organizational levels (e.g., Headquarters; Command; Installation, Overseas). (AG–1CP)

GoArmyEd
GoArmyEd is the Army's virtual gateway to request Tuition Assistance (TA), ACTEDS Funding, and approval of training applications and SF 182s online. This system is a dynamic online portal that automates many of the paper-based processes historically conducted by Army Education Counselors, Career Program Managers, and Training Managers. It is a one-stop location for managing education, training, professional development, as well as managing and resourcing training requests. GoArmyEd is the authoritative source for the SF 182. (DCS, G37/TRV)

Government Employees Training Act (GETA) (1958)
Created the framework for agencies to plan, develop, establish, implement, evaluate and fund training and development programs designed to improve the quality and performance of the workforce. GETA was codified into Title 5 United States Code Chapter 41. It has been amended many times by the Federal Workforce Restructuring Act of 1994. Additional information on Civilian training laws and policies is located at: http://www.opm.gov/hrd/lead/policy/eo11348.asp.

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, regional collective training capability, 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.

Human Capital (HC)
An inventory of skills, experience, knowledge and capabilities that drive productive labor within an organization's workforce. (DODI 1400.25–V250, November 18, 2008)

Human Capital Assessment & Accountability Framework (HCAAF)
The Human Capital Assessment and Accountability Framework (HCAAF) identifies five human capital systems that together provide a consistent, comprehensive representation of human capital management for the Federal Government. The HCAAF fuses human capital management to the merit system principles-a cornerstone of the American civil service-and other civil service laws, rules, and regulations. Establishment of the HCAAF and its related standards and metrics, provided in this document, fulfills OPM's mandate under the Chief Human Capital Officers Act of 2002 (CHCO Act), as codified at 5 U.S.C. 1103(c) and implemented under subpart B of 5 CFR part 250, to design systems and set standards, including appropriate metrics, for assessing the management of human capital by Federal agencies. The regulation at 5 CFR 250.203 establishes requirements for an agency to maintain a current human capital plan and submit to OPM an annual human capital accountability report. The requirements in the regulation are by design congruent with the planning and reporting requirements contained in OMB Circular A–11 and title 31 U.S.C. The HCAAF outlines an ongoing process of human capital management in every Federal agency - planning and goal-setting, implementation, and evaluating results - using five systems: 1. Strategic Alignment (Planning and Goal-Setting), 2. Leadership and Knowledge Management (Implementation), 3. Results-Oriented Performance Culture (Implementation) , 4. Talent Management (Implementation), and 5. Accountability (Evaluating Results). (http://www.opm.gov/policy-data-oversight/human-capital-management/reference-materials/practitioner%E2%80%99s-guide/systemsstandardsmetrics.pdf)

Human Resources (HR) Advisor
This role focuses on the advisory portion of the position as well as the development of the strategic focus while still performing traditional HR service delivery activities. (https://extranet.apps.cpms.osd.mil/Divisions/HR%20Functional%20Community%20Management/HR%20Professional%20Career%20Framework/New%20Roles%20in%20Human%20Resources.aspx)

Human Resources Development (HRD)
The professional discipline devoted to design, advancement, and implementation of comprehensive strategies to establish a strong employee base. HRD helps employees mature their competencies and skills for current and future work assignments. (DODI 1400.25–V410)

HR Specialist
At its base is the largest group of HR technical specialists who perform the technical and operational functions. This role is tactical/transactional and focuses on the skills needed to perform the traditional HR service delivery (https://extranet.apps.cpms.osd.mil/Divisions/HR%20Functional%20Community%20Management/HR%20Professional%20Career%20Framework/New%20Roles%20in%20Human%20Resources.aspx)

HRD Strategic Partner
At the corporate level, the HR professionals are more frequently asked to provide HR-relevant advice to senior managers in the various DoD Components. This role focuses on the strategic aspects of the position supporting the workforce and the organization. It is driven by the legislated mandate of the Human Capital Management requirements, the Business Acumen Core Executive Qualification of the Senior Executive Service (SES), and the DoD Leader Development Framework that added "Enterprise-wide Perspective" to the SES core competencies. (https://extranet.apps.cpms.osd.mil/Divisions/HR%20Functional%20Community%20Management/HR%20Professional%20Career%20Framework/New%20Roles%20in%20Human%20Resources.aspx)

Importance Level of Position Competencies
The relative significance or weight that a given competency has in the successful execution of critical tasks in a position. (AG–1 CP)

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 Developmental Plan (IDP)
A document used to record short- and long-range career goals, the specific competencies, knowledge, skills, and abilities necessary to meet current objectives, training, education, and other professional development strategies used to develop the desired competencies. In conjunction with a performance assistance plan, the IDP assists in making employee performance more effective in present or future positions and is used for employees below the executive level (DODI 1400.25–V410).

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.

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 interactive multimedia instruction is a group of computer-based training and support products. This includes source materials that are commonly used in interactive multimedia instruction products, electronic products used for the delivery of or supporting the delivery of instruction, and software management tools used to support instructional programs. The interactive multimedia instruction 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.

Job Analysis
The process of identifying and defining, at an appropriate level of detail, what the basic duties and responsibilities of a job require in terms of both job tasks and employee competencies needed to perform those duties and responsibilities. The competencies derived from the job analysis must be relevant or demonstrate a linkage to the tasks or duties of the job. There are various well-developed, systematic approaches to job analysis. (DODI 1400.25–V250, November 18, 2008)

Key Assignments/Positions
Positions that represent windows of opportunities to complete diverse assignments across multiple echelons. The sequence of positions is not as important as mastering critical skills and gaining experience before the next stage of career development. (DRAFT DODI 1400.25–V410)

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 development of institutional, operational and self-development. (Army Leader Development Program, DA PAM 350–58/AR 350–1)

Leader training
Leader training is the expansion of basic Soldier skills that qualifies Soldiers to lead other Soldiers.

Learning
Cognitive and/or physical process where a person assimilates information, and temporarily or permanently acquires or improves skills, knowledge, behaviors, and/or attitudes. (DODI 1400.25–410)

Learning Objectives, Terminal (TLO)
Specifies what students should know or be able to do at the end of the course that they didn't know or couldn't do before.   (AG–1CP)

Licensing
The process by which a government agency (local) grants permission to an individual to engage in a given occupation upon finding the applicant has attained the minimum degree of competency required to engage in that occupation. (AG–1 CP/G–3/5/7)

Life-Cycle Career Management (LCM)
The progression in a continuum of manageable steps and processes that involve six basic areas of an employee's life cycle career that includes Structure, Acquire, Develop, Distribute, Sustain and Transition.

Lifelong Learning
Individual lifelong choice to actively and overtly pursue knowledge, the comprehension of ideas, and the expansion of depth in any area to progress beyond a known state of development and competency. (ADRP 6–22)

Live training
Real people operating real equipment.

Live, Virtual, Constructive - Integrating Architecture
LVC–Integrating Architecture is the Army's Program of Record utilizing progressive versions, which provides the protocols, standards & interfaces to facilitate interoperability of currently dissimilar TADSS supporting all four Army training environments so that they can stimulate Mission Command Systems.

Long-term Training (LTT)
Training to which an employee is assigned for more than 120 consecutive days, on a full-time basis. The assignment may be at either a government or non-government facility and may include both formal and training programs and strategically planned career assignments. LTT enables employees to stay abreast of changes and innovations in their occupational fields, learn and/or develop/improve competencies needed in current positions and meet emerging Army

requirements. Attendance at LTT event must have a demonstrated training purpose and must be documented in each respective Career Program, MTP or IDP. (AR 350–1)

Mandatory training (HQDA mandatory training)
Mandatory training requirements are limited to those subject areas directed by law, DOD and HQDA (May be applicable to Unit, Institutions and Civilians; and may be applicable to all persons or selected persons).

Mentorship
The voluntary developmental relationship that exists between a person of greater experience and a person of lesser experience that is characterized by mutual trust and respect. (ADRP 6–22)

Mission commander
Any tenant or habitual user of TSS assets on an installation.

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.

Mission essential task list
An METL reflects the doctrinal functions/designed capabilities for a particular type of unit supporting unified land operations. HQDA Standardized METLs are those METLs that are developed at direction of the Army G–3 through the AMRB process for Brigade and higher organizations to facilitate focusing training and readiness reporting.

Mission rehearsal exercise
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 mission rehearsal exercise is conducted at a maneuver CTC and may be embedded in a mission readiness exercise for the higher headquarters (that is, division or corps). The mission rehearsal exercise begins with the first day of reception, staging, onward movement and integration (building combat power) at the MTC and ends when the unit main body has cleared the MTC and returned to home station. Time devoted to the leader training program is not part of the MRE.

Mission readiness exercise
A command and staff-level command post exercise conducted as a culminating training event for deploying AA and RC Divisions and Corps with subordinate brigade-level headquarters. The mission readiness exercise can be conducted at home station or at an alternate site. The mission readiness exercise begins at STARTEX (Day One for the simulation supported exercise) at the mission readiness exercise site and concludes at ENDEX for the simulation supported exercise at the mission readiness exercise location. Time devoted to the MCTP Seminar is not part of the mission readiness exercise although mission readiness exercise themes may be addressed during the Seminar.

Mobility Program
A formal program, as a part of a DoD Component workforce development strategy, that provides for planned change of permanent duty station of Civilian personnel within the same or another DoD Component that may involve relocation without reduction in grade. (DODI 1400.25–V410)

Motion-based simulation facility
A building used to house various simulators used to train crews in weapons systems and to improve crew proficiency. A simulator is a device whose control inputs duplicate the controls of a weapon or vehicle. Facility is characterized by large bay areas with high ceilings and clear span to accommodate moving modules that replicate or stimulate the sense of actual operations in the air or over terrain. Usually, these facility types require separate hydraulic machinery rooms with rated firewalls and fire suppression/alarm systems and special footing pads to accommodate high ground pressure loading and stress. Examples of the devices located in these type of facilities include most flight or combat mission simulators (for example, AH–64), or combat vehicle driver (for example, M1 driver) simulators.

Non-motion-based simulation facility
A building used to house various simulators used to train crews in weapons systems and to improve crew proficiency. A simulator is a device whose control inputs duplicate the controls of a weapon or vehicle. Similar in functional and spatial relationships to 17210, Simulator Building (Motion-Based), except that facilities in this category do not require special motion base accommodations for large hydraulic pumps or special footing pads to accommodate high ground pressure loading. Examples of devices supported by this category are Conduct of Fire Trainers or modules that comprise the Combined Arms Tactical Trainers family.

Non-Technical Competency
Observable and measurable soft skills that are exhibited by individuals as behaviors in the execution of their duties such as critical thinking, interpersonal skills, problem solving. (AG–1 CP)

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 MATDEV/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.

Noncommissioned Officer Education System
NCOES prepares noncommissioned officers to lead and train Soldiers who work and fight under their supervision, and to assist their leaders in executing unit missions. This ensures NCOs have the appropriate skills and knowledge required before assuming the duties and responsibilities of the next higher grade. NCOES is linked to promotion to E–5, E–6, E–7, master sergeant, and sergeant major (SGM).

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.

Officer Education system
The OES prepares Officers and WOs for increased responsibilities and successful performance at the next higher level. It provides pre-commissioning, branch, functional area, and leader-development training that prepares officers to lead platoon, company, battalion, and higher level organizations.

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 a range of military operations. 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 USAF and the USN, 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.

Professional Military Education
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.

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 Primary MOS.

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."

Requirements-based Training
Training and development defined within one of these competency-based categories - (1) Performance Enhancement - To close competency gaps to improve job performance, (2) Meet New Position Requirements - Driven by new or changes in mission that require the development of new competencies required by the job, (3) Career Progression - Match Army's requirements with employee career goals, to develop competencies to facilitate career progression, and/ or, (4) Mandatory/Foundational - Meet professional/technical requirements/credentialing of positions and/or Army's standards/guidance. (AG–1 CP and G–3/5/7)

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.

Retraining
Development designed to prepare an individual for a different occupation, address an individual's skills obsolescence in the current position, or to prepare an individual for a different occupation in the same agency, another Government agency, or the private sector. (DODI 1400.25–V410)

Rotational Assignments
An opportunity to perform varied practical and career-enhancing experiences within or outside of an employee's current functional area. (AG–1(CP))

Risk management
Actions to reduce and eliminate hazards or control the impact of hazards during training and operational activities.

Sabbatical
An absence from duty, without charge to pay or leave that may be granted to a Senior Executive Service career appointee to engage in study or uncompensated work experience. In addition, sabbaticals are used to provide a Title 10 faculty member who has completed six (6) or more years of civilian service years of full-time teaching or research at a Senior Service College (SSC) paid opportunities to engage in significant research or professional development activities, or to develop new areas of expertise, or to conduct scholarly activities of particular benefit to the SSC (DODI 1400.25–V410).

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-Assessment (Civilians)
Helps you to determine how to use your talent and skills and continue to grow; identify and focus on preparation needed for a successful career; and identify and close gaps in your training and learning. (www.hru.gov)

Self-Development
A planned, continuous, lifelong process individual leaders use to enhance their competencies and potential for progressively more complex and higher-level assignments. (ADRP 6–22)

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. Structured self-development - Required learning that continues throughout your career and is closely linked to and synchronized with classroom and on-the-job learning. Guided self-development - Recommended but optional learning that will help keep you prepared for changing technical, functional, and leadership responsibilities throughout your career. 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.

Senior Commander
Senior army leadership designates the senior commander. The senior commander is usually the senior commander residing on the installation. The senior commander's responsibilities are to: senior rate the garrison commander; act as principal customer advocate to the garrison commander; serve as the senior Army representative to the surrounding community; determine priorities for installation resourcing and services; provide installation management services that are the responsibility of the senior mission activity; oversee the implementation of force protection; determine priorities for training and training support services, mission support, MCA projects, well- being program, and force protection; approve installation-level policies for Soldiers in accordance with respective Army Regulations; and, approve the installation master plan.

Senior Enterprise Talent Management (SETM)
The program prepares participants for positions of greater responsibility through advanced senior-level educational and developmental experiences. Included in the SETM program are opportunities in the Enterprise Placement Program, Developmental Experiences, Senior Service College, and the Defense Senior Leader Development Program. (Army Directive 2012–09, SETM Policy, https://www.csldo.army.mil/Index.aspx) (http://myarmybenefits.us.army.mil/Home/News_Front/Senior_Enterprise_Talent_Management_program_opens_for_Army_civilians.html)

Series (Occupational)
A subdivision of an occupational group or job family consisting of positions similar as to specialized line of work and qualification requirements. Series are designated by a title and number such as the Accounting Series, 0510; the Secretary Series, 0318; the Microbiology Series, 0403. (Introduction to the Position Classification Standards, TS–134, July 1995)

Shared administrative control
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.

Short-term Training (STT) (Civilians)
Training of 120 calendar days or less. Training instances may include, but are not limited to, professional workshops, seminars and college/university courses. Attendance at workshops and seminars must have a demonstrated training purpose and must be documented in each respective Career Program, MTP or IDP. (AR 350–1)

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.

Strategic Goal or Strategic Intent
A statement of aim or purpose included in the strategic plan. In a performance/budget annual performance plan, strategic goals should be used to group multiple program outcome goals. Each program outcome goal should relate to the strategic goals or objectives and their performance measures [(OMB Circular No. A–11 (2010)]

Strategic Human Capital Management
The alignment of human capital strategies with agency mission, goals, and objectives through analysis, planning, investment, and management of human capital programs. Human capital planning is the method by which an agency designs a coherent framework of human capital policies, programs, and practices to achieve a shared vision integrated with the agency's strategic plan. Implementation of the strategic human capital plan is a key step in an agency's progress to build a highly effective, performance-based organization by recruiting, acquiring, motivating, and rewarding a high-performing, top quality workforce. The plan becomes the roadmap for continuous improvement and the framework for transforming the culture and operations of the agency.

Structure and manning decision review
An annual process that compares the total Army individual training seat requirements against the training capability of a given TASS school or training battalion. The SMDR culminates in validating the individual training seat requirements for the first three years of the program objective memorandum.

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.

Supported commands
Command responsible for executing operational and/or institutional training and for the readiness of Soldiers and units assigned.

System manpower and personnel integration management plan
A management plan to ensure the CAPDEV, TNGDEV, and MATDEV 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 after action reports 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.

Talent Management System
A set of processes that promotes having quality people with appropriate competencies performing mission-critical activities such as leadership. (DoDI 1430.16, November 19, 2009, Growing Civilian Leaders)

Taxonomy
The classification, categorization, or grouping of similar items or things, in this case competencies. (DODI 1400. 25–V250, November 18, 2008)

The Army School System
Fully accredited and integrated AA, ARNG, and USAR schools that provide standard resident and nonresident (DL) 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

Technical Competency (Civilians)
Observable and measurable knowledge and abilities that are specific to a technical area such as digital network exploitation analysis, computer programming, etc. (AG–1 CP)

Total package fielding
Total package fielding is the Army's standard materiel fielding process. Total package fielding 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 STP that contains an MOS–Training Plan. It lists critical tasks to be trained in a specific MOS by duty position and subject area.

Training
A structured process designed to increase the capability of individuals or units to perform specified tasks or skills in known situations. Process of providing for and making available to an employee, and placing or enrolling the employee in, a planned, prepared, and coordinated program, course, curriculum, subject, system, or routine of instruction or education, in scientific, professional, technical, mechanical, trade, clerical, fiscal, administrative, or other fields that will improve individual and organizational performance and assist in achieving the agency's mission and performance goals. (DoDI 1400.25–V410)

Training Agreement
A written contract between an employee and the DoD Component. The contract outlines intensive training to satisfy all or part of the experience required by qualification standards, without regard to time-in-grade requirements. (DoDI 1400.25–V410)

Training Law/Policy (Sec. 302)
Describes the head of each agency shall, (a) foster employee self-development by creating a work environment in

which self-development is encouraged, by assuring that opportunities for training and self-study materials are reasonably available where the employee is stationed, and by recognizing self-initiated improvement in performance; (b) provide training for employees without regard to race, creed, color, national origin, sex, or other factors unrelated to the need for training; (c) establish and make full use of agency facilities for training employees; (d) extend agency training programs to employees of other agencies (including agencies and portions of agencies excepted by section 4102(a) of Title 5, United States Code) and assign his employees to interagency training whenever this will result in better training, improved service, or Savings to the Government; (d) establish interagency training facilities in areas of substantive competence as arranged by the Office of Personnel Management; and, (f) use non-Government training resources as appropriate. (Sec. 302 amended by EO 12107, Sec. 302, Dec. 28, 1978, 44 FR 1055, 3 CFR, 1978 Comp., p. 264) (Source: http://www.opm.gov/hrd/lead/policy/eo11348.asp).

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 post-mobilization training activities and deployability validation procedures) developed for assigned RC forces.

Training developer
An agency or individual responsible for using the analysis, design, development, implementation, and evaluation process to develop training and education concepts, strategies, and products to support the training and education of Active Army and Reserve Component Soldiers, Civilians and units across the institution, self-development and operational training domains.

Training development
The process of developing, integrating, prioritizing, resourcing and providing quality control/quality assurance of the Army's training and education concepts, strategies and products to support the Army's training and education of Active Army and Reserve component Soldiers, Civilians and units across the institutional, self-development and operational training domains.

Training Priorities (Civilians)
A priority that must be specified for all types of formal training. Training that is not prioritized may not be conducted. Criteria for determining the appropriate priority for assigning is as follows:

a. Priority I - Training that is typically a condition of employment, must be successfully completed within a specified time period, and meets one or more of the following criteria:

(1) Employee must have for acceptable performance.

(2) Training is essential for mission accomplishment.

(3) Training is mandated by higher authority (law or Department of Defense) or is required for certification, health or safety reasons.

(4) Training is mandated by the Assistant Secretary of the Army (Manpower and Reserve Affairs) as an Army Civilian Training, Education and Development System (ACTEDS) leader development core course.

(5) Intern training is essential and functional.

b. Priority II - Training must be needed for effective performance and to improve the quality of mission accomplishment. It is recommended that training mandated or specified in an approved training plan for enhancement of performance resulting in the improvement in the quality of mission accomplishment should be completed within a specified time period.

c. Priority III - This training is recommended for all individuals to improve or enhance competencies and/or skills needed on the job. *Note. The above referenced priorities should be used for all training, to include ACTEDS Universal and Competitive Development training, as well as occupational and functional skill training. Universal training provides standardized competencies across an occupational area to all individuals who have similar duties and responsibilities. NOTE: Competitive Professional Development (CPD) training and professional developmental opportunities for which individuals are competitively selected usually are Priority II or III.*

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 TSS is the system of systems that provides networked, integrated, interoperable training support capabilities that are necessary to enable operationally-relevant, JIIM training for Soldiers, units, and DA Civilians anytime, anywhere.

Training With Industry (TWI)
TWI is a non-degree producing program designed to provide training and/or skills in best business procedures and practices not available through existing military or advanced civilian schooling programs for identifiable DoD requirements. NOTE: IAW DoDI 1322.06 Fellowships, Scholarships, Training With Industry (TWI), and Grants for DoD Personnel, Army policy is being development to clarify DoD/Army criteria, processes, and other requirements for using this source. (DODI 1400.24–V410)

Uniform Guidelines for Employee Selection Procedures (1978) - UGESPs
A uniform set of principles adopted by the Equal Employment Opportunity Commission, Office of Personnel Management, Department of Justice, and Department of Labor to govern use of employee selection procedures in the public and private sectors consistent with applicable legal standards and recognized validation standards. Section 300.103 of title 5, Code of Federal Regulations requires that the emploolyee selection procedures of Federal agencies must meet UGESP standards in Federal Register 38290. (DoDI 1400.25-v250, November 18, 2008)

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 WO1 through CW5.

Warfighting rapid acquisition program
The warfighting rapid acquisition program implements the Army's accelerated procurement of systems and technologies identified through the warfighting experiments, demonstrations and programs. The warfighting rapid acquisition program acquisition process is the bridge that links ongoing and future Army experiments and demonstrations to the materiel development and acquisition processes.

Workforce Planning
The systematic process for identifying and addressing the competency gaps between the workforce of today and the human capital needs of tomorrow. (AG–1 CP)

Section III
Special Abbreviations and Terms
This section contains no entries.