Army Regulation 350–1

Training

Army Training and Leader Development

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SUMMARY of CHANGE

AR 350–1
Army Training and Leader Development

This rapid action revision dated 3 August 2007--

o Eliminates the requirement that annual ethics training be provided to all
  Army personnel in-person, but retains the annual ethics training requirement
  for all filers of financial disclosure reports and contracting officers,
  although training need not be in-person, while giving commanders and
  supervisors the discretion to designate other Army personnel required to
  receive ethics training (chap 1).

o Adds SF 278 (Executive Branch Personnel Public Financial Disclosure Report)
  and OGE Form 450 (Executive Branch Confidential Financial Disclosure Report)
  to the reference section (appendix A).

Specifically, this major revision, dated 13 January 2006--

o Changes the title from Army Training and Education to Army Training and Leader
  Development.

o Consolidates AR 350-17 into AR 350-1.

o Provides general training guidance for the Army force generation (chap 1).

o Updates description of the Army Training System to accommodate Field manual
  7-0, Field manual 7-1, and Army Training Strategy (chap 1).

o Captures changes in management processes for the Army Training System and
  specifically recognizes the role of the Distributed Learning Council of
  Colonels, the Munitions Council of Colonels, and the Training Support working
  group in supporting the Training and Leader Development General Officer
  Steering Committee (chap 1).

o Describes the Training Support System that supports all Army training domains
  (chap 1).

o Changes the frequency of the Army physical fitness test for record from at
  least twice a year to at least once a year for U.S. Army Reserve Troop Program
  Units (chap 1).

o Provides information and establishes guidance on the Army physical fitness test for Soldiers 55 years of age and older (chap 1).

o Provides guidance on physical training programs for deploying units (chap 1).

o Provides guidance on the Permissive Parachute Program for selected qualified personnel (chap 1).

o Establishes requirements for sexual assault prevention and response training in initial entry training, professional military education, predeployment training, and unit refresher training (chaps 1 and 2).

o Opens attendance for selected senior noncommissioned officers of all Services to other service schools for Senior Noncommissioned Officer Academy (chap 1 and chap 3).

o Incorporates responsibilities of the Installation Management Agency (chap 2).

o Suspends conditional promotions for enlisted Soldiers (sergeant through sergeant first class (chap 3).

o Implements intermediate level education within the Intermediate Staff Officer Education System to replace the existing Command and General Staff College Course (chap 3).

o Eliminates Combined Arms and Service Staff School at Fort Leavenworth and absorbs essential learning into the Officers Advanced Course programs of instruction and Advanced Distributed Learning within the Captains Career Course (chap 3).

o Establishes the Army physical fitness test as a graduation requirement for all recruiting courses (chap 3).

o Revises phase completion time requirements and training opportunities for advanced noncommissioned officers and basic noncommissioned officers training (chap 3).

o Suspends the requirement to pass an Army physical fitness test for the Basic Noncommissioned Officer Course core training, Phase I (chap 3).

o Eliminates the Advanced Noncommissioned Officers Course, Phase I (common core) training (chap 3).

o Waives the 6-month re-enrollment wait period requirement for the Warrior Leader Course (chap 3).

o Revises guidance for military and Department of the Army civilian positions that require Senior Service College education (chap 3).

o Provides information and guidance on officer professional development and the Noncommissioned Officer Development Program (chap 4).

o Specifies that unit training programs will support Army force generation requirements and timelines and ensures unit proficiency in directed missions, or, in the absence of a directed mission, ensures unit proficiency in core mission essential tasks the unit was designed to perform across the full range of military operations in a contemporary operating environment (chap 4).

o Requires unit commanders to implement combatives training as a regular part of the unit's training program (chap 4).

o Requires unit commanders to annually conduct Level B, Law of War training, which includes the proper treatment of detainees (chap 4).

o Incorporates unit set fielding policy, and directs unit set fielding for lifecycle units during reset, whenever practical (chap 5).

o Recognizes the program or project manager as the total lifecycle system manager, responsible for operator/crew/maintainer training and training support; that is, responsible for providing operator/crew/maintainer training during new equipment training and for providing training support for operator/crew/maintainer training during new equipment training, in units after new equipment training, and in U.S. Army Training and Doctrine Command schools (chap 5).

o Recognizes the training developer's responsibility for unit training and training support; that is, responsible for providing doctrine and tactics training and for providing training support for unit training during doctrine and tactics training, in units after new equipment training, and in U.S. Army Training and Doctrine Command schools (chap 5).

Training

Army Training and Leader Development

By Order of the Secretary of the Army:

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

Official:

[signature]
JOYCE E. MORROW
Administrative Assistant to the
Secretary of the Army

History. This publication is a rapid action revision. The portions affected by this rapid action revision are listed in the summary of change.

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

Applicability. This regulation applies to the Active Army, the Army National Guard/Army National Guard of the United States, and the U.S. Army Reserve unless otherwise stated. During mobilization, the proponent may modify the policies and procedures contained in this regulation.

Proponent and exception authority. The proponent of this regulation is Deputy Chief of Staff, G–3/5/7. The proponent has the authority to approve exceptions or waivers to this regulation that are consistent with controlling law and regulations. The proponent may delegate this approval authority, in writing, to a division chief within the proponent agency or its direct reporting unit or field operating agency, in the grade of colonel or the civilian equivalent. Activities may request a waiver to this regulation by providing justification that includes a full analysis of the expected benefits and must include formal review by the activity's senior legal officer. All waiver requests will be endorsed by the commander or senior leader of the requesting activity and forwarded through their higher headquarters to the policy proponent. Refer to AR 25–30 for specific guidance.

Army management control process. This regulation contains management control provisions, but does not identify key management controls that must be evaluated.

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

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

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*This regulation supersedes AR 350–1, dated 13 January 2006.

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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.

Section II
Army Mission and Force Generation

1–4. Army mission and strategic goal
The Army's mission is to provide the necessary forces and capabilities to the combatant commanders (COCOM) in support of the National Security and Defense Strategies. The Army's strategic goals are to remain relevant and ready by providing the Joint Force commander with essential capabilities to dominate across the full range of military operations.

1–5. Restructuring into a modular force
To meet requirements of current operations and anticipated future missions, the operating forces in all components of the Army are restructuring into operational headquarters and modular brigades— Heavy, Stryker, and Infantry Brigade combat teams (BCTs) and support brigades (aviation, maneuver enhancement, reconnaissance and surveillance, fires, and sustainment). Modularity enables the Army to assign a set of Army modular brigades to an operational headquarters for accomplishment of a specific mission and to synchronize the allocation of resources to ensure their readiness. Intent is for the Active Army (AA) to provide rapidly responsive, agile, and expeditionary forces that typically respond within the first 30 days of an operation. The availability of adequate AA and Reserve Component (RC) follow–on forces will provide the Joint Force commander the campaign–quality capabilities necessary to achieve operational and strategic objectives and to conduct sustained land combat.

1–6. Force generation
The increased number of modular brigades enables the Army to provide a steady–state supply of trained, ready, and cohesive forces for continuous full–spectrum operations; while providing Soldiers, families, and employers more predictable unit rotation schedules. The Army generates operationally ready brigades through a structured progression of training and mission preparation called Army force generation (ARFORGEN). Under ARFORGEN, a designated brigade increases readiness over time, moving through the reset/train, ready, and available force pools in the operational readiness cycle (see fig 1–1). To the extent possible, personnel within the brigade are stabilized so they can train, deploy and operate together as a cohesive team.

a. Reset/train phase. Units in reset/train phase are not typically available for operations. During this phase, units stabilize personnel, receive new equipment, and conduct individual and collective training. For units returning and recovering from an extended operational deployment, to the extent possible commanders will limit training activities that cause Soldiers to be away from their immediate families. The reset/train phase is not of fixed duration. Individual units should move to the ready force pool as soon as possible.

(1) For AA BCTs not undergoing modular conversion or significant modernization, the goal is to achieve a readiness status level of C1 and complete reset/train phase in 180 days (270 days with modular conversion). During reset/train, AA BCTs build Soldier, leader, and unit proficiency using training strategies focused on core competencies that enable units to perform as designed for missions across the range of military operations. These strategies build unit proficiency through battalion–level exercises, culminating in validation of the basic combat training (BCT) for deployment during a brigade–level collective training event.

(2) For RC BCTs, reset/train phase generally spans 3 years, during which RC units build duty military occupational specialty (MOS) qualification, individual/squad/crew/platoon live fire and maneuver proficiency, and battalion/brigade staff proficiency. Army National Guard (ARNG)/Army National Guard of the United States (ARNGUS) units in reset/ train phase will be resourced and trained to conduct homeland defense, homeland security, and civil support missions.

b. Ready phase. During the ready phase, AA and RC units conduct collective training. Units identified for likely

deployment refine unit Mission Essential Task List (METL) and conduct specific training to prepare for their operational mission. The ready phase is not of fixed duration, but generally lasts 1 year for AA forces.

c. Available phase. During the available phase, units are in their planned–mission time windows and would expect to deploy; conduct leader predeployment reconnaissance; deploy forces; execute reception, staging, onward movement, and integration; and assume an operational mission.

d. Operational deployment cycle and surge capability. The AA forces plan on 1 deployment in 3 years and reserve forces plan on 1 deployment in 6 years. The Army surges additional brigades from the ready force pool, when required, to meet strategic requirements. The ARFORGEN requirements drive Army personnel, equipment, and training requirements (see fig 1–1).

8 UEx's
34 BCT (UA)s
Reserve Component ARNG & USAR
6 year cycle (1 deployment in 6 years)

13 UEx's
43-48 BCT (UA)s
Active Component
3 year cycle (1 deployment in 3 years)

- Manage readiness and availability of forces.
- Resource priorities based on rotation sequences.
- Rotate idle equipment to needed locations to maximize employment and resources.
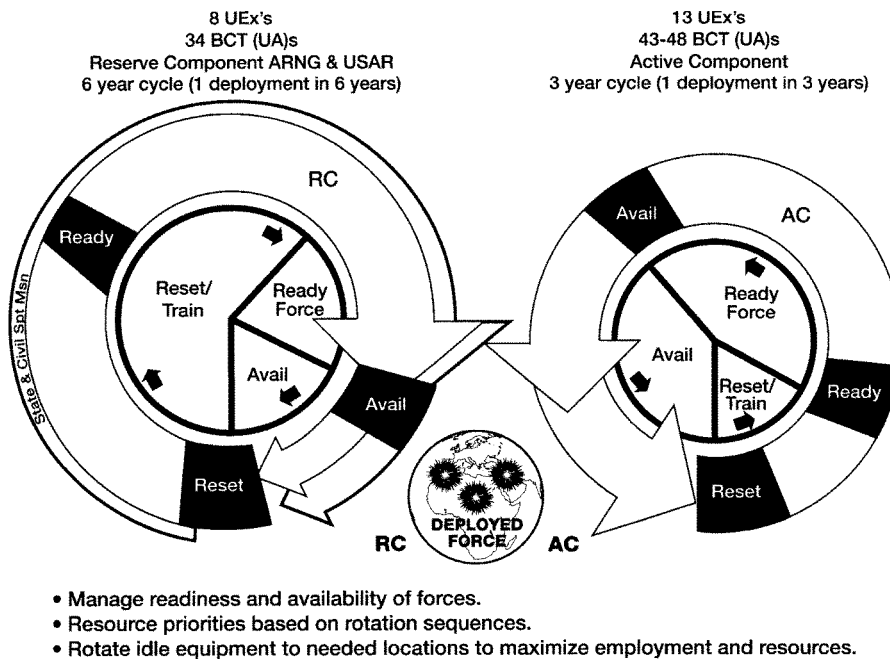
Figure 1–1. Operational Readiness Cycle

Section III
Goals and Objectives of Army Training

1–7. The training challenge
The Army provides COCOMs with trained leaders and units ready to perform with Joint, interagency, intergovernmental, and multinational (JIIM) team members in a contemporary operating environment against an adaptive enemy. A unit commander has 2 major training responsibilities: develop Soldiers/leaders for future responsibilities and prepare their unit to accomplish the assigned mission. In the absence of a directed mission, commanders must prepare their unit to perform those core missions for which the unit was doctrinally designed to execute across the full range of military operations. The Army's training challenge is to optimize, synchronize, and support training in schools, training in units, and self–development to produce forces ready to respond across the full range of military operations.

1–8. Army training goals and objectives
Army training goals/objectives are to support ARFORGEN by—

a. Producing highly professional Soldiers, leaders, and units thoroughly trained in core competencies and capable of responding as part of a JIIM team across the full range of military operations to meet COCOM's requirements in contemporary operating environments against aggressive and adaptive enemies.

b. Developing highly adaptable leaders that can quickly hone unit skills on an assigned mission, can reach back to

leverage sources of expertise before and during mission execution, can rapidly adjust to changing circumstances, and can aggressively learn from previous and current operations.

c. Providing rigorous/realistic–training venues (at home station, Combat Training Centers (CTCs), and deployed) that enable unit leaders to doctrinally employ their units, to receive expert feedback on performance, and to validate readiness on core competencies or rehearse for specific missions.

d. Providing a Training Support System (TSS) that enables the performance of Soldiers, leaders, and units by—

(1) Supporting, seamlessly, training in schools, at home station, with self–development, at mobilization centers, at CTC, at power projection/support platforms, while deployed, during mission rehearsal, and during operations.

(2) Providing the best mix of integrated live, virtual, and constructive training support simulations, devices, and products at each training location.

(3) Providing a suite of TSPs/products/materials for training the tasks that support core competencies and specific missions across the range of military operations, which are easily accessible at any training location and are compatible among various training locations.

(4) Fielding new/improved/displaced materiel systems and providing a complete training subsystem that is, to farthest extent practical, transparent to system operators, maintainers, and leaders by being embedded into the system.

(5) Exploiting emerging technology to offset restrictions imposed upon live and weapons training because of safety considerations, environmental sensitivities, and higher training costs.

(6) Providing unit leaders with automated capability to manage training in accordance with FM 7–0 and FM 7–1.

e. Developing competent and confident Department of the Army (DA) civilian and military leaders to meet the Army's current and future needs.

Section IV
Army Training System

1–9. Training domains
The Army Training System focuses the Army's training efforts on supporting training in the 3 domains in which training occurs: the operational domain, the institutional domain, and the self–development domain. All have an important role in training Soldiers, growing leaders, and preparing units for deployment.

a. The operational domain. The operational domain encompasses training activities that units and organizations undertake; to include training at home station, at CTCs, during joint training exercises, at mobilization centers, and while operationally deployed. Unit leaders are responsible for the proficiency of their Soldiers, subordinate leaders, teams/crews, and the unit, as a whole. The Army Training System provides Soldiers and leaders from training base schools who are trained on the fundamentals of their military specialty; publishes how–to–fight doctrine that provides the basis for effective, unified action; provides training support products that enable leaders to plan, execute and evaluate training to standard; provides training activities, like CTCs, that expose the unit to subject matter expertise; provides resources needed to execute training activities; and provides a TSS and training management system needed by the unit to plan, execute, and evaluate training and mission rehearsals and to assess operations and lessons learned. Unit leaders have the responsibility to develop Soldiers and subordinate leaders first and foremost for success on assigned missions, but also for future assignments that might hold increasing responsibilities.

b. The institutional domain. The institutional training domain primarily includes training base centers/schools that provide initial training and subsequent professional military education (PME) for Soldiers, military leaders, and DA civilians. Training base schools ensure Soldiers, leaders, and DA civilians can perform critical tasks to prescribed standard. Training base schools help instill key competencies, values, Warrior Ethos, and "rifleman first" mind–set needed by individuals to succeed in any circumstance. The institutional training base also provides training support products, information, and materials needed by individuals for self–development and by unit leaders in the operational domain to accomplish training and mission rehearsal/assessment.

c. Self–development. The self–development training domain recognizes that Army service requires continuous, lifelong learning and that structured training activities in training base 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 per-formance of current assignment and areas that will prepare them for future career assignments. The training base provides education and training products that can be used for self–development.

1–10. Synchronization of Army training domains
Army training strategies serve to synchronize the role each training domain plays in building force readiness. For Army field units, maneuver strategies (known as Combined Arms Training Strategies (CATS)) and weapons training strategies (also known as standards in training commission (STRAC) strategies) establish training activities and associated training support that should enable unit leaders to build and sustain mission readiness and for which Headquarters, Department of the Army (HQDA) agrees to provide resources. For Army materiel systems, system

training plan (STRAP) serve this purpose. For training base schools, programs of instruction (POI) establish required training courses. Each of these strategies is based on the following general division of responsibilities:

a. Self–development will—

(1) Assist individuals with their current job.

(2) Prepare individuals for future assignments of increased responsibility.

b. Training in units will—

(1) First and foremost, prepare the unit to perform its directed mission or, if none, its wartime/design mission (that is, core missions/tasks across the full range of military operations, with all other combat/combat support (CS)/combat service support (CSS)/interagency/intergovernmental/Joint/Multinational team members, against an asymmetric/adaptive threat).

(2) Develop leaders for future career requirements.

c. Training base schools will—

(1) Conduct initial military training (IMT) for Soldiers, all officers, and DA civilians that instills common values, ethics, and Warrior Ethos; qualifies individuals on common tasks; qualifies individuals on the critical branch tasks of their assigned occupational specialty; and produces highly motivated, disciplined, physically fit individuals.

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

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

(4) Provide instruction and mobile training teams in specified areas requiring specialize functional expertise (for example, ranger school, airborne school, et cetera).

(5) Provide DA civilian leadership training for all grades.

(6) Use a systems approach to training (SAT) (described in app B) to produce and distribute education and 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 (SM)) and field units and that link Army performance (Army Universal Task List (AUTL)) with Joint performance (Universal Joint Task List).

(b) Training strategies that synchronize the training provided in training base schools, in units, during materiel fielding, at mobilization sites, in operational theaters, and through self–development.

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

(d) The TSS architecture for each training site, optimized to meet the ARFORGEN and leader development requirements of personnel and units that will train at the site.

(e) An automated training management system with links to the Army centers of excellence, the Army training readiness reporting system, and Army lessons learned processes/databases.

1–11. Evolution of the Army Training System

The Army Training System continues to evolve to best support current operations, restructuring of the Army into a modular force, and re–stationing of Army units for an Integrated Global Presence and Basing Strategy. The U.S. Army Forces Command (FORSCOM) will serve an increasingly important role training and sustaining assigned Continental United States (CONUS)/ Overseas Continental United States–based forces and providing them to COCOMs for operations. In this role, FORSCOM will serve as the supported command for collective training and will exercise operational control of Army CONUS maneuver CTCs and unit mobilization sites. The Training and Doctrine Command (TRADOC) will collaborate in support of the CTCs.

1–12. Army Training System management

The Deputy Chief of Staff (DCS), G–3/5/7 manages the Army Training System primarily through the Training and Leader Development General Officer Steering Committee (TLGOSC).

a. Training and Leader Development General Officer Steering Committee. The TLGOSC will recommend improvements in training and leader development policy, strategy, and capabilities needed to provide trained and ready Soldiers, leaders, and units to the Combined/Joint/Interagency/Multinational Forces of COCOMs. The TLGOSC will ensure Army training domains (Operational, Institutional and Self–Development) can sustain requisite readiness of Soldiers, leaders and units, and can support Army and Department of Defense (DOD) transformation requirements.

(1) The purpose of the TLGOSC is to provide a management process to identify and resolve issues, determine priorities, and make decisions in support of Army training and leader development. It will also develop synchronized

and integrated strategic recommendations for the Chief of Staff, Army (CSA) in support of Army Transformation and Force Readiness.

(2) The TLGOSC will meet twice annually, normally in May and November, in order to synchronize issue development with the submission of the Program Objective Memorandum (POM) and the Budget Estimate Submissions. General planning window for the spring TLGOSC cycle is the period covered by the upcoming funding letter and budget submission under the Planning, Programming, Budgeting, and Execution System (PPBES). General planning window for the fall TLGOSC cycle is the period covered by the upcoming POM build under the PPBES.

(3) The TLGOSC will forward recommendations through DAMO–TR for decision by the appropriate Army leadership: DCS, G–3/5/7, Vice Chief of Staff, Army, CSA, or Secretary of the Army (SA). All recommendations forwarded by the TLGOSC 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 DCS, G–3/5/7 chairs the TLGOSC. The DCS, G–3/5/7 Director of Training or Deputy Director of Training and the DCS, G–1 Director of Human Resource Policy represent the Army Staff. The Director of Training or the Deputy Director of Training will act as chair in the absence of the DCS, G–3/5/7.

(5) Commanding General (CG), U.S. Army TRADOC will appoint an administrative agent to provide direct support to the TLGOSC. Responsibilities include, but are not limited to announcing, scheduling, coordinating, providing administrative support, and publishing the final report for signature by the DCS, G–3/5/7.

(6) The primary membership of the TLGOSC is the general officer (GO) from the ARNG/ARNGUS, U.S. Army Reserve (USAR), and each major Army command (MACOM) that is responsible for training and leader development. The TLGOSC may invite other HQDA and joint GOs to attend based on the issues being presented. All TLGOSC primary members are voting members.

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

b. Supporting councils of colonels and working group. The TLGOSC is supported by a number of councils of colonels (CoC) and a working group (WG), that is, the Institutional Training CoC, the distributed learning (DL) CoC (through the Institutional Training CoC), Home Station/Deployed Training CoC, and CTCs CoC, Leader Development CoC, Munitions CoC (for training munitions issues), and training support working group (TSWG).

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

(2) Each TLGOSC CoC will be chaired by DAMO–TR. Respective charters designate co–chairs. Each CoC will consist of MACOM representatives in the rank of colonel or equivalent. The G–3/5/7 Training Directorate invites representatives from the Army Staff and other Army commands/agencies and joint commands/agencies to attend the CoCs based on standing membership or required subject matter expertise for addressing special issues. Each CoC will publish detailed minutes within ten days after their individual council meetings. The minutes will contain both DA and MACOM level topics and required actions from each. They must also include those topics recommended for consideration by the TLGOSC.

(3) The TSWG is an integration and decision forum for major programs of the Army TSS. The TSWG will consider issues generated by management reviews of each TSS program and identify issues that need to go forward to the TLGOSC CoCs and/or TLGOSC for their review and action. The TSWG is co–chaired by DAMO–TR and the Training Support Assistance and Integration Directorate of the Army Training Support Center (ATSC). The TSWG will include a point of contact of the TRADOC executive agent for each TSS program and a representative from each MACOM.

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

1–13. Training Support System Program and management

Today, most live training could not be executed to standard without the requisite training support products (live, virtual and constructive training aids, devices, simulators and simulations (TADSS) ranges, instrumentation) and/or training support services (range operations, training support center operation, battle simulation center operations). The TSS provides Army training support needed to conduct efficient and effective training, as envisioned in Army training strategies. The TSS is the system of systems that provides networked, integrated, interoperable training support capabilities that are necessary to enable operationally–relevant, full–spectrum, JIIM training anytime, anywhere. It is

inextricability linked to the execution of training by providing training products and services across the training domains.

a. Major programs of the Training Support System. The TSS is managed through 5 major programs, each of which provides holistic development and delivery of training products and services to installations and units in training domains (operational, institutional, self development). The TSS programs are—

(1) Sustainable Range Program (SRP) (range operations, range modernization, integrated training area management (ITAM)).

(2) Battle Command Training Support Program (constructive and virtual TADSS, battle simulation center operations, battle command training capability).

(3) The CTC Modernization Program (TADSS supporting CTCs).

(4) Soldiers Training Program (live TADSS; Training Support Centers).

(5) Training Support Infrastructure Program (Management Decision Package for contract logistics support, Program Executive Office Stimulation, Training, and Instrumentation (PEO STRI) operations).

b. Integrated management of Training Support System programs.

(1) The TRADOC provides executive agency support for TSS. The Training Support Assistance and Integration Division of the ATSC is the overall integrator of TSS, manages the TSS Master Plan and database, and provides the analytical support capability for Training Effectiveness Analysis and Capabilities Needs Assessment as required by the Joint Capabilities Integration and Development System.

(2) The TRADOC proponent or agency aligned with each major TSS program will identify program requirements and support the planning, programming, budgeting, development, acquisition, and provision of products and services to the field. Each TSS program will recommend, as needed, supporting functions or components which may include program policy and procedures, manpower and table of distribution and allowance (TDA) structure, modernization (migration/spiral) strategy, operations support functions and resources, facilities, connectivity, and management support systems.

(3) Each program will conduct semi–annual program reviews chaired by the DAMO–TR project or program manager (PM) and his TRADOC executive agent. Issues and recommendations will be presented to TSWG for discussion and disposition/recommendation to the appropriate domain CoC and or TLGOSC.

(4) Each major program will identify personnel from HQDA (DAMO–TR) down through the installation levels that are committed to management of the program. The Training Support Divisions within each MACOM headquarters align their staffs along TSS program lines to provide a common thread to units and installations. Similarly, installation training support staffs are organized under the Standard Garrison Organization and task–organized to execute the TSS. The MACOMs outside the Continental United Sates retain centralized TSS management and execution and organize along the lines of the TSS.

c. Principles of training support. Combat developers (CBTDEV), material developers, training developers (TNGDEV), and users are guided by the following training support principles for modernizing training support products/facilities and delivering training support services. Training support products/facilities and services will—

(1) Enhance readiness.

(2) Support a training environment that approximates the operational environment.

(3) Support Joint, Interagency, and Multinational training.

(4) Integrate Live, Virtual, and Constructive training environments.

(5) Embed training capability into materiel systems, when appropriate.

(6) Provide turn–key capabilities; reduce training preparation time.

(7) Maximize efficiencies and eliminate redundancy.

(8) Provide training feedback.

(9) Support lifelong learning.

d. Management of training support. The TSS program manages training support services and modernizes training support products.

(1) The TSS modernization of training support products includes—

(a) Exploration, development and procurement of TADSS for the live, virtual, and constructive training environments.

(b) Modernization of training facilities like those listed here. The TSS facility modernization under TSS includes standard designs, the design of specific facilities at specific locations and the construction process for those facilities.

1. Ranges, training land acquisition and other live training facilities in the Army Master Range Plan.

2. Battle Command and Battle Simulation Facilities scaled to support various echelons of battle command training, digital training and related requirements.

3. Facilities to house major virtual TADSS.

4. Training Support Center facilities scaled to the scope of their responsibility.

(2) The TSS management of training support services includes—

(a) Range operations encompassing manpower, contracts, supplies, maintenance, and systems needed to operate a MACOM or installation range complex.

(b) The ITAM program which, manages, maintains, and reconfigures training land at selected, priority locations.

(c) The planning process for range sustainment including range complex master plans, National Environmental Protection Agency requirements to support range modernization, integration of environmental management/compliance and installation facilities management with range management under the Army SRP policy, and SRP outreach to local communities.

(d) Training Support Center operations including— management of TADSS issued to and received from users, maintenance of TADSS, and redistribution of TADSS to support forward–deployed units.

(e) Training support infrastructure management including the manpower and operating budgets of PEO STRI and the various TRADOC agencies that support and serve as executive agents for the TSS.

(f) Centralized contract logistic support for both systems and nonsystems priority TADSS.

e. The TSS will be described in greater detail in a TRADOC Pamphlet and in AR 350–38, Army Training Devices Policy and Management.

1–14. Leader development

a. 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 lifelong synthesis of the knowledge, skills, and experiences gained through the 3 domains of institutional training and education, operational assignments, and self–development.

b. The purpose of the leader development system is to ideally produce tactically and technically competent, confident, and adaptive leaders who act with boldness and initiative in dynamic, complex situations to execute mission according to present and future doctrine. The Army leader must continue to develop while performing as a leader, but should not be placed in a position of leadership before having met all entry requirements for that position.

c. The Army's formal leader development process promotes the growth of individual leaders through training and education, experience, assessment, counseling and feedback, remedial and reinforcement actions, evaluation, and selection. This integrated, progressive and sequential process occurs in Army schools, units, 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 U.S. Army Human Resources Command (HRC), unit commanders, and organization heads select individuals to attend these courses in accordance with career development models.

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

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

(4) 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.

(5) 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.

(6) 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 various duty assignments.

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

d. The Army's leader development system is designed to develop leaders of character and competence who are able to exploit their full potential as a leader. The Army also develops and trains leaders to operate as part of joint and multinational staffs. It enhances relationships with regional partners through combined exercises, continual contacts, and national assistance. The goal is to develop Army leaders who clearly provide purpose, direction, motivation, and vision to their subordinates while executing operational missions in support of their commander's intent. Army leaders gain needed skills, knowledge, and experience through a combination of institutional training and education, operational assignments, and self–development (see FM 22–100, being revised as FM 6–22).

(1) *Institutional training and education.* Courses qualify leaders for service in the Army, and provide them with the basic knowledge and skills needed to perform the duty position requirements of future operational assignments.

Institutional training and education usually precedes a new level of operational assignment. In each case, the institutional training base is the foundation upon which individuals develop their maximum potential. The Army will do the following:

(a) Retain progressive and sequential education systems.

(b) Train leaders in the critical tasks they will need as future leaders.

(c) Develop the total Army.

(d) Keep quality instructors in the training base.

(e) Select the best qualified for resident courses.

(f) Produce qualified students and instructors.

(g) Have the right mix of resident and nonresident instruction.

(2) *Operational assignments.* Provide leaders an opportunity to apply the skills and knowledge gained during institutional training to the requirements of their assigned duty position. The value and effectiveness of leader development during operational assignments depend on the organization's or unit's command climate and commander's involvement. Commanders and supervisors enhance leader development by—

(a) Creating a command climate and working environment, which develops leaders as a primary mission.

(b) Ensuring each individual meets training and education requirements by providing adequate training opportunities in adequately manned and resourced units.

(c) Base assignments on leader development priorities by assigning individuals to progressively more difficult, complex, and demanding duty positions. Duty positions must provide opportunities for soldiers and employees to gain critical experience from a full range of duties, responsibilities, and missions they will need for the future.

(d) Assessing individual performance and providing counseling that identifies strengths, weaknesses, and developmental needs.

(e) Coaching individuals on a regular basis.

(f) Assisting individuals during the preparation and execution of their self–development action plans.

(3) *Self–development.* A planned, dimension–based, progressive, and sequential process the individual leader uses to improve performance and achieve developmental goals. Self–development is a continuous process that takes place during institutional training and education and operational assignments. It is a joint effort that involves the leaders and the commander or supervisor. Self–development actions are structured to meet specific individual needs and goals. It starts with an assessment of leadership skills, knowledge, and potential. A counseling and feedback session follows each assessment. During the counseling sessions, commanders or supervisors assist the individual to identify strengths, weaknesses, and developmental needs. Additionally, they discuss causes for strengths and weaknesses and courses of action to improve performance.

(a) Initial self–development is structured and narrow in focus. Self–development broadens as the individual gets to know himself or herself, determines needs, and becomes more independent. An individual's knowledge and perspective increase with age, experience, training and education, and are accelerated and broadened by specific, goal–oriented self–development.

(b) The value of self–development plans depends on the effectiveness of school, organization, or unit leadership assessments and leader development programs.

(c) Self–development actions include—

1. Enrolling in military or DA civilian distributed training and education programs that support developmental goals.

2. Seeking challenging, demanding, and complex assignments, which provide opportunities to gain experience for future assignments.

3. Conducting self–study and practicing relevant leadership, technical, tactical, and functional tasks frequently to attain and sustain the required levels of proficiency.

4. Expanding knowledge by studying history, doctrine, and professional manuals and publications.

5. Stress the individual's responsibility for leader development by conducting self–evaluation of performance to identify strengths and weaknesses and to determine their impact on performance.

6. Seeking guidance from the commander or supervisor and more experienced leaders and peers.

7. Seeking leadership roles in the military and civilian community or other public service activities.

8. Avoiding prolonged assignments outside one's chosen career field.

9. Developing and executing a self–development action plan that provides a clear path for achieving developmental goals. Immediate goals are remedial and focus on correcting weaknesses that adversely impact on the individual's performance in the current duty assignment. Near–term goals focus on attaining and refining the skills, knowledge, and experience needed for the next operational assignment. Long–range goals focus on preparing the individual for career–long service. Goals are supported by progressive and sequential actions to improve performance and achieve maximum growth and potential.

Section V
Training Management

1–15. Conducting training in units and schools
Training is conducted using techniques in FM 7–1. Leaders conducting training will—
 a. Create a challenging and rewarding training environment and treat all Soldiers with dignity and respect.
 b. State the training/learning objectives (task, conditions, and standard for each task to be trained).
 c. Demonstrate, guide, and evaluate performance to prescribed standard.
 d. Provide feedback on performance and capture any lessons learned (in accordance with AR 11–33).
 e. Account for the consumption of training resources.

1–16. Managing training in units
Leaders in Joint units (that is, Joint Task Forces, Joint Land Component Commands, and Combatant Command HQs) manage training using procedures in the Chairman of the Joint Chief's of Staff Training Manual (CJCSM), CJCSM 3500.03. Leaders in Army units (for example, TDA units and modified table of organization and equipment (MTOE) units within MACOMs and Army Service component commands) manage training using procedures in FM 7–1, Battle Focused Training, which support and are consistent with Joint training management procedures. Training and readiness oversight/support is provided through the administrative control (ADCON) chain. Leaders in Army units will—
 a. Use an Army–approved automated system, like the Digital Training Management System, to manage training.
 b. Focus training on mission essential tasks and supporting critical tasks.
 c. Plan and execute training events that enable the unit to build and sustain Soldier, leader, and unit proficiency in mission essential tasks. The CATS and STRAC strategies are the doctrinal templates of training events, frequency, and duration that a commander uses in developing unit training guidance, strategy, and calendars. The critical training events in CATS and STRAC are the common building blocks for the commander's plan.
 d. Minimize risk in training activities by conducting a risk assessment in accordance with table 1–1 and FM 100–14 when planning all training events.
 e. Manage activities so that training land is protected, rehabilitated, and maintained.
 f. Given a directed mission, use available time to rehearse mission execution.
 g. Assess performance in training and operations and provide feedback to unit personnel and Army lessons learned processes.

1–17. Managing the conduct of training in training base schools
The Army manages training in all schools, to include the resident training base and distributed training courses, through the Army Training Requirements and Resources System (ATRRS). The ATRRS is a centralized training management real–time database under DCS, G–1 proponency with interactive capability at Army training agencies, schools, training centers, and MACOMs. The ATRRS process consists of 3 major components— centralized training requirements and resource data, management of the training flow, and evaluation program execution. All training requirements, schedules, quota assignment, and student management (reservations, enrollment, and completion entries) will be documented in ATRRS. The training programs operate in accordance with the provisions of AR 350–10.
 a. The Structure and Manning Decision Review (SMDR) validates training requirements, compares training requirements with school house resource capabilities (manpower, facilities, equipment, and dollars), and reconciles differences into an affordable, acceptable, and executable training program. The SMDR is co–chaired by DCS, G–3/5/7 and, DCS, G–1. The DCS, G–1, coordinates the SMDR and verifies and provides the record set of training requirements used at the SMDR. The DCS, G–1, provides the manpower program from which the training requirements are derived and ensures that personnel policies supports the training program. The DCS, G–3/5/7, provides training priorities and addresses resource shortfalls. In coordination with the DCS, G–1, DCS, G–3/5/7, provides guidance to resolve course–related issues and develops alternatives to resolve shortfalls between training resource needs or capabilities and required training needs. After GO approval, both the training requirement and training program are published by, DCS, G–1, in the Army Program for Individual Training (ARPRINT). Detailed guidance on SMDR is included in AR 350–10.
 b. The ARPRINT is the primary Army mission and resource document for individual training. The ARPRINT reflects projected individual training requirements and approved training programs for formal instruction. The ARPRINT is based on Army manpower requirements, matches as closely as possible the training loads contained within program budget guidance, is used by school systems to allocate resources, and serves as a basis for determining frequency of training. A key by–product of ARPRINT establishes officer, enlisted, and Army training baselines. These baselines constitute affordable levels of training man–years and incorporate all individual training except initial entry training (IET) for both officer and enlisted Soldiers. Detailed guidance on the ARPRINT is included in AR 350–10.
 c. The TRAS integrates the training development process with PPBES by documenting training strategies, courses, and related resource requirements. The TRAS integrates external resource acquisition systems for students, instructors, equipment and devices, ammunition, dollars, and facilities with the training development and implementation process.

The 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.

1–18. Managing training for materiel fielding
Training associated with fielding of materiel systems is managed in accordance with provisions of chapter 5.

Section VI
Army Training Programs

1–19. Oversight of Army training programs
The DCS, G–3/5/7 approves and provides HQDA oversight for Army training programs. The DCS, G–3/5/7 is assisted by the Director of Training, HQDA; designated HQDA executive agents; and the TLGOSC. Consistent with the training management principles in FM 7–0 and FM 7–1, as a general policy HQDA strives to decentralize responsibilities for determining unit training requirements to the unit commander, who is best postured to analyze the unit's mission, identify mission essential tasks, and plan training events maximizing TSS capabilities available to the unit. The HQDA establishes training requirements and program guidance when important to ensure a particular force capability, equity, or standard.

1–20. Command climate training
All Soldiers and DA 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, national origin, sex, and perceived sexual orientation, will not be tolerated. Commanders at all levels will take appropriate action to prevent harassment/threats against any Soldier or improper fraternization relationships as defined by AR 600–20. As listed in table G–1—
  a. Soldiers will receive initial and annual awareness training on the Army's fraternization policy.
  b. Soldiers and civilians will receive initial and semi–annual Prevention of Sexual Harassment Training.
  c. Soldiers will receive initial and annual awareness training on sexual assault prevention and response.
  d. Soldiers and civilians will receive initial and semi–annual Equal Opportunity (EO) training.
  e. Soldiers will receive initial and annual awareness training on the Army's homosexual conduct policy.

1–21. Risk management and environmental considerations
  a. Leaders will use the 5–step risk management process (table 1–1) when planning and executing training events/ activities to identify hazards and minimize risk of personnel injury, illness, or accident Training safety risk assessments and environmental risk assessments will be conducted during the planning and execution phases of training to ensure that the training is realistic, yet does not cause unnecessary environmental damage, violate environmental legal restrictions, or exceed an acceptable level of risk. Leaders are also responsible for assessing the impact of environment management procedures on the ability to train and reporting such restrictions through Unit Status Reports.
  b. The Department of Labor Occupational Safety and Health Act (OSHA), applied by Executive Order, requires job related training for all individuals potentially exposed to workplace hazards. The OSHA and other statutes require appropriate safety and health training for Soldiers and DA civilians including specialized job safety training appropriate to the work assigned.
  (1) Military commanders and military and civilian supervisors and staff will be trained to use the risk management tools and techniques to— identify and control hazards; plan and provide resources for protecting the force; establish and enforce safety and other appropriate standards (such as security) and public law; and ensure subordinate leaders are committed to the protection of their personnel, equipment, and environment. The FM 100–14 provides detailed guidance for the application of risk management to protecting the force and the environment.
  (2) All leaders will be trained to use the risk management process to identify and control hazards; lead safely by example; minimize the severity and frequency of accidents; plan and conduct safe operations; train individual and unit safety personnel; manage accident risks in unit operations; motivate subordinates to practice safe behavior; apply environmental awareness to daily activities; and plan and conduct environmentally suitable actions and training.
  (3) All personnel must practice safe behavior; safe operations; recognize and report unsafe acts and conditions; and take actions to prevent accidents.
  (4) All personnel must to be familiar with environmental restrictions applicable to the training location, and to take responsibility for avoiding unnecessary environmental damage.

Table 1–1
The risk management process[1]

Step	Action	Description
1	Identify hazards	Identify hazards to the force. Consider all aspects of current and future situations, environment, and known historical problem areas.
2	Assess hazards	Assess hazards to determine risks. Assess the impact of each hazard in terms of potential loss and cost based on probability and severity.
3	Develop controls and make risk decisions	Develop control measures that eliminate the hazard or reduce its risk. As control measures are developed, risks are reevaluated until all risks are reduced to a level where benefits outweigh potential cost.
4	Implement controls	Put controls in place that eliminate the hazards or reduce the risk.
5	Supervise and evaluate	Enforce standard and controls. Evaluate the effectiveness of controls and adjust and update as necessary.

Notes:

[1] Detailed explanations of this process may be found in FM 6–0, Mission Command: Command and Control of Army Forces.

1–22. Antiterrorism and force protection

Specific Army standards for Antiterrorism and Force Protection (AT/FP) training are listed in chapter 5, AR 525–13. Individual AT/FP training is mandatory for all Soldiers, DA civilians, and DOD contractors and is strongly recommended for family members prior to travel outside the 50 United States and its territories and possessions for any reason, including mobilization, temporary duty (TDY), permanent change of station (PCS), and leave. There is also an AT/FP training requirement for personnel stationed outside the United States. Individual AT/FP training is valid for 1 year and must be documented (see paras 4–4, 4–19).

1–23. Army combatives training

a. Combatives is the instruction of hand–to–hand and rifle–bayonet fighting and is key in ensuring Soldiers are mentally prepared to engage and kill the enemies of the United States in close combat. The Army combatives training enhances unit combat readiness by building Soldiers' personal courage, confidence, discipline, and the unit's esprit de corps. The dynamics of a full spectrum combat environment demands that Soldiers have the courage, confidence, and competence to implement controlled aggression to use the minimum amount of force to control the situation. It also improves Soldiers' ability to remain focused under duress. A successful combatives training program will empower Soldiers with the ability to conquer fear and anger, allowing for controlled actions and enhanced situational awareness.

b. Commanders in both the operational and institutional domains will implement a combatives training program that certifies safe and professional combatives training and competitions.

(1) Institutional domain commanders will schedule a minimum of 10 hours of combatives instruction training initial entry Soldiers on the principals of combatives and basic combatives skills during IET.

(2) Operational domain commanders will schedule more advanced combatives training to build upon combatives skills learned in IET. Commanders should program combatives in collective training events to ensure Soldiers apply the appropriate level of combatives to control the situation.

c. This regulation establishes Army policies for combatives training and FM 3–25.150 serves as the instructional guide for combatives training.

1–24. Army physical fitness training

a. This paragraph describes general policy governing Army physical fitness training. Policy governing military physical fitness standards during institutional training is contained in chapter 3. Guidance concerning physical fitness training in units is provided in chapter 4.

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

(1) Muscular Strength and Endurance.

(2) Aerobic and Anaerobic Conditioning/Endurance.

(3) Mobility (agility, balance, coordination, flexibility, posture, power, speed and stability).

(4) Body Composition standards as prescribed by AR 600–9.

(5) Healthy Lifestyle (provide nutrition, avoid smoking and substance abuse, manage stress).

(6) Warrior Ethos–mission first, never accept defeat, never quit, and never leave a fallen comrade.

(7) Self–discipline, competitive spirit, the will to win, and unit cohesion.

c. The physical fitness training policy applies Army–wide. It includes all Soldiers, functional branches, units, and operating agencies. Physical fitness training provides a foundation for combat readiness and must be an integral part of

every Soldier's life. Unit readiness begins with the physical fitness of Soldiers and the NCOs and officers who lead them.

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

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

d. Personnel in the AA, the ARNG/ARNGUS, and the U.S. Army Reserve will take part in either collective or individual physical fitness training programs year–round. The AA units, individuals, and RC Soldiers on active duty will conduct regularly scheduled (at least 3 to 5 times per week), vigorous physical fitness training during the unit's normal duty day as determined by the commander.

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

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

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

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

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

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

e. Physical fitness standards are developed by the U.S. Army TRADOC and approved by DCS, G–3/5/7. The APFT provides a measure of cardio–respiratory and upper and lower body muscular endurance. It is a performance test that indicates a Soldier's ability to perform physically and handle his or her own body weight. Standards are adjusted for age and physiological differences between men and women. The APFT consists of push–ups, sit–ups, and a 2–mile run, done in that order on the same day. To be considered a record test, these events must be completed within 2 hours from the start of the push–up event until completion of the 2–mile run or alternate aerobic event (see repetition and time guidelines in FM 21–20). Record APFT scores will be annotated on a DA Form 705, APFT Scorecard. For Soldiers on a permanent profile or an extended temporary profile (more than 3 months), a record test must include an aerobic event. The only approved aerobic events are the 2–mile run, 800–yard swim, 6.2–mile bike ride (stationary or track), or the 2.5–mile walk. Soldiers on permanent profile or a temporary profile of long duration (more than 3 months) will receive point scores for only those events taken. For example, if a Soldier has a permanent profile for the 2–mile run event and score 70 points in the push–up, 85 points in the sit–up and receives a "GO" for the 2.5–mile Walk, he will receive a score of 155 points in the total score column of the DA Form 705 (see FM 21–20 for APFT scoring). Testing is prescribed for all Soldiers as follows:

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

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

(3) Soldiers in ARNG/ARNGUS TPUs will take the APFT at least once each calendar year. A minimum of 8

months will separate record tests if only 1 test is given. Soldiers that require makeup testing or re–testing for an APFT failure are exempt from the 8–month rule. Soldiers requiring makeup testing will be scheduled in accordance with the unit Standard Operating Procedures. Soldiers requiring retesting for an APFT failure will be scheduled as prescribed in paragraph 1–24*e*(5) of this regulation.

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

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

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

(7) All Soldiers must attain a score of at least 60 points on each test event or receive a "GO" on the alternate aerobic event. If a Soldier does not attain a minimum of 60 points in each event or a "GO" on an alternate aerobic event, the Soldier is an event failure. When a Soldier fails 1 or more events, the Soldier is a test failure. Exceptions are—

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

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

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

(9) Soldiers assigned or attached to joint headquarters, such as North Atlantic Treaty Organization (NATO), Office of the Secretary of Defense (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.

(10) Individual Mobilization Augmentee Soldiers and Individual Ready Reserve (IRR) Soldiers who are on tours of annual training (AT), active duty training, or active duty special work will take the APFT when they are placed on tours of duty for 12 or more consecutive calendar days. No APFT will be administered during those years in which an Individual Mobilization Augmentee Soldier or IRR Soldier does not serve an active duty tour. Those who fail the test will be retested in accordance with the provisions of paragraph 1–24*e*(5). The RC Soldiers assigned or attached to AA units and organizations for 30 consecutive days or more will follow the physical fitness program for that unit or organization.

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

f. Physical fitness training programs for deployed or deploying units in support of ongoing combat operations should be based on the most physically demanding tasks from the unit's METL. Units should follow the principles of exercise outlined in FM 21–20, especially progression and recovery when designing exercise programs for predeployment, deployment, and postdeployment.

(1) Predeployment—

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

(b) Basing the PT on the unit's most physically demanding METL.

(c) The program should incorporate activities such as foot marching short distances (3–5 miles) under fighting load, lifting and loading equipment, conditioning for obstacle course negotiation and individual movement techniques. The PT should be conducted 5 days per week. All unit types should alternate aerobic activities with muscular strength and endurance exercises in accordance with FM 21–20.

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

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

(3) Postdeployment—

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

(b) Upon return from deployment Soldiers will be administered a record APFT no earlier than 3 months for AA and 6 months for RC Soldiers.

g. The FM 21–20 provides guidance for preventing injuries during PT.

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

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

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

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

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

h. Policy governing military physical fitness standards during institutional training is contained in chapter 3. Guidance concerning physical fitness training in units is provided in chapter 4.

1–25. Ethics training
All Soldiers and employees, regardless of rank or position, shall comply with ethics rules and regulations as established in the Joint Ethics Regulation (JER), 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. Except for new active duty enlisted members, initial ethics training must be provided to all Army personnel no later than 90 days after their entry on active duty or the employee's initial entry date. New active duty enlisted members shall receive training within 180 days of entering on 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, Part 2635) and the Joint Ethics Regulation to keep or review (or an appropriate Web site), or

(2) Summaries of the Standards, the Joint Ethics Regulation, and the 14 General Principles of Ethical Conduct (5 CFR 2635.101(b)) to keep.

b. Periodic training. Except for Army personnel required to file the SF Form 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. 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, online computer training, computer–based, audiotape, videotape, telephonic, or similar method.

e. Availability of qualified instructors. Availability of qualified instructors for Army personnel required to file an SF 278 or OGE 450, or who are contracting officers. A qualified instructor under paragraph *d*(2), above is available if (1) a qualified instructor is standing by during and immediately following training to answer any questions or (2) if a telephone is available at the training site and personnel are provided the telephone number of a qualified instructor who is available during and immediately following the training to answer questions.

1–26. The Combat Training Center Program
The CTC program consists of the National Training Center (NTC), Fort Irwin, CA; the Joint Readiness Training Center (JRTC), Fort Polk, LA; the Joint Multinational Readiness Center (JMRC), Hohenfels, Germany; and the Battle Command Training Program at Fort Leavenworth, KS. The Combat Training Center Program objectives are to: increase unit readiness; develop battlefield leaders; embed doctrine; provide feedback on unit tactical effectiveness to

participants; and provide data to improve doctrine, organization, training, materiel, leadership and education, personnel, and facilities (DOTMLPF) input to the combat and training development processes. The AR 350–50 establishes Army policies for the management of the CTC program.

1–27. The Army Distributed Learning Program

The Army Distributed Learning Program (TADLP) enhances the readiness posture of the Army by distributing standardized training at the right place and time from Army training proponents to soldiers, leaders, and DA civilians in units and organizations Army–wide.

a. Army training proponents will help satisfy Army training and readiness requirements by actively seeking cost–effective ways to employ distributed–learning capabilities. The requirement for distributed–learning products will be established in materiel requirements documents (MRD), when appropriate, and detailed in training strategies like CATS, STRAC, POIs, and STRAP.

b. Army training proponents will serve as knowledge centers that create, store, maintain, market, validate, and deliver distributed–learning products.

c. The DL products include correspondence courses; video tele–training; interactive multimedia instruction (IMI), et cetera and may be used for individual, collective, and self–development training; Army modernization training (AMT); the Army Correspondence Course Program (ACCP); the Army Civilian Training, Education, and Development System (ACTEDS); and training in units.

d. The DL Program is a key tool in facilitating Army Continuing Education System (ACES) Programs. All courses taught in The Army School System (TASS) will be designed by the proponent school leveraging distributed–learning concepts, when cost efficient and effective training will result. Courses may include combinations of resident and distributed–learning training. Courses will be reviewed every 2 years to ensure course design makes best use of advances in DL capability and meets warfighting requirements.

e. Correspondence courses serve as a nonresident component of TASS. Goal is for all ACCP courses to be produced as IMI for delivery through TADLP (http://www.adtdl.army.mil). The ACCP offers courses and distributed–learning modules free of charge to AA and RC members of the U.S. Armed Forces, Reserve Officers' Training Corps (ROTC) and U.S. Military Academy (USMA) cadets, authorized DA civilians, and non–U.S. citizens employed by the DOD. Correspondence materials are available to foreign military students through the Foreign Military Sales Program. Enrollment criteria for courses and an enrollment application are available at http://www.atsc.army.mil/accp/aipdnew.asp. The ATRRS records enrollment in and completion of correspondence courses, as it does for all TASS courses.

(1) Army personnel who—

(a) Successfully complete training and education requirements through DL will receive completion credit for that course, as described in paragraph 3–16 of this regulation.

(b) Formally enroll in a TASS course through the ACCP and who are selected to attend the resident course will attend the resident course.

(2) The AA soldiers in grades E4 and E5 can earn promotion points through the ACCP in accordance with AR 600–8–19.

(3) All RC soldiers can earn promotion and retirement points through the ACCP in accordance with AR 140–1, and AR 140–185. Battle Command Knowledge System uses information resources from Army knowledge centers to support job performance, adaptation, and training.

1–28. On–the–job training programs

A program, like OJT, is another method of delivering training and a process commanders and supervisors use to train personnel and improve individual skills and knowledge, cross train individuals, or qualify individuals for award of an occupational specialty. The OJT programs can be formal or informal.

a. Formal OJT is a structured, closely managed training program designed, developed, and closely guided by the training proponent and implemented by the unit commander. Training is based on the critical tasks for the job or duty position being trained. A TASS course can include formal OJT.

b. Informal OJT is a unit or organization program designed to prepare Soldiers and DA civilians to perform tasks that relate to a specific duty position within the unit or organization. The unit commander or supervisor identifies the tasks, designates trainers, and approves the training materials and performance standards. The first–line supervisor schedules and supervises the training and evaluates the Soldier's or DA civilian's performance of tasks.

1–29. The Army–Wide Doctrinal and Training Literature Program

The Army–Wide Doctrinal and Training Literature Program provides FMs; training circulars; drills; Soldier training publications; selected DA pamphlets, posters, and ROTC manuals. These publications support Army training in doctrine; tactics, techniques, and procedures; and unit and individual task based training and education.

1–30. Army Permissive Parachuting and Training Program

a. The Army Permissive Parachuting Program is for experienced Army Airborne qualified soldiers assigned to nonairborne duty positions. Permissive parachuting status may be authorized in accordance with policy and procedures herein for soldiers who have a need to perform 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.

b. Approving authorities are MACOM commanders; Director ARNG/ARNGUS; the Chief, Army Reserve (CAR) and; DCS, G–3/5/7 (for Personnel Exchange Program, Foreign Area Officers, and School of other nations).

c. Approving authorities may delegate approval authority to subordinate commanders that exercise general court martial convening authority (GCMA).

d. A copy of the delegation and permissive parachute approval will be forwarded to DCS, G–1 (DAPE–MPE) 300 Army Pentagon, Washington, DC 20310–0300. Requests for exceptions to policy will be forwarded to DCS, G–1 (DAPE–MPE).

e. Prerequisites and restrictions. The parachutist—

(1) Must have completed airborne training and at least 36 cumulative months of parachuting duty in an airborne position.

(2) Must have completed the Airborne Refresher Training Course (FM 3–21.220, app A) within 6 months of planned parachute activity. If the course requires a parachute jump, permissive parachute status must be conditionally approved prior to attending refresher training.

(3) Must meet airborne physical qualifications in accordance with AR 40–501 (chap 5).

(4) Enlisted soldiers must possess SQI of P (parachutist), S (Special Operations Support Personnel), or V (Ranger Parachutist), ASI 5W (Jumpmaster), MOS 180A (Special Forces WO) or MOS 921A (Air Systems Technician).

(5) Approval of permissive parachute status will not be approved for longer than 6 months. Renewal of permissive parachute status must be done in accordance with subparagraph *d*, above.

(6) Parachuting with foreign forces must be done in conjunction with a directed mission or assigned duties.

(7) Permissive parachuting is not permitted for motivating personnel, recreational or ceremonial purposes.

(8) Requests from other Services, foreign forces, civilians, or retired military are not eligible for this program.

(9) Permissive parachute duty is incidental to mission accomplishment and is at no cost to the Government (parachute pay, tour of duty (TDY) or temporary change of station).

(10) Permissive parachute jumps are eligible to meet requirements for senior or master parachutist.

(11) Injuries are considered in the line of duty.

Section VII
Training and Education Schools

1–31. The Army School System

a. The TASS is a composite school system made up of ARNG/ARNGUS, USAR, and AA institutional training systems. The TASS conducts IMT (for example, BT, AIT, Officer and Warrant Officer Candidate Schools (WOCS), Officer and Warrant Officer Basic Courses (WOBC) and aviation flight training); reclassification training (for example, MOS and officer branch qualification); officer, WO, NCO and DA civilian professional development training and education (for example, Officer Education System (OES), Noncommissioned Officer Education System (NCOES), and Civilian Education System (CES)); and functional training (for example, ASI, SQI, SI, LIC). This is accomplished through both standard resident and distributed–learning courses. The RC TASS units are functionally aligned and linked to appropriate training proponents.

b. The Army training proponents (for example, TRADOC, USASOC, U.S. Army Medical Command (MEDCOM), U.S. Army Intelligence and Security Command (INSCOM), et cetera), ARNG/ARNGUS, and the USAR provide the structure to establish, maintain, and operate TASS education system from a common automated management system. The AA training proponents provide operational links to the RC instructor groups. This ensures quality assurance, instructor certification, TASS courseware, use of the SAT, and a distributed–learning strategy. The TASS courseware ensures that all Army Soldiers, regardless of component, receive the same lessons and POI, regardless of what component schools conduct the training. Only in the absence of approved TASS course may RC–configured courseware be used.

c. The USAR provides component infrastructure organized into TASS divisions (Institutional Training), brigades/regiments, and functionally–aligned battalions. These elements deliver institutional training at multiple geographic resident and distributed–learning locations using TASS courseware approved and distributed by the Army training proponents through TRADOC.

d. The U.S. Army FORSCOM, through the U.S. Army Reserve Command (USARC), USASOC, MEDCOM, U.S. Army Europe (USAREUR), Eighth U.S. Army (EUSA), and the U.S. Army Pacific (USARPAC) assist USAR units in identifying individual training requirements for the SMDR to be documented in ATRRS. This allows units and schools

to accommodate near–term student requirements, as well as program resources (for example, funding, instructors, equipment, scheduling, et cetera) needed for out year training projections.

e. The ARNG/ARNGUS TASS training battalions are organized under the regional schools concept. The TASS divides the CONUS and territories into 6 regions based on geographic and demographic data (active and reserve force structure). Each region includes 6 training brigades/regiments that oversee instruction in leadership, officer education, health services, combat arms (CA), CS, and CSS. The TASS training battalions, subordinate to the brigades/regiments, align with the proponents for each career management field (CMF). Battalions manage instructor groups. Each instructor group has multiple teaching sites that ensure the availability of decentralized instruction for all Soldiers. The ARNG/ARNGUS 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. The RC schools teach courses in phases in order to allow units to better manage student inactive duty for training (IDT), active duty for training (ADT) and AT periods. All AA, RC, and DA civilian training requirements are solicited during The Army Centralized Individual Training Solicitation process and are established during the SMDR. Whenever possible, attendance by Soldiers and DA civilians at specific TASS training locations will be determined by the commuting distance from their duty station to the teaching location.

g. The TASS training missions are validated during the SMDR process, reflected in the ARPRINT, and documented in ATRRS. Training missions are fully resourced (personnel, facilities, equipment including operations tempo (OP-TEMPO), supplies less training ammunition, and training support) through a deliberate cross component (AA, ARNG/ARNGUS, and USAR) affiliation program. Prior to the execution year of training, training program changes are finalized through the Training Resources Arbitration Panel (TRAP), chaired by DCS, G–1. The TRAP training requirement changes are also reflected in ATRRS. The TASS 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 DCS, G–3/5/7 (DAMO–TR), 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.

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

(2) The command scheduled to provide ATRRS listed training furnishes all necessary training facilities, to include billeting and Government meals without reimbursement. Billeting is provided to all students from all commands on an equal basis regardless of training status (for example, inactive duty training, AT, ADT, TDY in route, or TDY and return). When TASS units desire to use facilities owned by another command, reimbursement costs are made through a MIPR. The use of non–Government facilities follows established contracting guidelines.

(3) Procedures for short– and long–term equipment loans required for TASS support are negotiated by the respective command in accordance with AR 350–10 and 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 TASS training battalions may agree to terms and conditions that differ from normal inspection standards when it is beneficial to do so.

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

(4) The 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 DA civilians reporting for training have the required personal clothing requirements as shown in the ATRRS. Commanders must also ensure students meet other course prerequisites using the Pre–execution Checklist–prior to allowing the student to report for training.

(b) The TRADOC will identify training ammunition (Class V) requirements for TASS and submit to DCS, G–3/5/7 (DAMO–TR), for approval and authorization. All Class V requirements are based upon proponent–approved POI and student loads listed in the ATRRS.

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

(6) Units requesting "pop–up" courses or phases (for example, those not scheduled in ATRRS in through the

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 NGB (NGB) should designate specific TASS units to serve as lead coordinators with the respective training proponents. Those lead coordinator units will collect consensus among similar mission units for recommendation to the training proponents. Typically these recommendations will focus on POI (to include phasing), waivers, instructor qualifications, TASS accreditation, and so forth. Such 2–way interaction, between training proponents and TASS units, will be coordinated through respective standard requirements code managers at USARC and NGB.

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

1–32. Schools of other Services

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

1–33. Joint education and training institutions

a. Joint education institutions prepare officers and DA civilians of all Services for assignments at joint or combined headquarters or commands. The education generally prepares students to accomplish joint command and staff functions and to perform strategic and operational planning.

b. Joint education institutions may offer specialized courses focused on particular joint or combined assignments. The North Atlantic Treaty Organization Staff Officers Orientation Course (NSOOC) is an example of this type of course. The National Defense University (NDU) at Fort McNair, DC, presents the course various times throughout the year. Attendance at the NSOOC is mandatory for all AA and AGR officers in the grade of major through colonel selected for an initial assignment to a 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.

1–34. Interservice training

a. The Interservice Training Review Organization (ITRO) is an organization of the military Services and was established to improve the cost effectiveness and efficiency of service training consistent with individual service requirements.

b. The ITRO reviews training and related activity to increase effectiveness and efficiency through—

(1) Course or curricular realignments.

(2) Standardization.

(3) Administrative or management improvement.

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

1–35. Civilian institutions

a. Selected personnel may receive training in civilian educational, commercial, or industrial institutions when requirements exist for this training and the desired training program is not available in Army schools or schools of other services.

b. Civilian academic programs or courses are available through the following:

(1) Courses offered by ACES.

(2) The 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) Precommissioning training under the ROTC program.

(5) Degree completion and advanced degree programs for DA civilians available through civilian career programs.

1–36. Contract training courses

a. When approved by the appropriate training proponent, Soldiers and DA civilians may attend vocational or

technical courses at civilian institutions. Schools may submit requests through their appropriate chain of command to lease facilities and equipment from civilian institutions. Alternatively, civilian institutions may provide institutional services at the school. The following conditions must exist to use contract training.

(1) The occupational specialty is determined to be appropriate for contract training by the training proponent.

(2) The course will train all, or a significant portion of, the tasks and supporting skills and knowledge necessary to qualify the student in the occupational specialty for which training is required.

(3) The requesting agency will ensure that the POI offered by the contractor is consistent with Army standards.

b. Development of new equipment training (NET) course materials and the presentation of NET courses may be accomplished through the use of contractors. The NET manager, in coordination with the PM, and TNGDEV, has the authority to approve use of contractor training for new, improved, or modified systems.

c. The TRADOC, MEDCOM, U.S. Army Materiel Command (AMC), U.S. Army Corps of Engineers (USACE), USASOC, and the U.S. Army Criminal Investigation Command (USACIDC) have authority to approve the use of contractor training in occupational skills for which they are responsible.

Chapter 2
Responsibilities

Section I
Headquarters, Department of the Army

2–1. Assistant Secretary of the Army (Acquisition, Logistics, and Technology)
The Assistant Secretary of the Army (Acquisition, Logistics, and Technology) (ASA (ALT)) will provide policy and guidance to research, develop, and procure system and nonsystem TADSS and other approved requirements for training support materials. In addition, as the Army Acquisition Executive (AAE), the ASA (ALT) will—

a. Through assigned PEO/PMs—

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

(2) Coordinate NET strategies, management, and the conduct of the NET with AMC NET managers.

(3) Coordinate AMT policy issues with DCS, G–3/5/7 (DAMO–TR), Washington, DC 20310–0450.

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

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

d. Coordinate with the Assistant Secretary of the Army (Manpower and Reserve Affairs) (ASA (M&RA)); DCS, G–3/5/7; DCS, G–1; Chief, NGB (CNGB); CAR; and Commander, HRC, on policy issues governing AAC/AAW military and DA civilian training and education.

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

f. Through the Director, Army Acquisition Career Management:

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

(2) In coordination with the OSD, Director of Acquisition Education, Training, and Career Development Policy, manage and implement the Army Career Development Program for AAC/AAW personnel.

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

(4) Identify and publish career paths for Army military and DA 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.

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

2–3. Assistant Secretary of the Army (Manpower and Reserve Affairs)
The ASA (M&RA) oversees training requirements, personnel, training, and structural considerations required to support new materiel systems. This oversight includes system and nonsystem TADSS. In addition, the ASA (M&RA)

will serve as the HQDA proponent for DA civilian training policy and, through the Assistant G–1 for civilian Personnel Policy, will—

a. Formulate policies and plans governing development and operation of the ACTEDS and related resources for DA civilian training, to include—

(1) Training, training readiness, and training resource issues.

(a) Develop and publish personnel related training materials required by employees.

(b) Develop and publish the Annual Catalog of civilian Training, Education, and Professional Development Opportunities.

(c) Manage the HQDA secretariat centralized selection board process for DA civilian personnel training programs.

(2) Manage training aids, devices, simulators, and simulations.

(3) Manage DA civilian training and dependent education.

(a) Centrally manage DA civilian training and competitive professional development courses.

(b) Establish DA civilian training and DA civilian policy.

(4) Manage DA civilian personnel management, including—

(a) Training and development (see AR 690–400).

(b) The DA civilian career management programs and fields.

b. Provide guidance and direction for the operation of the civilian Human Resources Agency.

c. Coordinate with the DCS, G–1; DCS, G–3/5/7; and CG, TRADOC regarding development of DA Civilian Training and Education Programs and resource requirements to support the Army Training and Leader Development–Civilian Implementation Plan.

d. Coordinate with the civilian Executive Resource Board to guide the development of Army members of the Senior executive service (SES).

2–4. Assistant Chief of Staff for Installation Management

The Assistant Chief of Staff for Installation Management will—

a. Provide policy and guidance for facility engineering programs, Army Family Housing, environmental compliance, restoration, pollution prevention, conservation, environmental program management, and real property master planning in accordance with AR 200–1; and provide direction and assistance in land acquisition in support of the Range and Training Land Program in accordance with AR 420–10.

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

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

d. In coordination with DCS, G–3/5/7; DCS, G–8; and CIO/G–6, ensure facilities acquisition is integrated into and synchronized with materiel acquisition.

e. Identify Unit Set Fielding (USF) facility/installation "pacing items". In coordination with DCS, G–3/5/7; DCS, G–8; and materiel developers (MATDEV); coordinate prioritization and funding for these items as part of USF integration reviews.

f. In coordination with the Installation Management Agency and the United States Army Corps of Engineers, provide support to gaining MACOMs and installations which are developing facilities, training infrastructure, and other installation support requirements for USF.

2–5. Deputy Chief of Staff, G–1

The DCS, G–1, will—

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

(1) Selecting and scheduling active duty Soldiers and DA civilians for attendance at Army schools.

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

b. Exercise HQDA responsibility for Army military leadership assessment policy.

c. Provide policy guidance for the Army Health Promotion Program, Army Body Composition/Weight Control Program, Army Substance Abuse Program, and the Tobacco Cessation Program.

d. Develop policy for direction, control, and approval of the curriculum for the USMA and the USMA Preparatory School.

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

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

g. Determine the specialty, MOS, CMF classification, and enlistment and reenlistment criteria of grade structure

requirements for the Army; provide these data to DCS, G–3/5/7 (DAMO–TR), to assist in establishing training base requirements.

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

i. Establish policy for direction, control, and operations of the ACES including Army learning center (ALC) and Army personnel test (APT). Plan, program, and budget for ACES, less ALC and APT.

j. Monitor, assess, and recommend to DCS, G–3/5/7 (DAMO–TR), actions on training as part of manpower and personnel integration (MANPRINT).

k. Review new equipment training plan (NETP) and displaced equipment training plan (DETP) for personnel requirements and shortfalls. Provide comments and recommended solutions to MATDEVs and TNGDEVs, as appropriate.

l. Ensure timely and accurate MOS decisions.

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

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

o. Provide policy guidance and procedures for the development and verification of individual training requirements for the Army.

p. Exercise HQDA responsibility, supervision and management of the ATRRS providing policy, technical, functional, and operational support to the Army and DOD.

q. Develop Homosexual Conduct Policy training information and resource materials and make them available through Army Knowledge Online (AKO).

r. Develop Sexual Assault Prevention and Response training information and resource materials in conjunction with TRADOC and make them available through AKO.

s. Exercise HQDA responsibility for DA civilian career management, training, and education, within Career Program 10 (civilian personnel), Career Program 26 (Manpower), and Functional Area 50 (military personnel).

t. Manage the Army's Civilian Intern Program and the ACTEDS.

2–6. Deputy Chief of Staff, G–2
The DCS, G–2, will—

a. Exercise HQDA responsibility for the functional aspects of officer, WO, enlisted, and DA civilian intelligence and counterintelligence specialist training.

b. Exercise HQDA oversight for developing policy related to institutional and force intelligence and security training, and opposing force (OPFOR) training in accordance with AR 350–3.

c. Exercise HQDA responsibility for cryptologic training in accordance with Department of Defense Directive (DODD) 5210.70 to include National Security Agency training forums, and general intelligence training and new training requirements in accordance with DODD 3305.2.

d. Manage the tactical intelligence Readiness Training (REDTRAIN) Program in accordance with AR 350–3.

e. Manage the Army Language Program in accordance with AR 350–16 and AR 350–20.

f. Exercise HQDA responsibility for DA civilian career management, training, and education within Career Program 35 (Intelligence) and Functional Area 34A (Strategic Intelligence).

g. Monitor the development of the Consolidated Cryptologic Program (CCP) to ensure the submission of requirements for training and development support of Major Force Program 3 CCP 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 representative to the Defense Foreign Language Program Board.

j. Exercise HQDA responsibility for developing policy related to the institutional training of foreign disclosure in accordance with AR 380–10.

2–7. Deputy Chief of Staff, G–3/5/7
The DCS, G–3/5/7 exercises HQDA supervision for defining concepts, strategies, resources, policies, and programs for Army training and leader development and for noncivilian academic, education and fellowship programs. The DCS, G–3/5/7 will—

a. Approve Army military training and education programs and serve as the Army staff proponent for all common military training (CMT) 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 CMT list all training requirements directed by law, DOD, the SA, the Army staff, and agencies that have the authority to publish directives that include training requirements.

b. Ensure Army training resource requirements defined by Army training strategies are integrated so the Army can train to standard.

c. Serve as chairman of the STRAC.

d. Serve as proponent for the Army SRP.

e. Formulate policies for planning, programming, operating, and managing ranges and training lands.

f. Program resources for range modernization and major training land acquisition projects determined to be a New Mission requirement in accordance with AR 415–15, AR 420–10, AR 140–483, FM 100–22, National Guard Regulation (NGR) 415–5, and NGR 420–10.

g. Advise the Chief of Staff on Joint Inter–operability Training programs.

h. Validate joint training requirements for officer PME, as required by Chairman of the Joint Chiefs of Staff Instruction (CJCSI) 1800.01B.

i. Exercise HQDA responsibility for training Soldier and leader tasks and establishing policy for common task testing.

j. Exercise HQDA responsibility for Soldier training courses; the Army Physical Fitness Program; weapons qualification; nuclear, biological, and chemical (NBC) defense training; personnel recovery (PR) training; training in the code of conduct and survival, evasion, resistance, and escape (SERE); and AMT.

k. Monitor the Joint Airborne/Air Transportability Training (JA/ATT) program.

l. Exercise HQDA responsibility for amphibious training.

m. Exercise HQDA responsibility for postmobilization training.

n. Establish policy for training and education programs for military personnel in civilian and industrial institutions.

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

p. Ensure the development of the CES and the integration of DA civilian leaders into existing military leader development programs wherever practical.

q. Exercise HQDA responsibility for and develop policy for the Foreign Area Officer Program.

r. Exercise HQDA responsibility for and develop policy for the Army Strategist Program.

s. Exercise HQDA responsibility and serve as the point of contact for the following:

(1) Defense Foreign Language Program.

(2) The NDU.

(3) The in–country training phase of the Foreign Area Officers Program.

(4) National War College.

(5) Information Resource Management College.

(6) Institute for National Strategic Studies.

(7) Staff and Senior Service Colleges of Other Nations (SON) program.

(8) Armed Forces Information Service.

(9) Army Fellowships (see AR 621–7).

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

u. Provide distribution plans for displaced equipment to the Army staff and the MACOMs.

v. Program and budget for the operation of ALCs and the APT, to include printing and publishing language aptitude and proficiency tests for use throughout DOD.

w. 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.

x. Exercise HQDA responsibility for 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, de–mining, and related matters.

y. Plan, execute, and manage foreign military training programs.

z. Chair the Army TLGOSC. Through the Director of Training—

(1) Schedule meetings for the Institutional Training CoC, DL CoC, Home Station/Deployed Training CoC, CTCs CoC, Leader Development CoC, Munitions CoC, and Training Support WG.

(2) Direct the training portions of the OMA program and budget.

(3) Monitor the training portions of the ARNG/ARNGUS and USAR budgets.

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

(5) In coordination with CAR, approve training strategies developed for the IRR by CG, TRADOC, and CG, MEDCOM.

(6) Provide policy and management oversight for the CTC program.

(7) Manage Army participation and support of the training aspects of the Joint Inter–operability Program, to include—

(a) Manage Army resource support for the Joint Chief of Staff (JCS) Exercise Program.

(b) Act for the G–3/5/7 on resource issues relating to joint training.

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

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

(10) Serve as the HQDA proponent for AMT and related support facilities, and provide guidance and policy for programming and budgeting for the Army Modernization Training Automation System (AMTAS).

(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 (ATDs), and warfighting rapid acquisition program initiatives.

(13) Serve as the HQDA proponent for the TADLP.

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

(15) Establish DA civilian leader development policy.

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

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

(18) Manage the ITAM program.

2–8. 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, WO, enlisted, and DA civilian logistics specialist training.

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

d. Monitor, assess, and recommend to the DCS, G–3/5/7 (DAMO–TR) appropriate action on AMT as part of integrated logistics support.

e. Review NETPs and DETPs for logistical impacts. Provide comments to MATDEVs and TNGDEVs, as appropriate.

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

2–9. Chief Information Officer/G–6
The Chief Information Officer/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 establishing policy, procedures, and standards for publications supporting Army training and education programs.

c. Exercise HQDA responsibility for Information Assurance training and developing policy related to the training and certification of Information Assurance personnel (for example: System Administrator, Network Administrator, and Information Assurance Security Officer).

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

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

2–10. Deputy Chief of Staff, G–8
The DCS, G–8 is responsible for programming, materiel integration, DA studies and analysis, and externally directed reviews. The DCS, G–8 will—

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

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

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

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

e. Integrate the 6 program evaluation group 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 MACOMs 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.

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

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

2–11. Chief, NGB
The CNGB will—

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

b. Recommend HQDA policy for training the ARNG/ARNGUS.

c. Recommend weapons qualification and training policies affecting ARNG/ARNGUS.

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

e. Program and budget to support ARNG/ARNGUS training requirements as defined by Army maneuver and weapons training strategies.

f. Ensure ARNG/ARNGUS units train to standard to meet premobilization proficiency goals.

g. Prescribe programs to maintain physical fitness of ARNG/ARNGUS.

h. Assist FORSCOM in the development of command training guidance as it pertains to the ARNG/ARNGUS.

i. Coordinate actions concerning units through the Army component commanders who are responsible to train ARNG/ARNGUS units.

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

k. Support the States, territories, Commonwealth of Puerto Rico, and District of Columbia in the training of ARNG/ARNGUS units.

l. Provide policy, procedures, and standards for training ARNG/ARNGUS AGR program participants.

m. Establish peacetime military education prerequisites in appropriate ARNG/ARNGUS regulations, except for criteria prescribed in AR 135–155.

n. Recommend policy on professional career development of Soldiers in ARNG/ARNGUS.

o. Establish peacetime Initial Active Duty for Training (IADT) requirements for MOS–producing TASS courses for the ARNG/ARNGUS.

p. Represent ARNG/ARNGUS in HQDA, SMDR process.

q. Select ARNG/ARNGUS personnel to attend Army and DOD schools. State Adjutants General will control quotas and monitor input for resident NCOES courses conducted by State noncommissioned officers academies (NCOAs). They will also schedule ARNG/ARNGUS officers for OBC and Captains Career Course (CCC), and WOs for WO candidate school (WOCS), WOBC, Warrant Officer Advanced Course (WOAC), Warrant Officer Staff Course (WOSC), and Warrant Officer Senior Course (WOSSC).

r. Support peacetime training requirements for ARNG/ARNGUS Soldiers in TASS courses.

s. Manage all NGB personnel attending non–Army schools in ATRRS.

t. Develop, in coordination with the MACOMs, policy for access, use, and management of ATRRS in ARNG/ARNGUS.

u. Establish and provide guidance and direction to the Leadership Training Regiment and the CA Training Regiment in each TASS region.

v. Program and budget to support TASS.

w. Provide planning, programming, and budgeting for the AMT requirements of ARNG/ARNGUS:

(1) Review and provide input to NETP and DETP through AMTAS.

(2) Ensure ammunition and consumables are requested, authorized, allocated, and forecast to support AMT.

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

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

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

2–12. Chief, Army Reserve
The CAR will—

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

b. Recommend HQDA policy for training the USAR.

c. Recommend weapons qualification and training policies affecting the USAR.

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

e. Ensure USAR units train to standard to meet premobilization proficiency goals.

f. Prescribe programs to maintain physical fitness of the USAR in coordination with FORSCOM, USARPAC, USAREUR, USASOC, USARC, and HRC–St. Louis.

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

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

i. Ensure HRC–St. Louis executes the Individual Mobilization Augmentee and IRR Training Programs, strategies, and requirements in coordination with MACOMs, HQDA, and OSD staffs.

j. Establish policy and procedures for the development, validation, and maintenance of the USAR nonprior service and in–service individual training requirements.

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

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

m. Manage USAR personnel attendance at NCOES courses.

n. Represent the USAR in the SMDR.

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

p. Establish and provide guidance and direction to the CS Training Brigade, CSS Training Brigade, Officer Development Training Brigade, and Health Services Training Brigade in each TASS region.

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

r. Review and provide input on NETPs and DETPs through AMTAS.

s. Participate in the NET and displaced equipment training (DET) planning process.

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

(2) Provide personnel support for new equipment training team (NETT) for new and DET as required by the NETP or DETP.

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

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

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

u. Through the Commander, HRC–St. Louis—

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

(2) Develop USAR training requirements for formal school training in coordination with MACOM commanders and USARC for TPU Soldiers.

(3) Supervise military education and training for TPU officers, IRR/Individual Mobilization Augmentee Soldiers, and AGR Soldiers.

(4) Select personnel to attend Army schools, non–Army schools, and training centers.

(5) Schedule USAR officers for Basic Officer Leader Course (BOLC), CCC, and resident intermediate level education (ILE) Course.

(6) Schedule USAR WOs for WOCS, WOBC, WOAC, WOSC, and WOSSC.

(7) Manage all USAR personnel attending non–Army schools in ATRRS.

2–13. The Inspector General

The Inspector General (IG) will—

a. Conduct Army–wide assessments of training development and training management to assess the implementation of training policy and impacts of training on readiness, sustainability, and units' ability to fight and win. Assessments will focus on training resources and provide feedback to commanders in order to promote efficiency in training.

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

2–14. Chief of Public Affairs

The Chief of Public Affairs will—

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

b. Design and develop Army–specific officer, enlisted, and DA civilian training programs, courseware, and distributed–learning products to serve Functional Area 46 and CMF 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 DA civilians.

e. Establish policy to manage and provide public affairs training products to support common core officer and enlisted Soldier training.

2–15. The Surgeon General
The responsibilites of TSG are—

a. Establish policy to manage and provide clinical and technical professional medical training and education for the Army. This includes medical training for individuals and units not in the MEDCOM and medical training under special circumstances, such as chemical, radiological, biological, nuclear, explosive (CRBNE) defense conditions.

b. Develop field medical support concepts, doctrine, training, leader development programs, and user tests.

c. Provide AMT for medical materiel for medical units.

d. Control quotas and select active duty MEDCOM officers, WOs, and enlisted personnel to attend designated schools and courses. Assign active duty officers to the MEDCOM OBC and or CCC.

e. Monitor, evaluate, and provide guidance for improving the status of medical training readiness as reflected in unit status reports for MEDCOM units.

f. Exercise HQDA responsibility for combat lifesaver training, medical intelligence training, and medical mobilization training.

g. Provide guidance in medical, physiological, and health areas related to physical fitness and manage CVSP.

h. Develop, coordinate, and monitor programs for training foreign nationals in MEDCOM schools and facilities.

i. Maintain HQDA supervision and plan, program, and budget for NET for medical materiel.

2–16. The Judge Advocate General
The Judge Advocate General (TJAG) will—

a. Develop and administer legal training requirements for lawyers and WOs in the Judge Advocate General's Corps (JAGC) and paralegal NCOs and specialists (SPC), and provide training requirements to the DCS, G–1, for updating ARPRINT.

b. Advise DCS, G–3/5/7 (DAMO–TR); 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 Judge Advocate General Corps officers to BOLC and either the Judge Advocate Officer's Graduate Course or the Reserve Judge Advocate Officer's Course.

e. Exercise HQDA responsibility for training on the law of war.

f. Administer the Funded Legal Education Program according to AR 27–1.

2–17. Chief of Chaplains
As specified in AR 165–1, the Chief of Chaplains (CCH) will—

a. Provide professional training and education for chaplains, chaplains' assistants, and staff SPC (chaplain candidates).

b. Assign Chaplain Corps officers to BOLC and CCC.

c. Develop training and education program for commanders and schools on religious requirements, moral leadership, character development, and suicide prevention.

d. Ensure that the chaplain force of the Army is trained to provide religious support in peace and war.

e. Establish professional and educational policy, and issue training goals and guidance for the chaplain branch.

f. Verify professional and educational qualifications and establish career training objectives for chaplains.

g. Establish and verify professional and educational qualifications for directors of religious education.

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

i. Select and schedule chaplains for attendance at designated Army and DA civilian schools.

j. Program and budget training resources.

k. Develop a CCH training strategy.

l. Provide train–the–trainer opportunities for the Chaplain Branch in suicide prevention, moral leadership, and character development.

m. Identify and establish annual Army–wide training emphasis to include themes, subjects, and topics for chaplains.

n. Provide specialized chaplain training to include CCH mobilization planners training school; logistical, information, financial training; unit ministry team force structure training; chaplain personnel manager training; and train–the–force training.

2–18. 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, WO, enlisted, and DA 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 geo–spatial individual and unit training.

2–19. Provost Marshal General
The Provost Marshal General will—

a. Establish policy and provide management and technical oversight of Law Enforcement, Corrections, Physical Security, Criminal Investigations and Criminal Intelligence.

b. Serve as the DOD Executive Agent for the Enemy Prisoner of War/Detainee Program.

Section II
Major Army Commanders and Other Leaders

2–20. Commanders of Major Army Commands
Commanders of MACOMs will—

a. Establish AA management plans to support NCOES courses taught in regional NCOAs.

b. Ensure attendance of qualified Soldiers at NCOES courses, consistent with Army NCOES training priorities.

c. Ensure Soldiers are aware of the following:

(1) Ensure that all NCOES courses are established for their MOS.

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

d. Ensure promotable (P) Soldiers are scheduled to attend resident NCOES courses at the time of selection for promotion in accordance with policies established in this regulation.

e. Select Soldiers to attend the Warrior Leader Course (WLC) in accordance with the policies established in this regulation.

f. Program and budget for travel costs related to WLC and Basic Noncommissioned Officer Course (BNCOC) training.

g. Ensure installations conduct and sustain DA civilian leadership training, technical training, and career and professional development programs to support mandated ACTEDS requirements for DA civilians.

h. 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.

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

j. 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 NETP through AMTAS.

(3) Assist the MATDEV and TNGDEV to determine prerequisites (MOS, skills, and grade) for attending training conducted by the NETT.

(4) Augment, as appropriate, NETT with personnel when beyond MATDEVs or provider's capability (as identified and agreed to in NETP), and request availability and stabilization of personnel receiving NET and designated NETT members in support of the NETP.

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

(6) Ensure personnel receiving training from NETT meet the requirements of DA Pam 600–8.

(7) Provide an after–action report to MATDEV subsequent to completion of training by NETT.

(8) Assist CBTDEV in preparing combat developments feedback data and assist MATDEV and TNGDEV in preparing DETPs as required.

(9) Notify HRC of any MOS or ASI awarded as a result of AMT. For USAR personnel, inform Commander, HRC–St. Louis, 1 Reserve Way, St. Louis, MO 63132–5200.

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

(11) In conjunction with MATDEV and TNGDEV, manage DET for USAR units, as required. Assist ARNG/ARNGUS units receiving DET when required.

k. If the command is proponent for a Soldier training courses listed in paragraph 4–22*c*, or otherwise designated by DCS, G–3/5/7—

(1) Develop training support package (TSP) for the course and, if requested, provide the TSPs to other MACOMs. Course TSPs will be developed following the guidance published in appendix B of this regulation. The TSPs will include standardized course prerequisites and standardized certification tests. The MACOM points of contact can secure information about TSPs developed by proponent MACOMs from HQ, TRADOC, ATTN: ATOM–P, and about TSPs developed by training/TASS course TSP development from ATTN: ATTG–CD, Ft. Monroe, VA 23651–5000.

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

l. If the command uses proponent–developed Soldier training courses—

(1) Ensure installations maintain historical records of contractor 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 DCS, G–3/5/7 (DAMO–TR), 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 MACOM.

(4) Establish in local regulations the maximum number of Soldiers per unit that can be trained or cross–trained in each Soldier training course.

(5) Regulate the required minimum retention time in the unit after completing a Soldier training course.

(6) Regulate the minimum class size, which enables training to be canceled without cost if the minimum course size cannot be achieved.

(7) Ensure active duty military personnel employed as off–duty instructors avoid conflicts of interest as stated in DODD 5500.7, Standards of Conduct.

(8) When requested, provide DCS, G–3/5/7 (DAMO–TR), a projection of Soldier training course expenditures for the next fiscal year (FY).

m. Conduct amphibious training within the command as required to support operational and contingency missions.

n. Conduct AT on the Army's homosexual conduct and fraternization policies.

o. Conduct AT on sexual assault prevention and response.

p. Conduct predeployment and post deployment training on sexual assault prevention and response, as directed in AR 600–20, chap 8.

2–21. Commanding General, U.S. Army Training and Doctrine Command

The CG, TRADOC, will—

a. Administer training functions outlined in this regulation, AR 10–87, AR 140–1, and AR 600–100.

b. Develop training doctrine, policy and procedures for approval by HQDA. This includes but is not limited to—

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

(2) Develop and publishing training development policy and procedures and serving as the Army's proponent for the SAT.

(3) Develop and publishing guidance for the development of training products and training support products.

(4) Develop and publishing training doctrine FMs (that is, FM 7–0, FM 7–1) and supporting pamphlets.

(5) Develop and implementing TASS policies and procedures.

(6) Implement the TADLP.

(7) Develop, promulgate, and implement policy and procedures for a training evaluation program to provide for quality control and quality assurance of Army training development, training products, and training.

c. Develop and execute collective training to meet the Army's collective training goal by—

(1) Serve as the Army functional proponent for Army Training and Evaluation Program (ARTEP).

(2) Develop policy and guidance for the management, planning, developing, and implementing collective training and for preparing collective training products (such as drills, and collective TSPs).

(3) Identify and prioritize training resources required by those strategies.

(4) Serve as the Army's collective task manager.

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

(6) Serve as the Army functional proponent for unit training management doctrine (and its automation).

(7) Develop unit training management doctrine and associated tactics, techniques, and procedures for both collective and individual training in units.

(8) Develop related individual TSPs for individual training in service schools and units.

(9) Support the evolution of the Joint Training System and its automation.

(10) Develop training strategies for the Army by—

(a) Develop maneuver and weapons training strategies (CATS/STRAC) for training in units and POI for TRADOC courses.

(b) Identify training resources required by those strategies.

(c) Submit new and revised CATS/STRAC to the TLGOSC for approval. Also, submit new and revised POI requiring increases in training ammunition to the TLGOSC for approval.

d. Assist DCS, G–3/5/7 with administration and integration of the CTC program. Provide the training model for CTCs to include exercise scenarios, OPFORs models, observer and controller training requirements, and assessment criteria.

e. Manage the enlisted, WO, and officer individual training and military education programs, including courseware, training support products, and TADSS.

f. Design, develop, and distribute military and civilian training and education programs and products in support of individual and unit training. Civilian leader and development programs developed by TRADOC must be approved by DCS, G–3/5/7. Civilian technical or functional training developed by TRADOC must be approved by HQDA, Assistant DCS, G–1 for Civilian Personnel Policy.

g. Identify individual tasks for enlisted CMFs of the IRR and provide a prioritized list to Commanders, HRC–St. Louis and FORSCOM.

h. Provide guidance and direction for operation of the U.S. Army War College (USAWC).

i. Integrate Army leadership doctrine in all training programs of the schools and training centers for officers, WOs, noncommissioned officers, and DA civilians at progressive and sequential phases of career development. Manage all leadership education and training programs to include homosexual conduct policy, fraternization policy, sexual assault prevention and response, and the implementation of leadership assessment policy in Army schools and training centers.

j. When serving as TNGDEV for AMT—

(1) Identify requirements for multimedia training support products needed for AMT and require them to be validated and provided by the first unit equipped (FUE) date. The training strategy and the required associated multimedia training support products will be documented in the MRD (Integrated Capabilities Document, Capabilities Development Document, or Concept Production Document) and STRAP.

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

(3) Require TSPs that use distributed–learning technologies whenever feasible and cost effective and that are multipurpose to support NET and unit sustainment training (ST).

(4) Program, budget, and fund for travel and per diem of personnel to attend NET courses (except for NETT members).

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

(6) Ensure NET and multimedia TSPs are provided in a timely manner to units conducting AWEs and ATDs in coordination with DCS, G–3/5/7 (DAMO–TR), and MATDEV or provider.

(7) Identify requirements for TADSS to be fielded to the training base prior to the start of a designated USF window.

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

(9) 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.

(10) Assist MATDEV or provider in preparing and updating NETPs through the AMTAS.

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

(12) Assess AMT effectiveness.

(13) Establish mobile training teams or provide distributed–learning remedial instruction when approved by DCS, G–3/5/7 (DAMO–TR).

(14) Refer unresolved AMT issues to DCS, G–3/5/7 (DAMO–TR).

k. Exercise HQDA responsibility for the combat development and training development aspects of the OPFOR program in accordance with AR 350–2.

l. Assist HQDA in executing the TLGOSC. Appoint an administrative agent that, when requested, HQDA (DAMO–TR), provides administrative support and assists with coordinating and scheduling the TLGOSC.

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

n. Maintain the capability to advise DCS, G–3/5/7 on all matters regarding physical fitness research, policy, and standards and to assist in the execution of the Army Physical Fitness Training Program in units, training base schools, and mobilization sites to include PT for individuals/units, delayed–entry, initial–entry, pregnancy/postpartum, combatives, and water survival. Develop physical fitness doctrine, training programs, and performance standards informed by experienced–based, professional expertise on the theories, principles, techniques and methodologies of physical fitness, human performance, and associated areas of science. Expertise should be supported by professional certification from pre–eminent civilian health and fitness organizations like the American College of Sports Medicine, the National Strength and Conditioning Association, the American Council on Exercise, and the Cooper Aerobics Research Institute.

o. Assist the HQDA, Director of Training, to develop, field, and sustain automated training development and training management systems.

p. Manage the institutional portion of the Army's Military Leader Development Program, to include the production and dissemination of leadership training materials, the integration of military and civilian leader development courses, wherever practical, and serving as HQDA responsible official for development of the CES.

q. Publish and distribute a Common Task Test (CTT) notice, listing the tasks to be tested. The notice will be issued 60 days before the test period and will be in effect for 1 FY. It is not mandatory that Soldiers receive a written CTT notice.

r. Establish policy for and manage individual military training to include enlisted, WO, and officer training, and establish policy for managing training in units.

s. Maintain ADCON over designated DOD schools.

t. Exercise HQDA responsibility and manage Army training for foreign military and civilian personnel in the United States.

u. Ensure the development and production of all Electronic Publishing Management System materials required to support training.

v. Develop and execute individual training to meet the Army's individual training goal. This includes the development of TASS courseware; extension training products; and TSPs for individual, school, and unit use. Additionally, it includes actions to—

(1) Establish training strategies that indicate where and how tasks will be trained and identify requirements for courses, media, TADSS, and mobilization training.

(2) Identify individual tasks for all jobs and duty positions and establish performance standards.

(3) Exercise quality assurance and control over training development and individual training.

(4) Coordinate and prioritize resources for training development and maintenance, ensuring standardization, and the horizontal and vertical alignment of all materials.

(5) Coordinate development of Army training materials not otherwise identified in this regulation.

(6) Establish the standards for instructor training and accreditation in Army schools.

(7) Develop performance–based, criterion–referenced tests.

(8) Reproduce and distribute training products and materials to support the Army's Individual Training System.

w. Serve as the Army's individual task manager and—

(1) Receive external training requirements and conduct training needs analyses to determine applicability for individual training.

(2) Designate Army training proponents responsible to develop TSPs and products for approved individual training requirements.

(3) Manage the development of vertically and horizontally aligned officer (to include precommissioning), WO, and noncommissioned officer training.

(4) Manage common Soldier shared and branch–specific individual tasks.

(5) Identify and approve common tasks. Provide storage of, access to, and distribution of common task information resources.

(6) Include common tasks in officer (to include precommissioning), WO, noncommissioned officer, and DA civilian training, as appropriate.

(7) Ensure the application of common task training throughout TASS to include the coordination of precommissioning tasks taught by the USMA and National Guard Academies.

x. Review POI for institutional training courses to ensure compliance with established policies. (Exceptions are AMC schools, Army Medical Department Center and School, the U.S. Army Criminal Investigation Laboratory,

USASOC schools, and The Judge Advocate General's Legal Center and School (TJAGLCAS)). In accomplishing this responsibility, the CG, TRADOC, will—

(1) Serve as the Army member of the Inter–service training review organization executive board and review training courses of other services to eliminate duplication, reduce costs, and standardize instruction in compliance with AR 351–9.

(2) Coordinate the Training Requirements Analysis System (TRAS).

(3) Coordinate changes in course prerequisites and implementation dates with quota managers at least 6 months in advance. This will—

(a) Ensure personnel availability and distribution.

(b) Preclude voiding enlistment contracts.

(4) Ensure review of proposed changes in course prerequisites, curricula, and course lengths and additions and deletions for training conducted at DOD schools under control of the Army and forward recommendations to DCS, G–3/5/7, 450 Army Pentagon, ATTN: DAMO–TR, Washington, DC 20310–0450. Course changes that affect course prerequisites, lengths, class sizes, or other major resource changes require 6 months notice.

(5) Identify and notify, DCS, G–3/5/7 (DAMO–TR), of the impact of resource deficiencies on unit mission and task performance accomplishment.

(6) Notify the following of significant changes in course lengths, modifications, or establishment:

(a) The DCS, G–3/5/7, 450 Army Pentagon, ATTN: DAMO–TR, Washington, DC 20310–0450.

(b) The DCS, G–1, 400 Army Pentagon, ATTN: DAPE–MPT, Washington, DC 20310; and HRC (AHRC–OP), 200 Stovall Street, Alexandria, VA 22332–0400.

(c) The CNGB, ATTN: NGB–ART, 111 South George Mason Drive, Arlington, VA 22204–1382.

(d) The CAR, 2400 Army Pentagon, ATTN: DAAR–OP–T, Washington, DC 20310–2400.

(e) Commander, HRC–St. Louis, ATTN: AHRC–MOT–S, 1 Reserve Way, St. Louis, MO 63132–5200.

(7) Obtain DCS, G–3/5/7 (DAMO–TR), approval in cases where a course change results in a change of status from TDY to PCS, or vice versa.

(8) Obtain DCS, G–3/5/7 (DAMO–TR), approval for course cancellations that will have Army–wide implications.

(9) Cancel courses 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) Establish and implement HQDA policy for the development of courses taught in other MACOM schools.

(2) Coordinate with other MACOM commanders to establish courses worldwide.

(3) Ensure input and graduation data for courses conducted on TRADOC installations are posted to ATRRS within 2 duty days of course start and end dates.

z. Develop and publish guidance for the development of training products and training support products.

aa. Coordinate precommissioning military training among precommissioning sources.

bb. Consult with CNGB and CAR on scheduling courses that are conducted when the preponderance of students are ARNG/ARNGUS or USAR.

cc. Command and manage Federal OCS, ROTC, and NDCC activities except those functions and responsibilities retained by HQDA.

dd. Solicit individual training requirements in accordance with AR 350–10.

ee. 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.

ff. Supervise the development and implementation of an Individual Military Training Integration and Standardization Program.

gg. Establish and maintain an evaluation program that—

(1) Determines the effectiveness and cost efficiency of the Army's training to include programs, courses, and training and education materials and products.

(2) Provides feedback to TNGDEVs and trainers for the improvement of training. This includes acquiring and assessing feedback from CTCs and units.

(3) Ensure the effectiveness and cost efficiency of individual training and training products.

(4) Ensure the applicability and use of lessons learned from CTCs and units.

(5) Ensure training deficiencies are corrected when identified.

(6) Ensure training is current and reflects approved doctrine.

(7) Provide certification of faculty members and accreditation of instructors in training institutions.

(8) Evaluate TASS Training Battalions, in coordination with the concerned MACOM; verifies compliance with TRADOC–approved POI; and serves as the accreditation authority for TASS Training Battalion programs.

(9) Serve as the accreditation authority for all Army training institutions, which conduct courses for which TRADOC is the proponent. The authority to accredit may be delegated to MACOM commanders or training–proponent commandants and commanders.

(10) Determine the frequency of accreditation and training accreditation policies, standards, and procedures.

hh. Review, approve, publish, distribute, and maintain TSPs and products.

ii. Develop school mobilization missions and supporting policy and guidance.

jj. Maintain and distribute career development models in coordination with each CMF proponent.

kk. Promulgate policy and procedures for quality control and quality assurance of Army training development, training products, and training. Establish quality control of TASS Training Battalion training programs.

ll. Serve as the POI proponent for instructional programs at TASS training battalions.

mm. Coordinate with MACOMs, HRC, CNGB, CAR, and HQDA to develop NCOAs tables of distribution and allowance.

nn. Exercise HQDA responsibility for the Army Management Staff College (AMSC) curriculum development and course delivery.

oo. In coordination with the U.S. Navy (USN) and U.S. Marine Corps (USMC), formulate, develop, recommend, and document new or improved concepts, organizations, doctrine, and materiel requirements for amphibious operations which are peculiar to Army needs and which are not provided for in JCS publications.

pp. Ensure the Army fraternization policy contained in AR 600–20 is addressed in training—

(1) Assess current IMT instruction and, if necessary, upgrade training materials.

(2) Incorporate fraternization policy as a learning objective into training products for the 2 common core tasks: Employ Military Justice (181–331–1001), taught in Precommissioning, BOLCs, WOCS, and BNCOCs, and Administer Military Justice in a Company (181–333–1001), taught in CCCs.

(3) Develop senior–level common core fraternization training for the First Sergeant Course (FSC) and Sergeant's Major Course (SMC).

(4) Coordinate through TJAG with DCS, G–1, to ensure the Army's fraternization policy is taught annually as part of military justice CMT requirements.

2–22. Commanding General, U.S. Army Forces Command
The CG, FORSCOM, will—

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

b. Provide trained and ready units to meet the needs of COCOMs through the management of sustainment, postmobilization, predeployment, and reconstitution training. Validate that assigned units are prepared for deployment.

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

d. Command the NTC and the JRTC.

e. Exercise HQDA responsibility for NTC and JRTC scheduling.

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

g. Exercise HQDA responsibility for the JA/ATT program.

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

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

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

k. Consonant with the mission commander's priorities, execute training support (range operations, ITAM, training support center, and Virtual and Constructive Simulations Center operations) at CONUS AA and USAR installations.

l. Plan, program, budget, and monitor use of resources to support training programs.

m. Establish training criteria and oversee, evaluate, and assist the training of ARNG/ARNGUS units in CONUS, the Commonwealth of Puerto Rico, and the Virgin Islands.

n. Through the CG, USARC—

(1) Command USAR TPUs and reinforcement training units.

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

(3) Develop command training guidance as it pertains to the USAR.

(4) Implement, review, and provide supplemental guidance on policies for operations, training, mobilization, and deployment.

(5) Plan, program, budget, and monitor the use of resources to support USAR training programs.

o. Exercise HQDA responsibility for ODT and publish instructions in accordance with AR 350–9.

p. Provide training opportunities through the Mobilization Readiness Training Program for Soldiers of IRR.

2–23. Commanding General, U.S. Army, Europe and 7*th* Army
The CG, USAREUR and Seventh Army, will—

a. Command the JMRC and schedule units for training at JMRC.

b. Train and evaluate assigned forces in accordance with this regulation and AR 140–1.

c. Review and provide input for updates Army training strategies.

d. Support the JCS Exercise Program in accordance with AR 350–28.

e. Support AMT in accordance with this regulation.

f. Support ODT in accordance with AR 350–9.

g. Develop USAR training requirements for formal school training in coordination with MACOM commanders and the USARC for TPU members.

h. Program and budget resources needed for the operation of primary and basic level NCOES course.

2–24. Commanding General, U.S. Army, Pacific
The CG, USARPAC, will—

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

b. Support the JCS Exercise Program in accordance with AR 350–28.

c. Support ODT in accordance with AR 350–9.

d. Command USAR TPUs and reinforcement training units in USARPAC.

e. Provide training opportunities through the Mobilization Readiness Training Program for Soldiers of IRR.

f. Establish training and evaluation programs for assigned USAR units without an applicable mission training plans (MTPs).

g. Provide quota control policy and monitor class input for AA NCOES courses conducted by USARPAC NCOAs and for the USAR TASS School Battalions.

h. Program and budget resources for operation of primary and basic level NCOES courses.

2–25. Commanding General, Eighth U.S. Army
The CG, EUSA will—

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

b. Support the JCS Exercise Program in accordance with AR 350–28.

c. Support ODT in accordance with AR 350–9.

d. Provide course quota control and monitor class input for NCOES courses conducted by NCOAs located in respective AOR.

e. Program and budget resources for primary and basic level NCOES courses.

f. Command USAR TPUs in EUSA.

2–26. Commanding General, U.S. Army Special Operations Command
The CG, USASOC, will—

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

b. Establish training requirements and develop products to support training in special operations units on Soldier, leader, and collective tasks.

c. Support the JCS Exercise Program in accordance with AR 350–28.

d. Support AMT in accordance with this regulation.

e. Support ODT in accordance with AR 350–9.

f. Exercise HQDA responsibility for SERE training.

2–27. 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 the INSCOM and TRADOC to evaluate cryptologic and signal intelligence (SIGINT) training requirements related to tactical cryptologic and National SIGINT systems (when the Army is designated as the system developer).

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

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

(1) Program, budget, and execute NET for assigned systems in accordance with the approved MRD and STRAP, the approved Program Baseline, and decisions made at milestone reviews governed by AR 70–1. This includes—

(a) Program and budget travel and per diem for NETT personnel attending testing, staff–planner, instructor and key personnel training (IKPT), and NET courses.

(b) Acquire system TSPs consisting of multipurpose, multimedia training support products and system technical documentation that support NET and unit ST.

(c) Provide for contractor NET when required. Contractor provided NET will use multimedia TSPs and distributed–learning capabilities to minimize manpower and travel costs associated with NET whenever feasible and cost effective.

(d) Ensure contractor developed multimedia system TSPs and other training resources necessary to support and execute NET and other AMT requirements are validated. The use of DL and contractor NET to offset Army manpower and other resource requirements is preferred.

(2) Produce a NETP for each new, improved, or modified materiel system based upon the approved MRD. Use the AMTAS to coordinate NETPs with the TNGDEV, CBTDEV, gaining commands, test agencies, and other agencies as required.

(3) Exercise HQDA responsibility for the AMTAS and ensure electronic access to the user community.

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

(5) Resource and update TADSS and TSPs to keep pace with the system engineering change proposals, technology insertions, and block improvements applied to the materiel system.

(6) Ensure validated system TSPs, to include system TADSS and embedded training, are available to support FUE.

(7) Assist PM to identify ammunition and consumables necessary to support AMT.

(8) Review AMT ammunition requirements semiannually with PM.

(9) Provide training for multiservice systems or equipment for which the Army has been designated the NET manager. Training will be provided upon receipt of a statement of requirements and funding.

(10) For multiservice systems or items of equipment managed by other military departments, the responsible Army MATDEV will—

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

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

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

(12) In coordination with the gaining command, submit rosters of personnel who received NET directly to Commander, HRC, ATTN: AHRC–PLO, Alexandria, VA 22332–0400.

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

(14) In conjunction with TNGDEV, CBTDEV, or procuring agency, ensure NET and technical documentation and supporting training materials are provided to units conducting AWEs and ATDs.

(15) Coordinate AMT policy issues with DCS, G–3/5/7 (DAMO–TR), Washington, DC 20310–0400.

2–28. Commanding General, U.S. Army Corps of Engineers

The CG, USACE will—

a. Provide technical advice and assistance to the Army Staff pertaining to facilities, military engineering, real estate, and geo–spatial individual and unit training.

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

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

d. 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.

2–29. Commanding General, U.S. Army Medical Command

The CG, MEDCOM, will—

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

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

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

d. Support ODT in accordance with AR 350–9.

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

(1) Establish NCOES courses to provide job proficiency training of all MEDCOM enlisted Soldiers.

(2) Monitor BNCOC and Advanced Noncommissioned Officers Course (ANCOC) 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 NCOAs instructional programs at the Army Medical Center and School (AMEDDCS) under TSG–approved POIs.

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

f. Program and budget for TDY–and–return travel related to MEDCOM basic NCOES. The U.S. Army Health Professional Support Agency will program and budget for MEDCOM personnel to attend WLC training.

g. Act as the Army's MATDEV, CBTDEV, and TNGDEV for medical materiel systems.

2–30. Commanding General, U.S. Army Intelligence and Security Command

The CG, INSCOM, will—

a. Plan and conduct training and evaluation in accordance with this regulation, AR 140–1, and AR 10–87.

b. Exercise HQDA responsibility for the REDTRAIN program in accordance with AR 350–3.

c. Exercise HQDA responsibility for the foreign materiel training portion of the OPFOR program in accordance with AR 350–2.

2–31. Commanding General, U.S. Army Criminal Investigation Command; Commanding General, U.S. Military District of Washington; and Commanding General, Military Surface Deployment and Distribution Command

a. The CG, USACIDC; CG, U.S. Military District of Washington; and CG, Military Surface Deployment and Distribution Command will train and evaluate assigned forces in accordance with this regulation and AR 10–87.

b. The CG, USACIDC, will operate the U.S. Army Criminal Investigation Laboratory at Fort Gillem, GA, to administer and manage the training and professional development of all USACIDC Laboratory technicians.

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

The CG U.S. Army Space and Missile Defense Command/U.S. Army Forces Strategic Command (CG SMDC/ARSTRAT) will—

a. Serve as the Army's specified proponent for space and ground based midcourse defense (GMD) and operational integrator for global ballistic missile defense.

b. Serve as the personnel proponent for all Functional Area 40, Space Operations Officers.

c. Serve as the Army Service Component Commander (ASCC) to CDR, U.S. Strategic Command.

d. Establish training requirements, develop and conduct training programs to support proponency and ASCC responsibilities (FA40, ASI 3Y, GMD Operators, Joint tactical ground stations, and Multi–Mission Mobile Processors, and Army Space Cadre).

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

f. Define the Army's Space Cadre and develop education and training programs to support Cadre development.

g. Support exercise programs of Regional and COCOMs.

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

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

2–33. Commanding General, U.S. Army Human Resources Command

Under the General Staff supervision of the DCS, G–1, the CG, HRC, will—

a. Act as the principal agent for the DCS, G–1, in determining active duty peacetime and mobilization training requirements.

b. Manage the flow of personnel into Army schools and training centers. Select personnel to attend Army schools, non–Army schools, and training centers. Manage all AA personnel attending non–Army schools in ATRRS.

c. Assign active duty officers to BOLCs and CCCs (except officers within the MEDCOM, Chaplain Corps, and JAGC).

d. Manage the Civil Schooling Program. Coordinate with DCS, G–3/5/7 (DAMO–TR), to develop AA training requirements for specialized skill and PME courses.

e. Review NETPs and DETPs for personnel requirements and shortfalls and, in coordination with DCS, G–1, provide comments and recommended solutions to MATDEVs and TNGDEVs when appropriate.

f. Manage the OCS program.

g. Provide administrative support for the ROTC and NDCC programs; manage branch and basic entry specialty selection and ADT selection programs for ROTC graduates.

h. Host the annual Branch OBC Scheduling Conference.

i. Validate training requirements for functional training courses for active duty personnel.

j. Manage WO candidate accessions and schedule attendance at WOCS and WOBC. Manage quotas and schedule active duty WO attendance at WOAC, WOSC, and WOSSC. Select and assign WOs to serve as WOCS tactical officers.

k. Determine annual resident WLC, BNCOC, and ANCOC training requirements.

l. Coordinate the AT requirements for WLC, BNCOC, and ANCOC with the MACOM commanders.

m. Schedule active duty Soldiers to attend BNCOC and ANCOC.

n. Support the SMC selection system and manage active duty quotas and class input for the SMC.

o. Develop policy governing the Academic Evaluation Reporting System (AERS) for officer and enlisted students.

p. Exercise responsibility for AR 611–6 and—

(1) Develop personnel management systems and procedures for the Army Linguist Program.

(2) Coordinate with the DCS, G–2, and users to manage the career program for WOs and enlisted linguist personnel.

q. Develop, coordinate, and issue technical and regulatory guidance concerning management of the ALC and APT programs.

2–34. Director, Installation Management Agency

Under the General Staff supervision of the HQDA, Assistant Chief of Staff for Installation Management, the Director, Installation Management Agency will—

a. Execute training support (range operations, ITAM, training support center and battle simulation center operations) at CONUS AA and USAR installations.

b. Provide BASOPS/SRM to support the execution of institutional and unit training strategies by MACOM Mission Commanders.

c. Coordinate with mission commanders to ensure their readiness requirements and priorities are understood and met.

2–35. Other major commanders, unit commanders, and leaders

a. Installation, division, State Adjutants General, and USAR major command commanders will exercise training and readiness oversight responsibilities by: assigning missions; developing training guidance and master training plans; allocating the necessary resources to effectively implement these plans; evaluating the conduct of training; reducing training detractors; reducing personnel and unit turbulence; and providing subordinate commanders maximum time to train. To improve training, commanders will employ the Army–approved software program for managing training (for example, the Digital Training Management System) and, when appropriate, other techniques, such as scheduling prime training time or cyclical periods for training and support.

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

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

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

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

f. All commanders and leaders will—

(1) Ensure Soldiers train and maintain required SM task proficiency.

(2) Continually assess military and DA civilian individual, unit, and organizational training status; provide timely feedback to subordinates; and make appropriate adjustments to the training program.

(3) Develop subordinate officers and NCOs 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, DA civilian and military subordinates are given opportunities for professional development through available education programs supplemented by unit and organizational programs.

(5) Ensure the training program includes preparation for overseas movement, and that Soldiers and units can deploy and fight as combined arms teams.

(6) Provide feedback to higher headquarters and the institutional training base by recommending improvements to existing training doctrine, literature, and training techniques.

(7) Insist that all training be performance oriented and designed to correct weaknesses and maintain strengths.

(8) Conduct continuous individual and collective training throughout the training year.

(9) Identify and reduce training detractors.

(10) Ensure that Army–approved management tools are used, such as the Digital Training Management System and the Total Ammunition Management Information System.

(11) Implement CMT within their commands.

Section III
Proponent School Commandants/Commanders

2–36. Commandants and commanders of major Army command schools
Commandants and commanders of MACOM schools will—

a. Develop, maintain, store in Knowledge Centers, and provide access to training strategies (CATS, STRAC, POI, STRAP), programs, and doctrine–based instructional materials/resources for which they are the proponent.

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

c. Develop, review, and validate training support requirements and products. Develop and coordinate STRAP to define training strategies and training support requirements in support of new, improved and displaced equipment and training systems/subsystems, where appropriate.

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 POI and TSPs, individual training programs (ITPs), 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 380–10.

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–based tests to measure student competency in accomplishing the objectives of task–based training.

(3) Develop a student evaluation plan for each training course.

j. Furnish personnel, funds, facilities, and other resources in support of Army school training requirements, and furnish subject matter expert support for developing materiel system and system training support products.

k. Schedule classes, distribute consolidated class schedules, and adjust training loads to meet changing requirements, capabilities, and budgetary considerations.

l. Evaluate the quality of training, effectiveness of graduates, and the appropriateness of training support materials.

m. Conduct long–range planning to forecast training needs, identify resource requirements, and program and budget resources.

n. Assist TRADOC to identify individual tasks required for leaders and principal staff positions, and apply doctrine and Army mission changes to institutional and unit training.

o. Develop ACCP courses/modules as IMI for self–development or for part of a TASS course to be completed before, during, or after a resident training phase.

p. Report completion of resident courses attended by enlisted Soldiers through the ATRRS to the Army/American Council on Education (ACE) Registry Transcript System Operations Center, ATTN: 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 POI for resident courses are provided to— ACE, Center for Adult Learning and Educational Credentials; ATTN: Military Evaluations; 1 DuPont Circle; Washington, DC 20036–1193. The POI to be evaluated for college credit will include the designated ATRRS course numbers.

r. Use proponent–provided training materials and products.

s. Consider the use of existing schools and courses within other services before establishing a new course or school.

t. Biennially review all military CMF 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 POIs and TSPs 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 POI. Exceptions are as stated in paragraph 2–37 of this regulation.

bb. Develop an Instructor Certification Program for instructors teaching MOS reclassification and for small group instructors teaching leader development courses.

cc. Provide Homosexual Conduct Policy training in all PME courses.

dd. Provide Sexual Assault Prevention and Response training in all PME courses.

2–37. Approval responsibilities for programs of instruction and courses at special schools

Responsibilities concerning POI/course approval at special schools include—

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

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

c. The Commandant, TJAGSA approves POI/courses for legal education courses.

d. The Commandant, USAWC, develops Army War College curriculum and forwards it to DCS, G–3/5/7, 450 Army Pentagon, ATTN: DAMO–TR, Washington, DC 20310–0450 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, USACIDC, supervises the Army crime laboratory system in accordance with AR 195–2 and operates the Criminal Investigation Laboratory.

f. The President, NDU, approves the curriculum for NDU colleges and institutes.

g. The Commandant, DLIFLC—

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

(2) Controls foreign language training POI/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 POI/courses for training provided by the USACE Professional Development Support 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 civilian work force the key knowledge, skills, and attributes they require to operate successfully in any environment. The institutional training base supports every Soldier and civilian in the force throughout his or her Army career. Contributions include Precommissioning training, IMT, professional military and civilian education, functional training, training development, and distributive learning, and training support products.

3–2. Training proponents
The Army's proponent is TRADOC for training and leader development process and is the accrediting authority for all Army institutions conducting training and leader development. Other Army training and leader development proponent functions include the following: Army John F. Kennedy Special Warfare Center and School (USAJFKSWC&S),

TJAGCLAS, AMEDDCS, AMSC, U.S. Army Force Management School (AFMS), DA IG, Civilian Personnel Operations Center (CPOC) Military Academy, USACE, AMC Schools, and USACIDC. Training proponents—

a. Develop courses based on established training and education goals and objectives as well as the duties, responsibilities, and missions their graduates will be assigned.

b. Develop, evaluate, and train leader, technical, and tactical tasks that focus on missions for the size or type units 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 DA civilians an opportunity to acquire the skills and knowledge needed to perform more complex duties and missions of greater responsibility.

e. Develop, produce, store, maintain, and distribute training support products to institutions, units, and individuals.

Section II
Administration

3–3. Course information

a. Information concerning Army training courses is available through the ATRRS, established by AR 350–10 under direction of the DCS, G–1. The ATRRS is a centralized management database of individual training courses taught by and for Army personnel. It is available through interactive terminals at Army training MACOMs, agencies, and schools. The ATRRS provides the capability to monitor the ITPs 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 personnel. The ARPRINT includes training courses conducted by MACOMs, other services, nonmilitary schools, and foreign military Services.

c. Listed in DA Pam 351–4 is an ATRRS –based catalog of formal courses offered by– Army schools and training centers. The pamphlet provides—

(1) General course descriptions and information concerning course prerequisites, special administrative requirements, frequency of training, and training locations.

(2) Descriptions of inter–service training courses and DOD courses for Army personnel.

d. The ATRRS will be used as the system of record for determination of training availability. For historical information regarding training data refer to ATRRS, https://atrrs.army.mil/atrrscc/historical.asp.

3–4. Training locations

a. Resident training will be conducted at centralized training sites that have the necessary facilities and equipment to support all training requirements (for example, active duty Army schools and training centers). Priority for conducting resident training will be determined by the training proponent.

b. To minimize resident training, off–site training (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 distributed–learning classrooms, at the unit, at the organization, in ALCs, or at home.

c. The TASS training battalions are authorized to provide training in accordance with approved training strategies, using courseware.

d. Training MACOMs, proponent schools, or responsible HQDA officials approve all waivers for class size, instructor–to–student ratios, and instructor qualification requirements. Telephonic coordination followed up by a memorandum requesting a waiver is required for all waiver requests.

3–5. Conduct of instruction

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

(1) The OCS and WOCS commandants may use SGI methodology as permitted by local resources.

(2) Small group leader–to–student ratios range from 1:12 to 1:16, with the exception of WLC that is conducted at 1:6 to 1:8. As an exception, manpower survey data may validate a larger or smaller group size because of equipment, facilities, availability of certified instructors, or other factors. Also, ratios may be expanded meet ARFORGEN requirements, when approved by G–3/5/7 (DAMO–TR).

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

(1) Improves the learning environment by increasing interaction between and among students and the small group leader who serves as a leadership mentor, role model, and training facilitator for students throughout the course.

(2) Facilitates counseling, coaching, and team building.

(3) Enables instructors and students to share experiences and lessons learned.

(4) Fosters long–term professional relationships.

(5) Encourages instructor tactical and technical competence.

(6) Fosters self–learning through group participation.

(7) Improves student communicative skills.

c. Courses comprise leader, technical, and tactical tasks and supporting skills and knowledge that Soldiers or DA civilians must perform to accomplish their duty position requirements. Training and education tasks will reflect the reality of operational environments.

d. Conditions for conducting and evaluating training will approximate operational environments for projected peacetime and wartime missions.

e. Performance standards will equal requirements for successful performance of tasks and related missions in projected operational environments. Standards will include requirements for students to recognize and respond to situational and condition changes by planning and executing doctrine–based initiatives within the commander's intent to accomplish the assigned mission.

f. Training environments will enhance learning, encourage student initiative, and require students to demonstrate high levels of discipline. The environment must be well defined, enforce standards, and maintain a steady focus on preparing students to lead subordinates during training, maintenance, deployment, sustained operations, and redeployment. Instructional materials, facilities, and equipment will be used to support realistic training scenarios.

g. When used, TADSS will be up–to–date, available in adequate quantities, and maintained in safe and fully operable condition. Training facilities will be maintained to ensure proper training occurs under safe conditions. Tasks that must be performed in the field should be trained in the field, or in a simulated field environment.

h. Requests for exceptions to policy or for changes in training standards established by the training proponent will be addressed to the proponent.

i. Graduation or course–completion requirements will comply with the student evaluation plan prepared for each course.

3–6. Eligibility

a. The following categories of personnel are eligible to attend Army schools and DOD schools operated by the Army:

(1) Military and 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—

(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 and local and State Government agencies, on a space available and reimbursable basis, unless otherwise specified by formal agreement or directive.

(5) Industrial or research organization personnel under contract to the Government when such training—

(a) Is not otherwise available.

(b) Is essential for fulfillment of the contract.

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

(7) Foreign civilian personnel by special arrangement.

(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) Spouses of commander and CSM designees selected for attendance at the Precommand Course (PCC) or the Command Sergeants Major Course (CSMC), respectively, may attend courses with their spouses at HQDA expense.

(b) No additional expense will be incurred by the Army because the family member is in attendance, except as stated above.

(c) The training or education is not available at a civilian training or education facility within a reasonable commuting distance (50 miles or less) of the family member's residence.

(d) Family members of another service student attending Army schools will be charged user fees consistent with the provisions of Defense Finance and Accounting Service–Indiana (DFAS–IN) REG 37–1.

b. The HRC will maintain a list of active duty officers eligible for attendance at Army, joint, and other services' schools and colleges for which they may not apply personally. Assignments to these schools will be monitored to ensure an order of precedence for attendance is maintained and the most highly qualified officers attend in the proper sequence of their career pattern.

c. Army officers will be board selected attendance at the following institutions:

(1) Joint colleges, including—

(a) National War College.

(b) The Industrial College of the Armed Forces (ICAF).

(2) Army service colleges, including—

(a) The USAWC.

(b) Command and General Staff College (CGSC) (Specialty Branches and RC only).

(3) Other courses, including—

(a) Inter–American Defense College.

(b) Senior Service fellowships.

(c) Senior colleges of other services.

(d) Any SONs.

(e) Selected DOD schools.

d. Army civilians will be selected for attendance at the following institutions:

(1) Joint colleges.

(a) National War College.

(b) The ICAF.

(2) Army service college USAWC.

e. Army Defense Leadership and Management Program (DLAMP) civilians will be selected for attendance at the following institutions:

(1) Joint colleges.

(a) National War College.

(b) The ICAF.

(2) Army service college, USAWC.

(3) Other service colleges.

(a) Air War College (AWC).

(b) Naval War College.

f. Officers will complete the CCC as a prerequisite for attendance at any course that produces a military education level (MEL) code 4.

g. Graduates of 1 resident U.S. service college are not eligible to attend an equivalent–level resident course at another U.S. service college.

h. Army graduates of the resident Air Command and Staff College, the Naval College of Command and Staff, or the Marine Corps Command and Staff College will not be allowed to attend any of the following:

(1) The AWC.

(2) College of Naval Warfare.

(3) Marine Corps War College.

(4) Equal–level foreign military schools.

i. Students normally enroll in school courses through the ATRRS. Schools will not enroll Soldiers or DA civilians outside the ATRRS process without the approval of appropriate authorities in the Soldiers' chain of command. School commandants and commanders will ensure that Soldiers enrolled in training meet all course prerequisites, are in compliance with Army standards, and are provided a school welcome packet that identifies individual equipment and materials needed for course attendance. Soldiers and DA civilians who report for training and have not met all course prerequisites will be returned to their units/organizations.

j. Students must satisfactorily complete all mandatory requirements identified in the student evaluation plan to graduate from the course. Commanders will ensure students are exempt from all other duties.

3–7. Incurred obligations

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

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

c. Officers attending military schooling incur service obligations in accordance with AR 135–91 and AR 350–100.

d. The WO obligations are governed by AR 350–100.

e. The following are service obligations for NCOES graduates:

(1) The AA Soldiers who attend an NCOES course incur service obligations in accordance with AR 614–200. Soldiers selected to attend an NCOES course that do not have sufficient time in service (TIS) remaining on their enlistment must extend their term of enlistment or reenlist in accordance with AR 614–200 prior to departure for the course.

(2) The DA Form 4991–RA, 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, decides not to extend their term of enlistment, or does not reenlist. Instructions for completing DA Form 4991–R are in AR 601–280.

(3) Personnel in the USAR must reenlist or extend their current enlistment to satisfy service remaining obligations outline in AR 135–200.

(4) Personnel in the ARNG/ARNGUS must reenlist or extend their current enlistment to satisfy the 2–year service–remaining obligation.

f. The AA Soldiers must have a minimum of 12 months TIS remaining after graduation to attend the FSC and the Battle Staff Noncommissioned Officers Course (BSNCOC). The ARNG/ARNGUS and Army Reserve Soldiers must have a minimum of 24 months in service remaining after graduation to attend the FSC and BSNCOC courses.

g. Consistent with provisions of Title 5, United States Code, Sections 4108 (5 USC 4108) civilian personnel attending Army or other DOD component military and civilian training or civil schooling incur continued service obligations at least 3 times the length of training, to begin upon the employee's return to duty following training completion.

h. Consistent with provisions of 5 USC 4108 civilian personnel attending Senior Service College (SSC) are obligated to accept a follow on assignment to a position that provides full utilization of leadership skills and competencies acquired at training.

3–8. Selection of Soldiers and Department of the Army civilians for training and education

Selection of Soldiers for leader training and education courses is linked to promotions, future assignments, and career management models. Selection of DA civilian personnel for leader development and education courses is linked to performance in current assignments, to professional and career development and progression, to career development plans and career management models, and to future assignments. Selection for functional and specialty courses is linked to operational assignments that require skills and knowledge not trained in the OES, NCOES, or CES courses, as applicable. Prerequisites for courses are in DA Pam 351–4 and DA Pam 350–59, the ATRRS, and the Reimer Digital Library (RDL), and frequently on the respective school's web site.

a. Personnel centers automatically consider officers for leader training, education, and development courses as they reach appropriate grade–based career phases of their career management models.

b. Except as stated otherwise, active duty officers who want to attend the intermediate–level schools and colleges listed below should make their request known to their respective assignments officer prior to the closing date. With respect to resident Intermediate Level College, selection boards are no longer conducted for Army competitive category (ACC) Officers. However, selection boards will continue for the specialty branches and RC Officers. The respective branches will nominate officers of the MEDCOM, Chaplain Corps, and JAGC to attend these schools and colleges based on quotas determined by HQDA. The CNGB will select ARNG/ARNGUS officers and the CAR will select USAR officers not included in the AA end–strength to attend the schools and colleges based on quotas provided by HQDA. Intermediate–level schools and colleges are—

(1) U.S. Army, CGSC.

(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 (WHIMSEC).

(6) Foreign equivalent schools approved by DCS, G–3/5/7 (DAMO–SS).

c. The HQDA SSC Selection Board will select active duty officers and DA civilians to attend SSCs and fellowships based on SSC criteria and a best–qualified basis. The CNGB and the CAR will select ARNG/ARNGUS and USAR officers, respectively. The DOD SSCs are—

(1) The USAWC.

(2) National War College.

(3) The ICAF.

(4) The AWC.

(5) Naval War College.

(6) Marine Corps War College.

(7) The SSC Fellowships.

(8) Foreign equivalent schools approved by DCS, G–3/5/7 (DAMO–SS).

d. 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 require for a duty assignment or specialty under provisions of the Officer Personnel Management System.

e. Upon announcement of a change in assignment, a GO is scheduled for inter–assignment training through the General Officer Management Office (GOMO). This training consists of briefings from selected HQDA, MACOM, OSD, and DOD personnel. The GOs may attend specific training courses managed by GOMO to further support their transition into the new assignment. The GOMO provides the coordination necessary to affect this training.

f. Upon completion of WOCS preappointment training, new WOs are contingently appointed to WO 1 until they have successfully completed WOBC. Personnel centers schedule chief warrant officer (CW)2s and CW3s to attend the WOAC, CW3s and CW4s to attend the WOSC, and CW4s and CW5s to attend the WOSSC in the same FY they are eligible for promotion.

g. The NCOES is a functional component of the EPMS. Under the EPMS, the training of qualified NCOs is ensured through a combination of centralized management by HRC (AHRC–EPT–FN) and decentralized management by field commands. Selection for NCOES leader development courses represents a considerable resource investment by the Army. It is an excellent career opportunity and advantage for selected individuals. Therefore, individuals will be selected for these courses in accordance with the following guidelines:

(1) Individuals must meet course prerequisites and have demonstrated high levels of performance, mental capacity, aptitude, and self–discipline that clearly indicate potential for continued development.

(2) Individuals must be fully qualified to perform tasks at their current skill level, be recommended by their chain of command, have their personal and financial affairs in order, have required clothing and equipment, and be mentally and physically prepared for all course requirements.

h. 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.

i. Unit commanders select SPC for promotion to sergeant (SGT). This selection serves as notification for attendance at WLC. Individuals are placed on the Order of merit list (OML), which governs the timing for course attendance in accordance with the priorities described in paragraph 3–44*b* of this regulation.

j. The AA Soldiers recommended for promotion to staff sergeant (SSG) will be automatically added to the BNCOC Automated Reservation System to be considered for attendance to BNCOC. The Commander, HRC will maintain a worldwide OML and schedule these Soldiers for BNCOC.

k. A math pretest (commonly known as the BNCOC math test) must be successfully completed before attending courses 11C and 21B. The pretest should be administered at the Soldier's home station by the servicing Army Education Center with geographic responsibility. Tests should be administered early enough to allow those that fail sufficient time to enroll in math–related remedial instruction at the Army Education Center.

l. The HRC centrally manages AA Soldier selection for, and schedules attendance at, the ANCOCs and the SMC.

m. Unit commanders select and submit requests through command channels for Soldiers to attend FSC and BNCOC. Centralized school managers at the installation, division, or MACOM approve requests and input information into ATRRS for the classes for which their headquarters have received allocations from HQDA.

n. The RC commanders use the same criteria as the AA to select and schedule Soldiers to attend NCOES courses.

(1) Within ARNG/ARNGUS, only Soldiers selected for promotion or those who must become qualified at their current grade to be eligible to attend the next level of NCOES will attend NCOES courses. Priorities are established by DA Pam 351–4 and selectees must meet the course prerequisites and standards outlined in the pamphlet.

(2) The CNGB selects and schedules ARNG/ARNGUS Soldiers to attend the SMC. The Director, Army Reserve Active Duty Management Directorate selects and schedules USAR AGR Soldiers. The Commander, HRC–St. Louis, selects and schedules Individual Mobilization Augmentee and IRR Soldiers. The USAR major subordinate commands/ units select all other USAR Soldiers' courses.

(3) State Adjutants General; commanders of major subordinate commands; and the Commander, HRC–St. Louis will select and schedule RC Soldiers for all other NCOES.

3–9. Physical fitness and height and weight requirements for military institutional training

Policy governing the Army Physical Fitness Program is in chapter 1. Chapter 4 provides guidance for physical fitness training in units. This paragraph provides policy concerning physical fitness and height and weight standards applicable to institutional training.

a. Soldiers attending institutional training courses must meet the height and weight standards in AR 600–9 and the physical fitness standards of this regulation.

b. As an end of course graduation requirement, Soldiers must take and pass an APFT (standard or approved alternate) administered at the schools for the following functional and professional development courses: BOLC II, WLC, BNCOC (RC Soldiers are tested during the final resident phase (IDT, AT, ADT) of BNCOC), ANCOC, BSNCOC, FSC, Sergeants Major Non Resident Course, and CSMC. The RC Soldiers enrolled in a NCOES and BOLC II courses will be tested by the end of the first week of training to allow sufficient time to retest to meet the end of course graduation requirement. If a Soldier enrolled in a NCOES course fails the APFT, the Soldier will be provided 1 retest 7 to 14 days after the failure. Soldiers enrolling in WOCS or OCS must take and pass the standard 3–event

APFT; the alternate APFT is not authorized. If a Soldier enrolled in WOCS or OCS fails the initial APFT, the Soldier will be allowed 1 retest with a subsequent class. Soldiers failing the second APFT will be considered ineligible and must reapply for OCS or WOCS selection.

c. The CG, TRADOC, will recommend physical fitness standards for entry into recruiter, drill SGT, airborne, and ranger courses; Special Forces assessment and selection, and other schools requiring separate physical fitness standards to 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. Soldiers attending other professional development courses not mentioned in paragraph 3–9*b* of this regulation, in either a PCS or TDY status (for example, the SMC, WOAC, CCC, ILE, USAWC, and any other resident courses 8 weeks or longer) must take and pass the APFT to graduate. This includes RC in AT, ADT, and/or IDT status. Those who fail to pass the standard or approved alternate APFT will not graduate. Other courses and all resident courses not mentioned that are fewer than 8 weeks may require passing the APFT for graduation with DCS, G–3/5/7 (DAMO–TR), approval. The APFT requirement is waived for personnel whose profile prevents them from taking the APFT or alternate APFT during the course (for example, pregnant Soldiers). The requirements outlined in paragraph 3–9*b* and this paragraph do not apply to schools, RC Institutional or AA without IET soldiers, conducting MOS reclassification courses. The MOS reclassification courses are designed for reclassification purposes only and have non–MOS specific common core tasks deleted by the proponent. Soldiers attending reclassification courses have completed IET and do not need to repeat basic Soldier training and have no APFT requirement. However, prior–service Soldiers attending reclassification training conducted during AIT must pass the APFT as a graduation requirement.

e. Members of other military departments must meet their service's physical fitness standards 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.

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

g. Personnel who do not meet height and weight standards are not authorized to attend professional development schools. Soldiers who do not meet fitness standards are not eligible to attend courses identified in paragraph 3–9*b*. Soldiers scheduled to attend professional development schools will be screened prior to departing their home stations or losing commands. The Soldiers' height and weight, the word "pass", if they are within standards, and the date of the last successful APFT will be recorded on their TDY orders or on their PCS packet. Soldiers who exceed established weight standards or who failed to achieve minimum passing standards on their last APFT will not be allowed to depart their command until the unit commander determines they meet height and weight and physical fitness standards.

h. When Soldiers attend other professional development courses not mentioned in paragraph 3–9*b*, in either a PCS or TDY status (for example, SMC, CCC, CGSC, USAWC, and any other resident courses) school commandants and commanders will weigh students prior to course enrollment. Students who exceed established body composition standards will not be enrolled and will be processed in accordance with AR 600–9 and paragraph 3–10 of this regulation.

i. A RC Soldier attending part of an institutional training course during inactive duty will take the APFT for record during the active duty phase of the course as an end of course graduation requirement. If the Soldier fails this record APFT, then the Soldier will be provided 1 retest 7 to 14 days after the failure. If the Soldier fails the retest, then the Soldier will receive nonacademic dismissal for failure to meet APFT standards.

3–10. Enrollment denials for failure to meet height and weight requirements and nonacademic dismissal for failure to meet Army physical fitness standards

School commandants and commanders will take the following actions for Soldiers denied enrollment for failing to meet height and weight standards and nonacademic dismissal for failure to meet APFT standards:

a. Active Army Soldiers.

(1) Soldiers in TDY and return status will be returned immediately to their unit of assignment. Commandants and commanders will immediately send a memorandum to the Soldier's unit commander that addresses the Soldier's denied enrollment or nonacademic dismissal. The unit commander will initiate actions to include flagging and removing the Soldier from HQDA selection lists and local OMLs, as applicable.

(2) Soldiers in a TDY enroute status will be attached to the installation pending clarification of assignment instructions for the follow–on assignment. The school commandant will notify HRC of the Soldier's ineligibility for schooling and request clarification of assignment instructions. The gaining unit commander will initiate actions to include flagging and removing the Soldier from HQDA selection lists and local OMLs, as applicable.

(3) Soldiers in a PCS status will be attached to the installation pending assignment instructions. The school commandant or commander will notify HRC of the Soldier's ineligibility for training and request assignment instructions. The school commandant or commander will initiate actions to include flagging and removing the Soldier from HQDA selection lists and local OMLs, as applicable.

b. Army National Guard.

(1) The AGR Soldiers in TDY and return status will return to their home stations (32 USC 502 and Title 10, United States Code, Sections 267d (10 USC 267d)). School commandants and commanders will forward a memorandum addressing all 32 USC 502 Soldiers' enrollment denial or nonacademic dismissal to the Adjutants General of the states concerned. Commandants and commanders will forward a memorandum for 10 USC 265, 10 USC 3303 AGR Soldiers, to the CNGB, ATTN: NGB–ARZ–T.

(2) Soldiers in a TDY enroute status will immediately return to their home stations (32 USC 502). School commandants and commanders will forward a memorandum addressing the Soldiers' enrollment denial or nonacademic dismissal to the Adjutants General of the states concerned. According to 10 USC 265, 10 USC 3303, AGR Soldiers will proceed to their next permanent duty station. School commandants and commanders will forward a memorandum to the CNGB, ATTN: NGB–ARP–T.

(3) The AGR Soldiers in PCS status will return immediately to their home stations (32 USC 502). School commandants and commanders will forward a memorandum addressing the Soldiers' enrollment denial or nonacademic dismissal to the Adjutants General of the states concerned. According to 10 USC 265, 10 USC 3303, AGR Soldiers will be attached to the Office of the Senior ARNG/ARNGUS Advisor at the installation pending receipt of assignment instructions from NGB–ARZ–T.

c. U.S. Army Reserve.

(1) Soldiers in TDY and return status will return to their home stations. School commandants and commanders will forward memorandums addressing enrollment denial or nonacademic dismissal of USAR 10 USC 265, 10 USC 3303 AGR Soldiers, to the Commander, HRC–St. Louis, ATTN: HRC–ARO (for officers) or AHRC–ARE (for enlisted Soldiers) and to the first GO in the Soldier's chain of command. Commandants and commanders will forward a memorandum to the first GO in the chain of command of USAR TPU Soldiers. Commandants and commanders will forward the memorandum to the Commander, HRC–St Louis, ATTN: AHRC–OP (officers) or AHRC–EP (enlisted Soldiers), for Individual Mobilization Augmentee and IRR Soldiers.

(2) Those 10 USC 265, 10 USC 3303 AGR Soldiers in a TDY en route status will proceed to their next permanent duty station. Commandants and commanders will forward a memorandum to the Commander, HRC–St Louis, ATTN: AHRC–ARO (officers) or AHRC–ARE (enlisted Soldiers). In addition, commandants and commanders will immediately notify the Soldier's gaining organization.

(3) Commandants and commanders will immediately report Soldiers in PCS status who are denied enrollment to the Commander, HRC–St Louis, ATTN: AHRC–ARO (officers) or AHRC–ARE (enlisted Soldiers), as available for assignment. Soldiers will be attached to the Office of the Senior USAR Advisor at the installation pending receipt of assignment instructions.

d. Commandants and commanders. School commandants and commanders will report all AA, except JAGC and MEDCOM, enrollment denials and removal actions electronically to Commander, HRC, ATTN: AHRC– (appropriate career branch). Enrollment denials for JAGC and MEDCOM courses will be reported to TJAG and TSG, respectively. Provide the following information for all denials:

(1) Name and grade.

(2) Social Security number.

(3) Date of denial or removal.

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

e. Enrollment denials and dismissals. All enrollment denials for failure to meet height and weight requirements and nonacademic dismissal for failure to met APFT standards will be posted in ATRRS.

3–11. Physical profiles

a. Soldiers with temporary profiles that prevent full participation in a TDY course will be removed from school attendance consideration by their immediate commander until the temporary profile is removed.

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

c. Soldiers who have been before a MMRB, awarded medical limitations, and allowed to retain their occupational classification will be eligible to attend appropriate courses and train within the limits of their profile provided they can meet course graduation requirements.

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

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

(2) Are unable to meet graduation requirements will be returned to their units and may, if eligible, be enrolled in a later course.

3–12. Course credit

a. Individuals may qualify for the following types of course credit:

(1) Constructive credit may be granted to officers in lieu of course completion based on duty–assignment history and past academic experiences. In all cases the proponent school will assess the Soldiers past comprehensive military experience against established course critical tasks. Individuals must possess the same skills and qualifications as course graduates.

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

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

c. The appropriate Personnel command will forward request to the DCS, G–3/5/7, ATTN: DAMO–TRI with recommendation for action. The DCS, G–3/5/7 is the final approval authority for granting constructive and equivalent credit.

d. Requests for credit will include an outline of the individual's prior leadership and technical training and experiences with supporting documentation attached to DA Form 4187 (Personnel Action).

e. Individuals requesting constructive or equivalent credit will submit the request through command channels and through the course proponent to be forwarded as follows:

(1) The AA— Commander, HRC, ATTN: AHRC–OPB–D (officer and WO courses) or AHRC–EPT–FN (NCOES courses).

(2) U.S. Army Reserve— AHRC–St. Louis, ATTN: AHRC–CIS–P (officer, WO, and NCOES courses) or electronically to PERMS.RECORDS@hrcstl.army.mil.

(3) The ARNG/ARNGUS— CNGB, ATTN: NGB–ART–I (officer and WO courses) or NGB–ARP–E (NCOES courses).

f. Early Release/Early Graduation from Intermediate Staff College (ISC) and SSC

(1) In support of field commanders, early releases/early graduations may be granted on a case by case basis during a time of war, intensified operations, or other urgent need.

(2) Requests are made by the gaining unit commander or by the functional area manager through Commander, HRC, Leadership Division (Officer Personnel Management Directorate (OPMD)), to the DCS, G–3/5/7, Institutional Training Division (DAMO–TRI). Each request must contain the following:

(a) Justification for the early release/graduation.

(b) A GO endorsement must accompany the request.

(c) Report date requested.

(d) Paragraph, line number and brief duty description of slated position.

(e) Date the slated position will become vacant.

(3) Requests for early release/graduation of officers attending Sister Service or foreign schools will not normally be approved. Sister Services rely on the Army's contribution of officers to the student mix to maintain compliance with CJCSI 1800.01B, Officer PME Policy.

(4) Requests must be received 45 days prior to requested report date to ensure proper staffing and adequate time for notifying the officer.

(5) Under some circumstances, officers who are released early may be required to return to the course to complete the educational program. Upon determination by the DCS, G–3/5/7, HRC will receive notification of requirement to re–slate the officer for the course. If required, the student will restart the course at the point at which the were ordered to leave

(6) Report date may be adjusted by the DCS, G–3/5/7 based on input from the college with regard to educational considerations.

g. Noncommissioned officers promoted to their current rank prior to 1 October 1992 are considered qualified in the NCOES course commensurate with that rank. Soldiers promoted to the rank of sergeant major (SGM) before 1 October 1992 and appointed as Command Sergeants Major after 1 October 1992 must complete SMC.

h. 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.

(1) Instructors are proponent certified.

(2) Proponent–developed, –certified, and –approved TASS courseware is used. The RC Soldiers will receive credit

for successfully completing proponent developed, certified, and approved courses using RC–configured courseware until TASS courseware is fielded.

3–13. Training evaluation and quality assurance
Army training and education evaluation and quality–assurance programs apply to training courses, products, and institutions. Through the systematic collection and analysis of user feedback concerning the effectiveness of training, these programs provide a foundation for assessing performance deficiencies and identifying successful initiatives. Training and training development proponents will conduct evaluations to:

a. Verify that the training development process results in training materials that reflect current doctrine, organizational structures, and materiel systems.

b. Assess the capabilities of course graduates to do the tasks they were trained to do.

c. Evaluate the effectiveness of their training products.

3–14. Accreditation programs
Army schools will be accredited in accordance with this regulation, CJCSI 1800.01B, and accreditations provided by civilian educational institutions.

3–15. Post course evaluation and training records
a. Each student will be afforded the opportunity to submit an evaluation of the course upon completing the training.

b. Individual–student training records will be maintained for at least 12 months after the completion of training (24 months for Soldiers dismissed from a course). These records will include—

(1) Academic evaluation sheets.

(2) Student observation reports.

(3) Counseling records.

(4) Leadership position evaluations.

(5) The APFT results.

(6) Other student performance evaluations.

(7) Academic Evaluation Report (AER) (DA Form 1059/–1/–2).

c. No entry will be made on student training records that indicate the course was taken in residence or by DL.

3–16. Student recognition
Student recognition, other than for precommissioning 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 listed in the ATRRS. 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," "RC," 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, to other military personnel when the required level of knowledge has been demonstrated based on tests or other appropriate means.

(4) Course completion will be recorded in military and civilian personnel records in accordance with AR 600–8–104 and AR 690–400.

(5) The DA Form 87 (Certificate of Training) will be issued in original copy only to Soldiers who successfully complete BNCOC (Common Leader Training), and CCC (RC, Phase I). Soldiers who complete BNCOC (Technical Tract Training), ANCOC, and CCC (RC, Phase II) will be issued diplomas.

(6) No certificate will be issued for individuals failing to achieve course completion requirements.

(7) Certificates of completion may be awarded to military and civilian students of other nations receiving training in accordance with AR 12–15.

b. For MEDCOM functional and NCOES courses, the regions will report graduation data in accordance with the timelines established in ATRRS policies and regulations. The AMEDDCS will determine which distributed–learning modules and tasks have been completed and prepare diplomas or certificates of completion, as appropriate.

c. Schools conducting AIT, OSUT, or occupational reclassification training will certify those tasks successfully completed by the student using DA Form 5286 individual BT, AIT, OSUT.

d. Course credit and retirement points, as established by AR 140–1 and AR 140–185, will be awarded RC personnel for successful course completion.

e. The ACE evaluates resident and nonresident service school courses in terms of academic credit. Soldiers (in accordance with AR 621–5) and civilian employees seeking academic recognition for service school courses will

furnish documents specified in the ACE guide to the civilian school from which they want credit. Details of AR 621–5 also require that eligible Soldiers receive transcripts documenting their military training and experience, along with the recommended college credit, in accordance with the Army/ACE Registry Transcript System. Army Education Center personnel will assist Soldiers in obtaining recognition for nontraditional learning from civilian schools. Civilian schools determine ACE credit recommendations and the number of hours to be credited.

3–17. Academic Evaluation Report

a. Army students completing leader training, education, and development courses will be evaluated in accordance with AR 623–1, using the appropriate AER form for service school, civilian institution, or SSC (DA Form 1059 (Service School AER), DA Form 1059–1 (Civilian Institution AER), or DA Form 1059–2 (SSC AER), respectively).

(1) The AER provides a qualitative and quantitative assessment of student's abilities. Therefore, input is required from all instructors and evaluators who have had professional contact with the student.

(2) Entries will reflect the student's performance and potential for absorbing higher levels of training, education, and development and performing more complex duties with greater responsibilities. School commandants and commanders will ensure the objectivity and accuracy of AER ratings and supporting comments. Standard computer generated entries are not authorized. Comments on DA Form 1059s will match those found on the Soldier's developmental counseling form.

(3) Graduates will be provided a copy of their AER.

b. Military students of other nations will be evaluated in accordance with AR 12–15.

c. The AER will not be issued to CCC students until completion.

d. Civilian students completing course work and programs other than leader development courses will be evaluated on forms and by methods approved by each institution. Evaluations will be used as input to the student's official performance rating in accordance with approved performance plan objectives during the rating period that the training occurred.

3–18. 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.

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

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

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

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

(4) Failure to pass the APFT or maintain body composition fat standards.

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

(6) Compassionate reasons.

c. In establishing student dismissal procedures—

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

(2) Adhere to Army policies and standards.

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

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

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

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

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

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

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

(b) Students who elect to appeal will remain actively enrolled in the course pending disposition of their appeals.

f. Dismissals for misconduct, lack of motivation, academic deficiency, or failure to maintain physical fitness or height and weight standards will be recorded on the individual's AER, if applicable, in accordance with AR 623–1.

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

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

(3) Soldiers disenrolled from WLC for disciplinary or motivational reasons will not be eligible for further NCOES training for a period of 6 months. Soldiers dismissed for failure to meet APFT standards or denied enrollment for failure to meet body composition standards may not reenter the course for a period of 6 months from the date of the dismissal or enrollment denial.

(4) 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. The AA Soldiers disenrolled from BNCOC for other than compassionate or medical reasons may be reconsidered for course attendance once they reappear before the local promotion board. The RC Soldiers disenrolled from BNCOC 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. The AA Soldiers disenrolled from ANCOC for other than compassionate or medical reasons may be reconsidered for course attendance by the HQDA selection board. The RC Soldiers disenrolled from ANCOC for other than compassionate or medical reasons may be reconsidered for course attendance once the first GO in the chain of command determines that the student is prepared to complete the course. 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) The ARNG/ARNGUS 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) The ARNG/ARNGUS Soldiers disenrolled from SMC may not re–enter the course.

g. The UCMJ does not apply to ARNG/ARNGUS Soldiers on full–time training duty under 32 USC 267d. Accordingly, school commandants and commanders will forward an ARNG/ARNGUS 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 ensure student records are complete and that audit trails for all personnel actions are maintained.

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

(1) Full name and current grade.

(2) Social Security Number.

(3) Date of enrollment denial or dismissal.

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

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

k. The school will make an appropriate ATRRS entry on all students dismissed from courses within 2 duty days of

the day the dismissal is approved. Dismissal of RC Soldiers in IADT, ADT, and AGR status will be reported to HQ USARC, G–7, ATTN: AFRC–TR and to the appropriate convening/promotion authority for RC TPU Soldiers.

l. Dismissal of the ARNG/ARNGUS AGR 32 USC 502 Soldiers will be reported to the CNGB and to the appropriate State Adjutant General for other ARNG/ARNGUS Soldiers. If appropriate, school commandants and commanders shall coordinate with the USARC, G–7 or the relevant State Adjutant General to ensure that the dismissed RC Soldiers are properly released from active duty or full–time National Guard duty, as appropriate.

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

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

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

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

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

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

(6) Students who request disenrollment for compassionate reasons.

n. Students who request disenrollment. Students enrolled in the USAWC Distributed Education Course may be disenrolled by the Commandant, USAWC. Normally, disenrolled students may not apply for re–enrollment or reinstatement, except as stated below. 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.

o. A student who has been disenrolled from the USAWC Distributed Education Course may be enrolled into another SSC program or may be reinstated at the USAWC Department of Distributed Education only under the following circumstances:

(1) The student is applying for enrollment in another status, such as a civilian employee versus a military member.

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

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

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

3–19. Removal from course consideration (active duty officer) or selection lists

Soldiers and DA civilians may be removed from course consideration (active duty) or course selection lists for disciplinary reasons or substandard performance of duty. The following procedures apply:

a. A flagging or removal action may be initiated by any commander in the individual's chain of command or, for civilian personnel, the appropriate first or second 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 5 duty days after receipt of the notification) in which to submit a rebuttal.

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

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

(1) Name and grade.

(2) Social Security number.

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

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

e. Removal actions for DA civilians will be decided by the commander of the employee's parent organization.

3–20. Deferment

Soldiers and civilian employees selected to attend courses will attend the class for which selected, unless deferred by the selection authority. There are 3 categories of deferment: compassionate, medical, and operational. All DA civilians will follow procedures applicable to the specific course and local procedures to request deferment. Soldier requests for deferment under each category will be processed in the following manner:

a. Compassionate deferment—

(1) Soldiers selected to attend NCOES courses in a TDY–enroute–to–PCS status who request deferment for compassionate or emergency reasons will submit the request and supporting information through command channels to HRC, ATTN: AHRC (appropriate career branch), 2461 Eisenhower Ave., Alexandria, VA 22331–0400. The WOs selected to attend PME courses will submit requests for deferment to HRC, ATTN: AHRC–OPW–D.

(2) Requests for compassionate deferment for Soldiers attending ANCOC or BNCOC courses in TDY–and–return status will be submitted through command channels to HRC, ATTN: AHRC (appropriate career branch) for ANCOC or AHRC–EPT–FN for BNCOC.

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

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

(5) Students enrolled in the USAWC Distributed Education Course may be deferred for compassionate reasons from participating in the resident phase for exceptional circumstances. However, the student will be required to attend both resident phases the following year. Requests for deferment will be forwarded through command channels and through the Chairman, Department of Distributed Education, USAWC, Carlisle Barracks, PA 17013–5050, and to—

(a) The Commander, HRC, ATTN: AHRC–OPB–D, 200 Stovall Street, Alexandria, VA 22332–0400, for AA officers.

(b) The CNGB, ATTN: NGB–ART–I, 111 South George Mason Drive, Arlington, VA 22204–1382, for ARNG/ARNGUS officers.

(c) The CAR, ATTN: DAAR–PE–P, 2400 Army Pentagon Washington, DC 20310–2400, for USAR officers.

(6) Requests for compassionate deferment will be reviewed to determine if they meet the compassionate assignment criteria outlined in AR 614–200.

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 3–10. Soldiers receiving a medical deferment will be eligible for enrollment when the condition leading to the medical deferment no longer exists. Operational deferment.

c. Operational deferment will only be granted for unit deployments.

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

(2) Subsequent requests for operational deferment must be fully justified by the first GO in the chain of command and submitted directly to HRC, ATTN: AHRC–EPT–FN. The request may be disapproved at any level in the MACOM chain of command.

(3) Officers may request operational deferment from ILE and SSCs. Requests will be submitted through command channels to the CG, HRC, ATTN: AHRC–OPB–D, for approval. The CG, HRC can grant up to a 1 year deferment.

(4) Deferment requests for USAR personnel will be forwarded through command channels to the CAR, ATTN: DAAR–OE.

(5) Deferment requests for ARNG/ARNGUS personnel will be forwarded through command channels to Chief, NGB, ATTN: NGB–ART–I, III South George Mason Drive, Arlington, VA 22204–1382.

3–21. 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. Soldiers must submit a DA Form 4991–R in lieu of attending NCOES courses. In accordance with AR 635–200, Soldiers selected to attend the SMC in conjunction with a PCS who decline to attend and who have more than 19 years and 6 months active Federal service must submit a retirement application within 30 days of notification of selection. The retirement date will be no later than 6 months from the date of notification of selection. Declination statements must be forwarded to HRC, ATTN: AHRC–EPT–FN. The names of Soldiers on the standing promotion list or the centralized promotion list who sign a declination statement will be removed from those lists.

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

d. Civilian employees declining SSCs will forward statements of declination through their chain of command to the Civilian Human Resources Agency, Operations Division. For declining, DA civilians will be removed from any future consideration for SSC.

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

3–22. Initial military training

The IMT provides an orderly transition from civilian to military life. It is the first step to growing volunteers into aggressive, intelligent, and empowered Soldiers. It teaches Soldiers the tasks and supporting skills and knowledge needed to be proficient in required skills at the first unit of assignment. The IET produces technically and tactically competent Soldiers who exemplify Army Values, live Warrior Ethos and are prepared to take their place in the ranks of the Army. The IMT includes all IET for both Officers and Enlisted Soldiers.

a. Officer IET consists of Preappointment and Precommissioning programs, WOBC, WOAC, and BOLC, Phases I, II, and III.

b. Enlisted IET consists of BCT, OSUT, AIT, 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 600–9, and FM 21–20.

Section III
Officer Training and Education

3–23. The Officer Education System

a. The goal of the OES is to produce a corps of leaders who are fully competent in technical, tactical, and leadership skills, knowledge, and experience; are knowledgeable of how the Army runs; are prepared to operate in joint, integrated, and multinational 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 WOs 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 precommissioning/preappointment training and education.

(1) The OES prepares commissioned officers for increased responsibilities and successful performance at the next higher level. It provides preappointment/precommissioning, 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 WO leaders for assignment to platoon, detachment, company, battalion, and higher–level organizations.

(2) 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.

b. The OES includes—

(1) Preappointment/precommissioning training to qualify individuals to serve as officers. This is known as WOCS and BOLC, Phase I.

(2) The WOBC/BOLC, Phases II and III to provide officer initial entry and branch qualification training.

(3) The WOAC to provide advanced branch–specific technical training and staff skills.

(4) The CCC to provide advanced branch–specific and branch–immaterial staff process training.

(5) The WOSC to provide advanced branch–immaterial staff skills.

(6) The Combined Arms and Services Staff School (CAS3) to provide RC Captains with branch–immaterial midlevel staff training.

(7) The ILE to provide advanced branch, functional area, and branch–immaterial command and staff training.

(8) The WOSSC to provide senior WO level professional education and leader development training.

(9) The SSC or Fellowships to provide senior–level professional education and leader–development training.

(10) The GO training described in paragraph 3–40.

(11) Advanced civil schooling in appropriate disciplines and areas of concentration.

3–24. 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. The WOs are encouraged

to obtain branch specialty–related 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/ARNGUS WOs is defined in ARNG/ARNGUS regulations.

d. Education requirements for criminal investigation WO special agents (specialty 311) are addressed in AR 195–3.

3–25. Officer education requirements

a. No officer above the grade of first lieutenant in the AA or Army Reserve, or Federally recognized above the grade of first lieutenant in the ARNG/ARNGUS may be appointed, unless that person has been awarded a baccalaureate degree.

b. Officers are encouraged to earn a graduate degree. Requirements exist for officers with graduate degrees as determined by MACOMs and Army Personnel Proponents using the AERS 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, postgraduate education to fill requirements in—

(1) A discipline that supports the officer's designated branch or functional area, or supports universal officer proficiency.

(2) A discipline determined to be required by the MEDCOM Commander's Requirements Review Process.

3–26. Preappointment and precommissioning programs

Preappointment and precommissioning programs educate and train cadets, officer candidates, and WO candidates, assess their readiness and potential for commissioning as second lieutenants or appointment as WO ones, and prepare them for progressive and continuing development. Precommissioning/preappointment sources share a common goal that each graduate possess the character, leadership, integrity, and other attributes essential to a career of exemplary service to the nation. Responsibilities for the administration and coordination of programs leading to the appointment of WOs and the commissioning of officers in the U.S. Army and ARNG/ARNGUS are established in chapter 2 of this regulation. The following are the programs:

a. Warrant Officer Candidate School. The WOCS is a branch–immaterial course that provides enlisted soldiers an opportunity to earn an appointment as a WO 1 in the AA, USAR, and ARNG/ARNGUS. Training takes place at the U.S. Army Warrant Officer Career Center (WOCC), Fort Rucker, AL. Candidates receive training in the performance of basic officer and leader tasks. Candidates are assessed on the performance of these tasks and their potential to serve as officers in the U.S. Army. Training takes place in a physically and mentally demanding, high stress environment. Graduates of the WOCS are appointed to the grade of WO1 contingent upon receiving their branch qualification by successful completion of the appropriate WOBC or proponent–prescribed alternative certification method.

(1) Qualified applicants are selected to attend WOCS by centralized U.S. Army Recruiting Command boards, specified branch proponents, or State Adjutants General.

(2) Policy governing WO selection and appointment is contained in AR 135–100.

b. Basic Officer Leader Course, Phase I.

(1) 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.

(2) The ROTC Program offers college students the 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.

(3) The OCS is a branch–immaterial course that provides WOs and enlisted Soldiers an opportunity to earn commissions as second lieutenants in the AA, USAR, and ARNG/ARNGUS. Training takes place in a physically and mentally demanding, high–stress environment. The Federal OCS is conducted by the USAIS at Fort Benning, GA. The ARNG/ARNGUS State OCS is conducted by the OCS battalion of ARNG/ARNGUS leadership brigades/regiments organized under. The OCS also provides a rapid expansion capability for officer training upon mobilization. The Commandant, USAIS, in coordination with the CNGB, will maintain the OCS POI.

(a) Policy guidance for the Federal OCS is contained in AR 350–51.

(b) Policy guidance for ARNG/ARNGUS State OCS is contained in ARNG/ARNGUS Regulations.

3–27. Warrant Officer Basic Course

a. The WOBC are IET and selectees are designated to attend a branch specific specialty WOBC at the same time they are selected to attend WOCS. The WOBC (including the Initial Entry Rotary Wing Qualification Course) conducted by branch proponents supports the branch specialty training and technical certification process that ensures all WOs attain the degree of technical competence needed to perform in their branch specialty at the platoon through battalion levels. Training is performance–oriented and focuses on technical and tactical skills, leadership, effective communication, unit training, maintenance operations, security, property accountability, ethics, and development of subordinates.

b. Branch proponents develop and update WOBC training and technical certification standards. The proponents also develop alternative certification diagnostic tests for RC WOs. Tests consist of both written and performance components that measure existing skill and knowledge. The intent is to reduce the length of time needed to train and certify RC WOs who possess all or part of the technical skills required for branch specialty certification.

c. Failure to successfully complete the WOBC may result in termination of the WO appointment (see AR 600–8–24).

d. Graduates of the WOBC are identified by award of MEL code 7.

3–28. Basic Officer Leader Course, Phases II and III

a. The BOLC is IET and branch–specific qualification courses that provide newly commissioned officers an opportunity to learn the leadership, tactical, and technical tasks and supporting skills and knowledge required to lead platoon–sized units. The BOLC trains newly commissioned lieutenants to—

(1) Prepare platoons, squads, teams, and their equipment for operational missions.

(2) Control, lead, supervise, discipline, train, and develop subordinate leaders.

(3) Care for subordinate leaders, Soldiers, and their families.

(4) Plan, schedule, supervise, execute, assess, and assign responsibility for mission training.

(5) Plan, initiate, supervise, and assign responsibility for platoon–level personnel, administrative, and supply actions.

(6) Plan, supervise, assess, and assign responsibility for the safe use, maintenance, security, storage, and accountability of personal equipment and organizational equipment and materiel.

(7) Advise the commander on the status of platoon and squad training, discipline, equipment maintenance, and personnel readiness.

b. Officers will attend BOLC within 90 days after commissioning.

(1) The CG, HRC, the CNGB, and the Commander, HRC–St. Louis may waive the requirement to attend the BOLC based on either—

(a) Completion of similar courses of other services.

(b) Prior enlisted or WO experience.

(2) Requests for waivers will include a request for course credit in accordance with procedures explained in paragraph 3–12 of this regulation.

c. The BOLC is to develop technically competent and confident platoon leaders grounded in leadership and field craft, regardless of branch, who embody the Army values and Warrior Ethos, and are physically and mentally strong. To achieve this objective, BOLC capitalizes on experience–based training, logically structured to build upon and reemphasize previous lessons learned.

(1) The BOLC–II (Experiential Leader Training). The BOLC–II is a rigorous, branch–immaterial course, physically and mentally challenging, with 84 percent of the training conducted via hands–on in a tactical or field environment. Focusing on the platoon, a cadre of officers and NCOs will continuously evaluate each student's performance in a series of leadership positions, under various conditions/situations. The student officers also participate in several peer reviews and self–assessments. The curriculum includes advanced land navigation training; rifle marksmanship; weapons familiarization; practical exercises in leadership; chemical, biological, radiological and nuclear operations training; use of night vision equipment; and culminates in squad and platoon situational–training exercises using COE scenarios (including urban terrain). Students must negotiate confidence courses that challenge them to overcome personal fears. Junior officers will depart BOLC–II with greater confidence in their abilities to lead small units, an appreciation for the branches of the combined arms team, and a clear understanding of their personal strengths and weakness.

(2) The BOLC–III (Branch–Specific Training). Conducted at the proponent schools, officers will receive technical training (specialized skills, doctrine, tactics, and techniques) associated with their specific branch specialties. Upon graduation, officers may attend additional assignment–oriented training (Airborne, Ranger Language School, et cetera) or will proceed to their first unit assignments.

d. Graduates will be identified by award of MEL code 7.

3–29. Warrant Officer Advanced Course

The WOAC is branch–specific and builds upon the skills, knowledge, and experience developed through previous training and assignments. This course provides CWs in the grade of CW2 and CW3 in 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. Graduates will be identified by award of MEL code 6. The WOAC consists of the following 2 components:

a. A mandatory nonresident course that must be completed prior to attending resident WOAC training. The Action Officer Development Course (AODC) was adopted as the resource for this distance learning course. It provides WOs serving in CW2 or higher duty positions relevant training in topics such as management techniques, communication skills, preparing and staffing documents, meetings and interviews, problem solving, writing, coordinating, briefings, and ethics. The course must be completed within 1 year of enrollment; however, all CW2s have the flexibility to enroll between 24 and 48 months of total WO service.

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.

3–30. Captains Career Course

The CCC facilitates Life–Long Learning through an educational experience that emphasizes leader competencies, integrates Captain's operational experiences with their institutional experience and facilitates self development. It provides captains an opportunity to learn the leader, tactical, and technical tasks and supporting skills and knowledge needed to lead company–size units and serve on battalion and brigade staffs. The CCC includes common core and branch–specific tactical and technical instruction, branch immaterial staff process professional development training. The CCC leverages DL technology to provide lesson courseware that accompanies and compliments resident instruction, providing flexibility to the officer in completing the course as well as a reach back capability that remains available to the CCC graduate in the future assignments.

a. During CCC instruction, captains learn to—

(1) Establish and maintain a disciplined command climate that—

(a) Define, publicize, and enforce standards.

(b) Define duties and fix responsibilities for all assigned leaders and Soldiers.

(c) Provide fair and equal treatment and opportunities for leaders and Soldiers with different education, experience, proficiency levels, ethnic backgrounds, and gender.

(d) Encourage initiative, self–discipline, learning, and individual or team performance.

(e) Require leaders and Soldiers to accept responsibilities, accomplish assigned tasks, and perform their duties to standard.

(2) Execute the unit's assigned missions and—

(a) Inculcate in unit personnel a Warrior Ethos that enables them to contribute fully to unit mission accomplishment.

(b) Plan, resource, schedule, assign responsibility, supervise, execute, and evaluate short–range, near–term, and long–range actions that progressively accomplish requirements relevant to the company's preparation for known and anticipated missions.

(c) Lead, assist, advise, and supervise subordinate leaders as they prepare platoons, squads, teams, and organizational and individual equipment for their defined role in the company's mission.

(d) Train and prepare subordinate leaders for mission related duties, protect them from outside interference, and focus their actions and efforts on attaining and sustaining the required levels of mission readiness.

(3) Command, control, lead, supervise, discipline, train, and develop subordinates and care for their families.

(4) Develop the unit METL and training plan. Schedule, resource, supervise, execute, and evaluate company and subunit individual and collective training.

(5) Plan, supervise, and evaluate unit leader training and development, and personnel, administration, supply, maintenance, safety, and security actions.

(6) Plan, supervise, and evaluate the safe use, maintenance, security, storage, and accountability of unit equipment and materiel.

(7) Administer the UCMJ at the company level.

(8) Advise the battalion level commander and staff on the status of company, platoon, and squad level training, equipment maintenance, and personnel (readiness, discipline, and needs).

(9) The CCC branch–immaterial staff process training includes digitization training on tactical subsystems that are part of the Army's digitized command and control systems. Using battalion, brigade, division, and installation scenarios involving single service, joint service, and combined environments, captains learn to function as staff officers by analyzing and solving military problems, communicating, and interacting as members of a staff. Through a broadened understanding of Army operations, organizations and procedures, incorporating lessons learned from current and/or most recent operations, students complete scenario–based exercises emphasizing the processes of problem analysis, solution development, and staff officer coordination.

(10) The CCC exercises involve realistic problems related to training, mobilization, staff planning for unit deployment, and combat operations.

b. The AA and AGR officers normally will attend their branch–specific CCC—

(1) As soon as practical after promotion to captain.

(2) As soon as possible after completing 4 years of active Federal commissioned service (AFCS).

c. The RC officers may enroll in the CCC upon promotion to first lieutenant. They must enroll prior to completing 8 years of commissioned service. Those who desire to enroll subsequent to this time require a waiver by the unit commander, or by the Commander, HRC–St. Louis for IRR members.

(1) The RC officers must satisfy the following prerequisites for enrollment into the CCC:

(a) Be a commissioned officer in the grade of first lieutenant or captain.

(b) Meet the standards of AR 140–1, AR 600–9, and this regulation.

(2) The first phase of CCC for RC officers may take up to 2 TASS training years to complete and is conducted by the U.S. Army Centers and Schools. During this phase, RC officers receive—

(a) Most common core and some branch–specific instruction through correspondence

(b) Branch–specific training in 2 weeks of ADT.

(3) The second phase of CCC for RC officers takes 16 days ADT. The RC Officers must complete this phase before they can enroll in ILE. During this phase RC Officers receive—

(a) Staff process training

(b) Participation in a combined arms team in a 40 hour exercise.

d. Officers do not receive CCC credit until successfully completed. Upon successful completion branch commandants will award MEL code N to denote CCC completion.

e. The CCC diplomas will be awarded upon successful completion.

f. Because of the SGI structure, no more than 2 International military student (IMS) will be included in each small group. As an exception, a third IMS may be included if the student is from an HQDA–exempted country. Identification of HQDA–exempted countries may be requested from the TRADOC Security Assistance Training Field Activity.

g. Officers who receive constructive completion credit for CCC will not attend the resident course. Such officers may attend a different branch–specific portion of CCC if required for branch transfer. Branch transfers require successful completion of training specified by the proponent school and are approved by the appropriate component's personnel command.

h. Officers of branches other than the JAGC who have received credit for completing their branch–specific phase of CCC, are graduates of an accredited law school, have been admitted to the bar of the Federal court or the highest court of a State, and who intend to transfer to the JAGC may enroll in the RC Judge Advocate Officer Basic Correspondence Course. Guidance on these matters is available from the Assistant Chief (RC Management), Personnel, Plans, and Training Office, 1777 North Kent Street, 10th Floor, Rosslyn, VA 22209–2194, or the Correspondence Course Office, TJAGCLAS, ATTN: JAGS–AON–C, Charlottesville, VA 22903–1781.

i. The DCS, G–3/5/7, may waive completion of CCC if—

(1) The officer's branch commandant certifies the officer's branch technical skills at the captain level.

(2) The HRC awards constructive credit for branch–immaterial phase of CCC.

j. Reservations for, enrollments in, and graduation from the CCC will be entered into ATRRS.

k. The CAS3, for RC Officers only, consists of a Phase I correspondence course and a Phase II resident course for 8 periods for IDT and 1 ADT period within a school.

3–31. Warrant Officer Staff Course

The WOSC is a branch–immaterial resident course conducted at the WOCC, Fort Rucker, AL. The course focuses on the staff–officer and leadership skills needed to serve in CW3 and CW4 positions at battalion and higher levels. Instruction includes decision–making, staff roles and functions, organizational theory, structure of the Army, budget formation and execution, communication skills, training management, personnel management, and special leadership issues. Graduates of the WOSC are recognized by award of MEL code 4.

3–32. Intermediate level education

The Army ISC Program of Instruction is an ILE. An ILE replaces the existing Command and General Staff Officers Course (CGSOC) and is linked to officer personnel management system 3. An ILE consists of a common core curriculum that includes Joint PME 1 requirements and the required career field training and specialized education or qualification course.

a. An ILE trains officers in the values and attitudes of the profession of arms and in the conduct of military operations in peace and war. The ILE prepares officers for duty as field grade commanders and staff officers, primarily at brigade, division, and corps echelons. Additional skill qualification as a strategist, joint planner, historian, or space operations officer is available through the advanced application programs. Officers have the opportunity to further develop their intellectual depth and analytic ability through intensive research that leads to the Master of Military Arts and Science degree.

b. All AAC officers in year group (YG) 94 and subsequent YGs should complete ILE within a 4–year window. Both RC and Special Branch officers will continue to be board selected for ILE attendance. To be eligible for attendance, all Army officers must have completed a branch officer CCC or equivalent, have successfully served in branch leader development positions and have completed 8 years of AFCS.

c. Officers in YG 94 and subsequent YGs will be afforded the opportunity to complete the ILE core course in 1 of 4 ways—

(1) In residence at Ft. Leavenworth (delivered primarily to operations career field officers, select RC officers, the traditional complement of sister service and international officers, select functional area, and special branch officers).

(2) At 1 of 4 course location sites (delivered to other than operations career–field officers with follow on focused

qualification courses, officers designated for attendance at other than Army ISC and other service schools, RC officers, and special branch officers).

(3) Through the nonresident course soon replaced by Army distributed learning (ADL), for limited ACC officer enrollment, RC officers, and special branch officers. The nonresident course will continue to be available to ACC officers in earlier than YG 94 not having completed CGSOC. The nonresident ILE is equivalent to the resident course for satisfying career schooling requirements. It is presented in 2 formats and must be completed within 36 months of enrollment.

(a) The corresponding studies "S" format is organized into 4 sequential phases consisting of a number of modules or subcourses. Each module or sub–course is a self–contained block of instruction containing 1 or more examinations graded by the ILE Directorate of Non–Resident Studies (DNRS). Several modules or subcourses require submission of written requirements that are graded based on established objective criteria.

(b) The "M" format is presented in training battalions at teaching locations throughout the world. This option is also organized into 4 sequential phases with modules or subcourses corresponding to those in the "S" format. Each module or subcourse contains written requirements and 1 or more examinations. Many of the requirements are graded by the training battalions that report grades to the DNRS.

(c) Through the RC institutional training distributed classroom (delivered primarily to RC officers with some special branch and AA enrollment).

d. The Army goal is for all officers in YG 94 and subsequent YGs to complete ILE not later than completion of their 12th year of commissioned service. Targeting multiple YGs for ILE attendance and allowing a 4–year completion window facilitates career advancement and control of the attendance backlog. This policy will also allow officers to receive an ISC education earlier in their careers, and enhance Army readiness posture as the Army educates 100 percent of its ACC officers in residence.

e. Starting in FY 06, the ILE common core will be mandatory for those officers attending other than Army ISCs, other service and international ISCs. Officers selected for attendance at other than the Army ISC must first complete the ILE preparatory course, the common core at a course location site (TDY enroute or TDY and return) or the ILE common core through ADL. Operations career field officers will receive qualification course credit upon completion of the other than Army ISCs. Other than operations career field officers may attend international and sister service schools, but must still attend their respective qualification courses to be credentialed ILE.

f. Officers may qualify for constructive or equivalent credit in accordance with paragraph 3–12. Constructive credit may be granted in lieu of course attendance based on duty–assignment history and past academic experiences. Equivalent credit may be granted in lieu of course attendance based on assignment as a course faculty member. Individuals awarded constructive or equivalent credit must possess the same skills and qualifications as course graduates. Officers awarded constructive or equivalent course credit will be considered for promotion, assignment, or other personnel actions on the same basis as graduates of the course concerned. The DCS, G–3/5/7 is the approval authority for constructive and equivalent credit. Requests for credit will include an outline of the individual's prior leadership and technical training and experiences with supporting documentation attached to DA form 4187. Individuals will submit the request through command channels and through the course proponent for approval to the appropriate personnel command. Personnel commands for submission of request are as follows:

(1) The AA: Commander, HRC, ATTN: AHRC–OPF–L, 200 Stovall Street, Alexandria, VA 22332;

(2) U.S. Army Reserve: Commander, United States Army Reserve Command, ATTN: AFRC–TRI, 1401 Deshler Street SW, Fort McPherson, GA 30330–2000;

(3) The ARNG/ARNGUS: CNGB, ATTN: NGB–ART–J, 111 South George Mason Drive, Arlington, VA 22202.

g. The appropriate Personnel command will forward request to the DCS, G–3/5/7, ATTN: DAMO–TRI with recommendation for action.

h. Requirements for RC officers to enroll in the ILE are found in AR 135–155. The AA WOs and enlisted Soldiers with a reserve commission (dual component control group) may enroll, but must attend the ADT phases either at their own expense or on TDY if their headquarters will fund this training. Enrollment requirements are listed in DA Pam's 350–59 and 351–4.

i. Any DA civilian, GS–11 or above, whose duties require knowledge of the course subject matter may enroll in the nonresident "S" format course. The application for enrollment must be accompanied by a memorandum of recommendation from the applicant's senior rating official. Defense contractors are not eligible to enroll.

j. 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, ATTN: ATFA, Fort Monroe, VA 23651–1047.

k. The ILE graduates are identified by MEL code 4.

l. Reservations for, enrollments in and graduation from ILE will be posted in ATRRS.

3–33. Advanced Military Studies Program

a. The Advanced Military Studies Program (AMSP) provides advanced education in military arts and science for

selected ILE graduates. The school emphasizes planning and executing campaigns at the tactical, operational, and strategic levels of war.

b. This specialized training is followed by an internship as a division or corps staff officer. The AMSP prepares officers to plan and conduct future operations across the wide range of military operations. Successful completion of the AMSP curriculum leads to award of a Military Arts and Sciences Degree. Following graduation, students complete the final part of the program by serving on a division or corps staff or in an operational staff position designated by the Commander, USASOC.

3–34. Precommand Courses

Brigade and battalion–level command selectees will attend 1 or more of the following PCC prior to assuming command.

a. The branch–specific PCC provides instruction at the officer's branch school. It focuses on tactical and technical aspects of command. Attendance is mandatory for all command designees of table of organization and equipment and IET units.

b. The branch–immaterial PCC is conducted by the CGSC School for Command Preparation. Attendance is mandatory for all AA command designees and RC designees on a seat availability basis. The course focuses on providing up–to–date information on Army policies, programs, and the following items of special interest:

(1) Leader development.

(2) Training management.

(3) Doctrine.

(4) Command team seminar.

(5) Equal opportunity.

(6) Safety and risk management.

(7) Antiterrorism and force protection.

(8) Sexual Assault Prevention and Response.

(9) Law of Land Warfare and Detainee Operations.

c. The Tactical Commanders Development Program is attended by selected command designees following branch–immaterial PCC and consists of 2 courses:

(1) The Tactical Commanders Development Course provides training on the synchronization of combat and CS functions during offensive and defensive operations. Instruction includes—

(a) Battlefield synchronization.

(b) Intelligence Preparation of the Battlefield planning.

(c) Course of action analysis.

(d) Commander's concept.

(e) Mission analysis.

(f) Computer war–gaming.

(2) The Battle Commanders Development Course is attended by maneuver commanders only. It provides situation–based training for—

(a) Command decision making process.

(b) Commander's estimate.

(c) Battle command.

(d) Tactical vignettes and simulations.

d. The TRADOC PCC prepares IET brigade and battalion command designees and CSM designees for assignments to BCT, AIT, or OSUT organizations. Additionally, IET command designees attend both their branch–specific PCC and the branch–immaterial PCC.

(1) The AA command designees attend prior to assuming command.

(2) Command designees of the USAR are encouraged to attend within 1 year of assuming command.

(3) Designees assuming non–IET TRADOC commands attend the branch–immaterial and branch–specific PCCs only.

e. The Garrison PCC, taught at Ft. Belvoir, VA, is attended by colonels and lieutenant colonels (LTC) (as well as selected civilian executive assistants) centrally selected to command garrisons, area support groups, and base support battalions. The Garrison PCC focuses on installation, MACOM, and HQDA–level command, leadership, and management issues and relationships. The curriculum focuses on existing and emerging issues affecting and influenced by people, resources, facilities, logistics, organizations, and doctrine. It includes—

(1) Civilian personnel management.

(2) Labor relations and partnerships.

(3) Appropriated and nonappropriated funds financial management.

(4) Facilities and infrastructure management.

(5) Environmental management.

(6) Mobilization and deployment operations.

(7) National, State, and local Government interactions.

(8) Media relations.

(9) Application of the Army performance improvement criteria.

(10) Morale, welfare, and recreation (MWR) activities.

f. The U. S. Army Corps of Engineers PCC, conducted by HQ, USACE, Washington, DC, prepares officers to command USACE Divisions and Districts. Attendance is mandatory for all District command designees and recommended for all Division command designees who have not commanded in USACE. The curriculum focuses on the business processes key to successful command in USACE. It includes—

(1) The USACE Fundamentals of the Organization and its Environment.

(2) The project management business process.

(3) Civil works project delivery.

(4) Military programs project delivery.

(5) The USACE worldwide operations.

(6) Equal employment opportunity fundamentals.

(7) Civilian personnel management and labor relations.

(8) Resource management in a project–funded organization.

(9) Real estate and regulatory mission overview.

(10) Congressional relations.

(11) Public affairs and media awareness.

(12) The USACE contingency operations (includes response to natural disasters).

3–35. Warrant Officer Senior Staff Course

The WOSSC is the capstone for WO PME. This branch–immaterial resident course is conducted at the WOCC and provides WOs in the grade of CW 4 and CW5 with a broader Army perspective required for assignment to CW4 and CW5 positions as technical, functional, and branch systems integrators and trainers at the highest organizational levels. Instruction focuses on force integration and provides up–to–date information on Army policies, programs, and special items of interest. Graduates are recognized by award of MEL code 1.

3–36. Senior Service Colleges

a. The resident SSCs listed in paragraph 3–8*c* are at the same military educational level and lead to award of MEL code 1.

b. Officers are eligible for attendance for these colleges and fellowships after being promoted to LTC through their 25*th* year of service. Promotion list service determines years of service for Regular Army (RA) officers (except MEDCOM). The FSC is the governing factor for MEDCOM officers and for other–than–RA officers.

c. Any DA civilians, who meet the SSC criteria, are eligible to request nomination and attend selected SSCs in accordance with requirements in the Army Civilian Training, Education, and Development System Training Catalog, and as part of the DLAMP.

d. Reservations for, enrollments in, and graduation from SSCs will be posted in ATRRS.

e. Military and DA civilian positions that require SSC education are defined as follows: A military member, LTC and above, or DA civilian, GS–14 and above, who occupies a leadership position (both command and staff) that requires a thorough knowledge of strategy and the art and science of developing and using instruments of national power (diplomatic, economic, military, and informational) during peace and war. This knowledge is necessary in order to perform Army, Joint, or Defense Agency operations at the strategic level (MACOM, Army Component Command, Field Operating Agency, Joint Task Force or higher).

3–37. U.S. Army War College

The capstone of PME is offered by the various SSCs. The Army's SSC is the USAWC at Carlisle Barracks, PA. The USAWC prepares selected military, civilian, and international leaders to assume strategic leadership responsibilities in military or national security organizations; educates students on employment of the U.S. Army as part of a unified, joint, or multinational force in support of the national military strategy; researches operational and strategic issues; and conducts outreach programs that benefit the nation. The USAWC conducts both a resident and a distant education course. Students of the USAWC Distributed Education Course are identified by award of MEL code 1 upon completion of the Midcourse Resident phase. Reservations for, enrollments in, and graduation from the USAWC will be posted in ATRRS. To achieve its objectives, the USAWC—

a. Conducts resident, nonresident, and other educational programs to enable military, civilian, and international leaders to—

(1) Distinguish the characteristics of strategic–level leadership.

(2) Manage change by applying resources to the process for translating strategy into force requirements and capabilities.

(3) Advise on the role of the military, in concert with other elements of national power, in formulating national security strategy.

(4) Analyze threats and other factors which affect U.S. interests.

(5) Apply strategic thought to the U.S. national security decision–making process.

(6) Develop theater strategies, estimates, and campaign plans to employ unified and multinational forces.

(7) Synthesize critical elements of warfare at the strategic and operational levels.

b. Conducts additional related educational courses, programs, and seminars.

c. Conduct an International Fellows Program for selected senior officers of foreign nations.

d. Maintain close and continuing working relationships with TRADOC and DCS, G–3/5/7, to ensure synchronization of OES goals.

e. Maintain liaison with other elements of the military education system and civilian educators.

f. Monitor and oversight of Senior Service Fellowships.

3–38. Senior Service Fellowship

a. Advanced Operational Art Studies Fellowship (AOASF) is the Capstone School of Advanced Military Studies Course. The AOASF is a 2–year SSC–level course that prepares operational planners for assignment to unified commands. The fellowship includes graduate–level college courses, visits to unified command headquarters, and practical exercises in campaign planning. Graduates of the AOASF are identified by award of MEL code 1. In the second year, Fellows instruct in the School of Advanced Military Studies.

b. Other Senior Service Fellowships are governed in accordance with AR 621–7. The proponent for Army fellowships is DCS, G–3/5/7 (DAMO–SSF).

3–39. Schools of other nations

a. The DCS, G–3/5/7 (DAMO–SS), is the proponent for the SON Program. The objective of the SON Program is to develop closer U.S. Army/foreign Army relationships by placing U.S. Army Intermediate Service College eligible officers and SSC eligible officers in foreign command and staff colleges and in war or national defense colleges that have been accredited as equivalent to ISC and SSC.

b. Accreditation of a foreign school is granted by the DCS, G–3/5/7, based upon review of the school's curriculum by the faculty of CGSC or USAWC as appropriate. The DCS, G–3/5/7 (DAMO–SS) reviews and coordinates requests for accreditation of foreign military schools.

c. The annual HRC message announcing the SSC selection board will contain a listing of the foreign schools for which the board will select qualified students (see app D). The announcement of the SSC Selection Board results will list the foreign schools and the officers selected to attend them. Selections for foreign MEL–4 level schools will occur during normal assignment rotations after officers complete ILE.

d. Officers selected to attend a foreign school will be assigned to the U.S. Army Student Detachment, Fort Jackson, SC, and be attached to the U.S. Army Military Attaché (ARMA) in the host country for supervision and local administration. The ARMA serves as the country SON administrator.

e. Officers attending a school conducted in a foreign language will receive foreign language incentive pay, provided they have taken the foreign language test within the preceding 12 months for the language in which they are studying, and meet Foreign Language Proficiency Pay requirements (see AR 611–6).

3–40. General officer training

a. The scope of responsibilities incurred in GO positions requires post–War College training and individualized professional development. The GO Continuing Education Program has 3 components: orientation and mandatory training, executive development, and inter–assignment transitions. They are described below—

(1) The orientation and mandatory training component provides information on current high–priority Army and DOD policies, programs, plans and problems. The training includes—

(a) The Brigadier General's Orientation Conference is attended by all brigadier general designees within a few months of public announcement of selection by the President. The conference consists of a series of briefings and discussions by and with senior Army and DOD leaders. The agenda includes a tactical decision exercise and seminars on generalship. Spouses are encouraged to attend on a separate agenda.

(b) The Force Integration Course is conducted by the AFMS throughout the year for GOs and SES personnel. The course focuses on "how the Army runs". It updates attendees on current policies and high priority programs and provides an overview of the workings of the Army Staff.

(c) The Capstone Course is offered by NDU at Fort Lesley J. McNair, Washington, DC. Classes consist of small groups of AA and RC general and flag officers of the Armed Forces and the U.S. Coast Guard, selectees of the Central Intelligence Agency (CIA), and the State Department. The course enhances student understanding of the employment of U.S. forces in joint and combined warfare. It provides opportunities for personal interaction with the COCOMs of

the unified commands and other joint and combined military forces. Retired 4–star flag officers assist each class as Senior Fellows to provide advice and guidance based on their perspectives and experience. Students travel throughout the U.S. and selected overseas areas (Pacific, Europe, Western Hemisphere/Central America/South America). Officers should complete the course within approximately 2 years from confirmation of selection to brigadier general.

(d) An EO course for newly selected brigadier generals is offered by the Defense Equal Opportunity Management Institute (DEOMI) at Patrick Air Force Base (AFB), FL. The course should be completed within 1 year of confirmation of selection to brigadier general for AA GOs or within 2 years for RC GOs. The course is also mandatory training for every corps, division, and training center commander prior to taking command.

(2) Executive development courses offer education and training in areas of relevance to a wide range of GO and SES positions. These courses are—

(a) An executive leadership development course designed for brigadier generals and other selectees. Offered at a number of civilian institutions in the U.S. and overseas, the course affords attendees an opportunity to interface with contemporaries from the civilian sector. A similar course, Leadership at the Peak, is offered to major generals and above. These courses improve leadership skills, increase self–awareness through regular feedback, develop measurable goals, and stimulate further personal and career growth.

(b) Executive Management Courses and the Advanced Management Program under which selected GOs attend functional courses at civilian institutions. The program aids professional development in specific fields of study and serves as a means of keeping GOs abreast of developments in their fields. The training is geared toward specific grade levels and corresponds to the civilian sector.

(3) Inter–assignment transitions provide specific skills and knowledge required by GOs to function effectively in their next assignment.

(a) Selected GOs attend functional technical courses designed to prepare them for certain positions and include the—

1. Joint Senior Theater Battle Commander Course.

2. Systems Acquisition Management Course.

3. General Officer Legal Orientation.

4. Antiterrorist Driving Course.

5. Level IV Antiterrorism Course.

6. Defense Institute of Security Assistance Management Executive Course.

7. Joint Senior Psychological Operations Course.

8. Joint Forces Air Component Commander Course.

9. Army Communication Workshop.

(b) Upon announcement of a change in GO assignments, the GOMO will contact the individuals concerned to schedule a series of transitional briefings. The briefings are designed to provide GOs with insights into their new positions. The GOMO schedules the briefings and provides the coordination necessary to affect this training. Briefings may be provided by Joint and Army Staff agencies and HRC. Congressional, CIA, and State Department visits and orientations are also available.

(c) The GO Installation Command Course is mandatory training for installation commanders, deputy installation commanders, and MACOM staff principals with installation responsibilities within 120 days of taking their positions. This course is jointly conducted by the AMSC and the Army Community and Family Support Center. Course topics include— civilian personnel, labor relations, appropriated and nonappropriated funds, relations with civilian governments, media relations, facilities and infrastructure, environment, and MWR.

(d) The GO Update Program provides selected GOs the background and update information necessary to prepare them for pending assignments to international or joint command and staff positions.

(e) The Joint Flag Officers Warfighting Course prepares selected general and flag officers for leadership responsibilities in planning and executing joint theater–level and Joint Task Force warfare operations. This course is conducted at Maxwell AFB, AL, in conjunction with the College of Naval Warfare, USMC War College, and AWC. The course is required for division commanders, CTC commanders, and selected assistant division commanders within 6 months of taking their positions.

b. The following continuing education programs offered at the USAWC are available to RC GOs:

(1) The adjutants general national security seminar at Carlisle Barracks updates State Adjutants General on national security issues and allows the exchange of ideas with members of the resident USAWC class on issues affecting the Army and those confronting the National Guard senior leadership. It also provides them an opportunity to participate in an executive wellness program.

(2) The senior RC Officer Course is a resident course held annually at Carlisle Barracks for RC general and flag officers of all services. Full integration with the resident USAWC class affords attendees opportunities to exchange ideas with the resident students on issues affecting the force and the challenges to and capabilities of the RC.

Section IV
Noncommissioned Officer Training and Education

3–41. The Noncommissioned Officer Education System

a. The goal of NCO training and the NCOES is to prepare noncommissioned officers to lead and train Soldiers who work and fight under their supervision, and to assist their leaders to execute unit missions.

b. Effective 1 October 1993, the Army linked NCOES to promotion to SSG, sergeant first class (SFC), Master sergeants (MSG), and SGM. Linking NCOES to promotion 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 and supporting skills and knowledge, attitudes, and experience needed.

d. The NCOES includes—

(1) Skill level–1, basic, branch–immaterial, leadership training, provided by WLC.

(2) Skill level–2, basic branch–specific training is provided for MOSs 31C, 31L, and 56M. This level also provides for refresher, transition, specialized, and certification training.

(3) Skill level–3, leader training and basic branch–specific, squad–level training, provided by BNCOC.

(4) Skill level–4, advanced, branch–specific, platoon–level training, provided by ANCOC.

(5) Skill level–5, senior–level, branch–immaterial, staff training, provided by SMC. Noncommissioned officer training also includes functional courses described in Section VII of this chapter:

(6) The BSNCOC provides advanced, branch–immaterial, staff training.

(7) The FSC provides branch–immaterial training to prepare selected individuals for their initial assignment as first sergeants (1SG).

(8) The CSMC provides branch–immaterial training for CSM designees.

3–42. Noncommissioned Officer Education System administration

a. Commandants and commanders of NCOES training schools will enforce the following attendance and completion requirements:

(1) Soldiers in the RC may complete their respective BNCOC Technical Tract Training prior to BNCOC Common Leader Training. They will complete both modules satisfactorily before receiving course credit. Those Soldiers possessing MOSs that do not offer TASS technical tract BNCOC are considered graduates after BNCOC Common Leader Training completion. Commandants conducting BNCOC Common Leader Training will verify those MOS's not offering technical tract training, using ATRRS, and note this on the soldier's academic report. The CNGB and CAR may waive MOS–specific attendance for Soldiers in MOSs that do not have a current–C.

(2) Soldiers in the RC will complete BNCOC in a maximum 36 months from start date. Should the soldiers BNCOC MOS technical tract require more than 1 phase of training the soldier will be given an additional 12 months for each additional phase. Soldiers attending ANCOC are allowed 12 months to complete each technical tract phase. These established time–lines may be extended if the delay is through no fault of the Soldier. The Soldier's commander must submit a memorandum requesting an extension, with justification for the delay, through command channels to the first GO in the Soldier's chain of command. The GO may allow up to an additional 12 months.

(3) All training required by a reclassification action will be accomplished in accordance with AR 614–200 and AR 611–1.

(4) Formal training to the appropriate skill level is mandatory before award of the new MOS, unless OJT or other 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 623–1.

c. Promotion points for completion of NCOES courses will be awarded in accordance with AR 600–8–19 and AR 140–158.

3–43. Noncommissioned officer academies

a. The NCOAs provide NCOES training at the appropriate skill level to prepare NCOs for future operational assignments.

b. The MACOMs establish NCOAs in conjunction with CNGB (together with the CG, TRADOC, and State Adjutants General) and CAR (together with CG, FORSCOM; CG, TRADOC; and the DCS, G–3/5/7). The NCOAs will be established in accordance with CG, TRADOC and DCS, G–3/5/7 policies.

c. The designation of NCOAs and the division of the training base into NCOAs geographic regions are discussed in appendix E.

d. The USASMA accredits NCOAs and NCOES courses. Proponent schools assist in the accreditation process of the

technical tract training for their respective BNCOCs and ANCOCs. Final accreditation is determined jointly by the USASMA and the responsible proponent school.

e. Students attending NCOAs courses will be placed in a live–in learning environment during the resident portion of the course. Students will maintain high standards of military courtesy, conduct, and physical fitness. However, the level of discipline maintained by NCOAs must not interfere with the learning environment.

f. The TASS Training Regiments (all ARNG/ARNGUS and USARC NCOAs) teach BNCOC Common Core and functional courses. Other regiments (such as CA, CS, CSS, and health services) teach MOS–specific courses, including BNCOC and ANCOC (Technical Tract Training). All courses must be accredited and approved by the appropriate branch proponent–school, MACOM, or its designated accrediting authority.

(1) The TASS training battalions will conduct RC BNCOC Common Leader Training in the AT and ADT modes. The BNCOC/ANCOC Technical Tract Training will be conducted via DL, IDT, ADT, or AT modes as specified by applicable POI.

(2) The FSC, BNCOC, and ANCOC are conducted at selected regional academies only.

g. The NCOAs courses will not award an MOS, ASI, or higher skill level.

3–44. Warrior Leader Course

a. The Warrior Leader Course (WLC) is a branch–immaterial course conducted at Regional NCOAs worldwide and training battalions. It provides basic leadership training for Soldiers selected for promotion to SGT. The WLC provides Soldiers an opportunity to acquire the leader skills, knowledge, and experience needed to lead team–size units. It is the foundation for further training and development. Training focuses on—

(1) Establishing self–discipline.

(2) Instilling professional ethics.

(3) Leading, disciplining, and developing Soldiers.

(4) Planning, executing, and evaluating individual and team training.

(5) Planning and executing missions and tasks assigned to team–size units.

(6) Caring for Soldiers and their families.

b. Soldiers who qualify for WLC are placed on an OML by the unit commander as follows:

(1) *First priority.* Any SGTs that are non–WLC graduates. These SGTs may or may not have a WLC waiver.

(2) *Second priority.* The SPC (P). These Soldiers are prioritized within this category as follows:

(a) The SPC (P) who have met the cut–off score.

(b) The SPC (P) in MOSs which would have had additional promotions if more (P) SPCs had been available and identified as "STAR MOS" by monthly HRC Promotion Cut–Off Memorandum.

(c) The SPC (P) in other MOS serving in an authorized NCO position based on the highest number of promotion points.

(d) All other SPC (P) on a recommended list based on the highest number of promotion points.

(3) *Third priority.* The SPC in leadership positions. In order to fill all WLDC training seats, non–(P) SPC with demonstrated leadership potential may attend WLDC only when all higher OML categories are exhausted.

c. The MACOM commanders establish a quota management plan to support WLC and ensure attendance of fully qualified Soldiers. In order to be consistent with established Army training priorities, MACOMs direct that installations manage quotas to ensure that all Soldiers in a higher OML category attend WLC prior to Soldiers with a lower priority.

d. Graduates of WLC are identified by award of MEL code 2.

3–45. Basic Noncommissioned Officer Course

a. The BNCOC is a branch–specific course that provides Soldiers selected for promotion to SSG with an opportunity to acquire the leader, technical, and tactical skills, knowledge, and experience needed to lead squad–size units. Training builds on experience gained in previous training and operational assignments. Branch schools and selected training battalions conduct this course in a live–in learning environment, where possible.

b. Training focuses on—

(1) Preparing unit and subordinate elements for peace and wartime missions and contingencies.

(2) Planning, supervising, and executing tasks and missions assigned to squad–size units.

(3) Leading, supervising, disciplining, training, and developing subordinates.

(4) Planning, scheduling, supervising, executing, and assessing the unit's mission essential training.

(5) Planning, initiating, and supervising personnel, administration, and supply actions.

(6) Planning, supervising, and assessing the safe use, maintenance, security, storage, and accountability of personal equipment and organizational materiel.

(7) Caring for subordinates and their families.

c. Graduates of BNCOC are identified by award of MEL code 3.

3–46. Advanced Noncommissioned Officer Course

a. The ANCOC is a branch–specific course that provides an opportunity for Soldiers selected for promotion to SFC to acquire the leader, technical, and tactical skills, knowledge, and experience needed to lead platoon–size units. Training builds on experience gained in previous training and operational assignments. Branch schools and selected training battalions conduct this course in a live–in learning environment, where possible.

b. Training focuses on—

(1) Preparing unit and subordinate elements for peace and wartime missions and contingencies.

(2) Planning, supervising, and executing tasks and missions assigned to platoon–size units.

(3) Leading, supervising, disciplining, training, and developing subordinates.

(4) Planning, scheduling, supervising, executing, and assessing the unit's mission essential training.

(5) Planning, initiating, and supervising personnel, administration, and supply actions.

(6) Planning, supervising, and assessing the safe use, maintenance, security, storage, and accountability of personal and unit equipment and organizational material.

(7) Caring for subordinates and their families.

c. Graduates of ANCOC are identified by award of MEL code S.

3–47. Sergeants Major Course

a. The U.S. Army SMC is the capstone of enlisted training. The MSG, MSG (P), SGM, and CSM are prepared for both troop and staff assignments throughout the defense establishment. The USASMC 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 USASMC is a requirement for promotion to SGM and appointment to CSM.

b. Course objectives are to—

(1) Prepare students to assist in the solution of command problems.

(2) Enhance the senior NCO's ability to develop and maintain discipline in the Army.

(3) Instruct students in tactical, administrative, and training operations.

(4) Update students in contemporary Army problems.

(5) Improve personal communications skills.

(6) Develop intellectual depth and analytical ability.

(7) Enhance the student's understanding of military resource management practices and organizational effectiveness techniques.

(8) Sustain the high level of physical conditioning and standards of appearance for students in accordance with this regulation, AR 40–501, AR 600–9, and FM 21–20.

c. Personnel must have reenlisted or extended their current enlistment to satisfy the 24 month service–remaining requirement that begins upon graduation. Failure to take action to meet the service–remaining requirement will result in the initiation of a DA Form 4991–R or retirement in lieu of PCS (see AR 635–200, chap 12, para 12–9). This requirement applies to both primary and alternate selectees.

d. Alternate selectees will replace Soldiers selected for promotion to SGM who fail to attend the scheduled SMC. Alternates will replace primary attendees on a one–for–one basis by MOS and will incur a 24 month service obligation upon graduation.

e. All ARNG/ARNGUS personnel apply to and are selected by a board convened by the CNGB.

f. All USAR personnel apply to and are selected by a board convened by the CAR. The NCOs (except AGR personnel) will use DA Form 1058–R (Application for ADT Active Duty for Special Work, Temporary Tour or Active Duty, and AT for Soldiers of the ARNG/ARNGUS and USAR) to apply for the resident course. The CAR will furnish acceptance dates annually and issue additional instructions to include application procedures for AGR Soldiers. Applications will be processed through USAR command channels.

g. The USASMC Corresponding Studies Program is available only to Soldiers who are selected by the CSM/SGM/ SMC Board. Request for exceptions to policy will be considered for compassionate or medical reasons. The objective of the USASMC Corresponding Studies Program is to make senior–level military education available to selected NCOs.

h. The resident phase of USASMC Corresponding Studies Program is outlined below.

(1) The resident phase will be conducted each year during June.

(2) A student must complete all 4 corresponding studies phases of the course approximately 90 days before the planned resident phase. This will allow sufficient time for administrative processing.

(3) HRC (AHRC–EPT–FN) will provide TDY instructions for all active duty NCOs eligible to attend the resident phase. Instructions concerning attendance of ARNG/ARNGUS and USAR personnel in the resident phase will be announced by CNGB and CAR on notification by the Commandant USASMA of student's eligibility to attend.

(4) Noncommissioned officers who decline the resident USASMC after selection are not eligible for the Corresponding Studies Program.

i. Procedures for awarding credits are shown below.

(1) Upon completion of the Corresponding Studies Program, the student will be awarded a diploma by the Commandant, USASMA. The Soldiers DA Form 2–1, Personnel Qualification Record– Part II, will be updated to reflect NCOES code A.

(2) Retirement point credit for ARNG/ARNGUS and USAR NCOs not on extended duty will be credited at the rate of 1 point for every 3 credit hours of nonresident instruction satisfactorily completed (see AR 140–185).

(3) Graduates of the Corresponding Studies Program are given equal consideration with resident course graduates in all personnel management actions.

(4) The ACE'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.

j. International students may be awarded diplomas.

k. The HRC will provide quotas to MACOM Commanders, CNGB, and CAR for Army students to attend U.S. Air Force (USAF) or USN Senior Noncommissioned Officers Academies in a TDY status. The HRC (CSM/SGM) Branch will identify SMC selectees for attendance to a sister service academy. Individual requests to attend 1 of the sister service academies are not authorized. Courses will be managed in ATRRS.

Section V
Civilian Training

This section summarizes information and guidance contained in AR 690–400; AR 690–950; the Army Civilian Training, Education, and Development System Training Catalog; and applicable civilian personnel policy memorandums. These sources of information and guidance on civilian training can be found on the Internet at the Civilian Personnel On–Line web site (http://cpol.army.mil). Readers are advised that, in case of conflict between the provisions of this section and the civilian personnel regulations, the civilian personnel regulations will prevail.

3–48. The Army Civilian Training, Education, and Development System

a. The Army Civilian Training, Education, and Development System is designed to build a competent, civilian work–force. This is accomplished through a blend of progressive and sequential work assignments, formal training, and self–development opportunities as individuals progress from entry– to senior–level positions. The ACTEDS is patterned after the military education system in providing an orderly, systematic approach to technical, professional, and leadership training. The ACTEDS identifies and documents civilian training requirements at 3 levels: organizational, occupational, and individual. The ACTEDS standardizes training to ensure that DA civilians aspiring to be either technical SPC or leaders acquire required technical and leadership competencies.

b. Career Program Functional Chiefs develop ACTEDS plans that document and prioritize competency–based civilian training. Career field personnel proponents develop ACTEDS plans for occupations specific to their career field. The ACTEDS plans designate key positions and identify required functional and leader tasks and supporting knowledge, skills, and experience, and, in some cases, mentoring requirements. They also suggest career–progression ladders to enable individuals to enhance their experience. Each ACTEDS plan also lists the 5 executive core qualifications (ECQ) and their underlying competencies established by the Office of Personnel Management. Managers must strive to develop these ECQs to be competitive for enrollment in the DLAMP, Functional and Command Executive Development Programs, and to SES. Each ACTEDS plan contains the Army's civilian leadership training common core courses to ensure appropriate leadership competencies are developed at each level of progression. Headquarters, DA, centrally funds intern, leader–development core, and competitive professional development training. Commanders identify, prioritize, and fund training not centrally funded. This training is managed at installation and organizational level.

3–49. Civilian Career Intern Program

a. The Civilian Career Intern Program is a leader development program, included in ACTEDS plans, that supports and provides a pipeline into the professional, administrative, and technical civilian work force. This program shapes the civilian work force through the planned accession of quality employees for civilian leadership positions. It covers all career programs for over 150 professional civilian occupations.

b. The Master Intern Training Plan, which defines the POI, supports the Civilian Leadership Development Action Plan and the SES Action Plan. Formal classroom instruction, combined with rotational OJT under close supervision, provides a comprehensive 2– or 3–year program of instruction to carry the intern from entry– to journey–level. Funding for interns is in accordance with AR 690–950.

3–50. The Army's Civilian Leader Development courses

A new CES is being developed that will include leader development training opportunities for Army civilians at all levels. Current civilian development training supports the 4 phases of training for civilian career progression with—

a. Intern/entry–level courses consisting of the Intern Leadership Development Course (ILDC) and the AODC.

b. Supervisory courses consisting of the Supervisor Development Course (SDC) and the Leadership Education and Development (LEAD) Course.

c. Managerial courses consisting of the Manager Development Course (MDC), the Organizational Leadership for Executives (OLE), Personnel Management for Executives I and II, the Sustaining Base Leadership and Management Course (SBLM) at the Army Management Staff College, and the SSCs.

d. Executive courses consisting of the GO/ SES Orientation Training Conference, GO/ SES Force Integration Course, Equal Opportunity/Equal Employment Opportunity (EO/EEO) Orientation, Apex SES Orientation, and the Leadership Development Program.

3–51. Intern Leadership Development Course
The ILDC trains DA career program interns in leadership doctrine, operational concepts, and the Army structure. It provides practical application in professional ethics, technologies planning, decision–making, technical and tactical competence, team–development, teaching, counseling, supervision, and communications. All interns, whether resourced by ACTEDS or local funding, must successfully complete ILDC to progress beyond their internship. Installation and MACOM career–program intern managers and supervisors will ensure interns enroll in and complete the ILDC.

3–52. Action Officer Development Course
The AODC is an ACCP DL course available electronically through the RDL. This course is mandatory for all interns and new journey–level employees. The AODC trains staff skills such as problem solving, writing, coordination, briefings, ethics, management techniques, and staff procedures. Supervisors will ensure employees requiring this training enroll in and complete the AODC.

3–53. Supervisor Development Course
The SDC is an ACCP DL course available electronically through the RDL. This course provides supervisors with civilian personnel administration skills such as, work management and basic supervision. The course constitutes Phase I of mandatory new supervisor training for first–time military and civilian first–line supervisors of civilian employees. It must be completed within 6 months of appointment to a supervisory position. Supervisors will ensure employees requiring this training enroll in and complete the SDC.

3–54. Leadership Education and Development Course
The LEAD course is taught at installation level. It provides leadership skills to new military and civilian supervisors of DA civilian personnel. It constitutes Phase II of mandatory new supervisor training. Selected nonsupervisory personnel may also attend. The course focuses on supervisory techniques, improving team performance, and the practical application of Army leadership competencies. The Center for Army Leadership certifies installation and school trainers through the LEAD Train–the–Trainer Course. The MACOMs ensure there are sufficient certified trainers to meet training requirements. Supervisors ensure employees requiring this training enroll in and complete the LEAD course.

3–55. Manager Development Course
The MDC is a mandatory DL course for management personnel (supervisors of supervisors and managers of programs, policy, or resources). This course is an ACCP DL course available electronically through the RDL and by correspondence. The course trains new civilian managers in the supporting skills needed to perform management tasks. It also provides information on Army programs of special concern. Managers must complete the course within 6 months of selection for their positions. The attendance requirement may be waived for graduates of the SBLM course at AMSC. Supervisors will ensure employees requiring this training enroll in and complete the MDC course.

3–56. Organizational Leadership for Executives
The OLE course is a 2–week experiential learning course presented by the Civilian Leadership Training Division of the Center for Army Leadership in Kansas City, MO, as well as regionally. This course constitutes the second phase of new manager training and should be preceded by completion of MDC, which is mandatory. It provides newly selected managers with increased self–awareness and an ability to visualize, communicate, and forge the organization's future. Emphasis is placed on skills and competencies which leaders use to lead their organizations to increasing levels of excellence, influencing subordinate performance, managing innovation and change, increasing self–knowledge, and diagnosing systemic problems. The course is recommended for civilian managers (supervisor of supervisors or managers of programs, resources and/or policy). First priority should be given to civilian employees appointed to a managerial position within the preceding 12 to 18 months. All LTCs and colonels are also eligible to attend.

3–57. Personnel Management for Executives Courses I and II
Personnel Management for Executives Courses provide experienced military and civilian managers the human resource–management skills to build upon OLE training. Personnel Management for Executives I focuses on each participant as an individual and as a manager of an important segment of the Army's workforce. Personnel Management for Executives II explores the various dimensions of leadership and human resources management that are primary

concerns of HQDA and DOD executives. Both courses are intended for grades GS–13/14, WS–16, and equivalent nonappropriated fund employees. Employees in grades GS–12, GS–15, and WS–15 will be considered by exception. The AA officers in the rank of major and above may also attend. Personnel Management for Executives I is a prerequisite for Personnel Management for Executives II.

3–58. Army Management Staff College

a. The AMSC offers the SBLM course. The SBLM is a graduate–level, academic program available in residence and by DL. The SBLM course prepares high potential Army civilian and military leaders for advancement to key leadership positions in the sustaining base. It focuses on sustaining–base leadership, management, decision–making, and team–building; national policy and strategy; force development; doctrine; resources; and combat power.

b. Attendees are Army civilian employees in grades GS–12 through GS/GM–14 (GS–11 and 15 may attend by exception), Army majors, and LTCs (MEL code 4–qualified), WOs, and SGMs/CSMs. Civilian attendees are selected by the HQDA secretariat selection board. Officer attendees are selected by the HRC Management Branch for the AA, HRC–St. Louis for USAR, and CNGB for ARNG/ARNGUS. The CSM designated for installation–level

c. The CSM assignments may attend AMSC by exception. Such designees should contact their career branch to apply.

3–59. Attendance at Senior Service Colleges

The SSCs provide senior civilian leadership in grades GS–14 and GS–15 with broad–based knowledge of high–level Army and national issues. Advanced education is available through SSCs at National War College, ICAF, and USAWC. Attendees are selected by a central board.

3–60. Senior Executive Service members training and development

a. The SES personnel system includes top managerial, supervisory, and political positions in the Executive Branch of the Federal Government. The DA SES members are the civilian counterparts of GOs. The SES Office of the ASA (M&RA) administers the development of SES members. Members require a broad core of executive qualifications or abilities in addition to professional, technical, and program knowledge and skills. The 5 ECQ are—

(1) Leading change.

(2) Leading people.

(3) Driving results.

(4) Developing business acumen.

(5) Building coalitions or communications.

b. The ASA(M&RA) SES office plans, manages, and executes the SES Development Program. There are no required development courses for senior SES members. However, the development program for newly appointed SES (less than 3 years of SES service) includes the following courses and seminars:

(1) *General Officer/Senior Executive Service Force Integration Course.* This course is designed to familiarize executive–level military and civilian personnel with the 'how to' and 'why' of determining force requirements and alternative means of resourcing requirements in order to accomplish Army functions and missions.

(2) *Senior Executive Diversity Awareness Training.* This training is prescribed by DODD 1350.2 and in collaboration between senior leaders and the DEOMI to enhance the capability of senior leaders to successfully use EO/EEO programs to lead a diverse workforce force. Information and scenario presentations are presented to facilitate strategic discussion with Service–wide implications. The 2–day seminar is divided into 3 phases, Awareness, Understanding, and Action.

(3) *Leadership at the Peak–Center for Creative Leadership.* This program focuses exclusively on the demands of senior–most leaders, guaranteeing a comfortable, secure environment in which they can evaluate their leadership style and effectiveness and focus on high–level challenges in the company of their peers. It blends self–discovery, self–development and fitness activities and sets it all against a backdrop of current business themes. Held at the foot of the Rocky Mountains in the Center's Colorado Springs campus, and also held in the mountains near Zurich, Switzerland, this program offers a stimulating setting for reflection and development.

(4) *Army Senior Leader Communications Workshop.* This workshop is conducted by the Office of the Chief of Public Affairs to provide training for contact with the public and Congress.

(5) *Apex Orientation Program.* This program —

(a) Establishes jointness as the approach for interaction among the OSD, the Military Departments, Defense Agencies, DOD Field Activities and the private sector, thereby integrating SES responsibilities with DOD component priorities.

(b) Operationalizes the SES role in DOD transformation.

(c) Provides an overview of DOD structure and processes critical to its operation.

(d) Provides experiences that expand leadership and strategic thinking skills in the DOD context.

(e) Provides structured networking opportunities with military and civilian colleagues, to reinforce information sharing across functional areas.

3–61. Army–wide civilian long–term training programs

Civilian long–term training programs, although not mandatory, provide participants valuable learning experiences, professional development, and a competitive edge for future advancement. Commanders determine nominees for ACTEDS centrally funded programs, and selectees for locally funded programs based on organizational priorities. Military and civilian organization leaders and managers should ensure nominations support HQDA Affirmative Action policy. These programs are centrally administered by HQDA, proponents, and Career Program Functional Chiefs.

3–62. Competitive Professional Development Program

a. The Competitive Professional Development Program provides training opportunities to develop, enrich, and retain top quality middle managers and maintain the Army's image as a premier employer. The target audience is GS–11 and above.

b. Training includes functionally oriented, significant developmental opportunities that occur in university programs, training–with–industry assignments, and planned developmental assignments in accordance with respective ACTEDS plans. Individual career program functional chief representatives (FCRs) or proponents working together with Commanders identify these opportunities and forward them to the ASA (M&RA), Civilian Personnel Policy, Central Program Operations Division, for final FY approval. Each career program FCR or proponent selects participants through an Army–wide competitive process.

c. A variety of long–term and part–time programs and seminars are available to civilian members of the AAC. These graduate–level opportunities are offered in acquisition–related disciplines. Additional information can be found in the annual AAC/AAW Civilian Training Opportunities Catalog.

d. Chapter 41 of 5 USC 4107 allows, but does not require, agencies to pay for training that may lead to an academic degree when necessary to assist in the recruitment or retention of employees in shortage occupations, especially those with critical skills. Predetermined shortage categories include members of the Army acquisition work force, special salary rate positions, positions stipulated by public laws and other authorities, and positions covered by direct hire authority from the Office of Personnel Management. The policy also covers positions determined by local installation commanders to be in a shortage category to alleviate recruitment and orientation problems.

e. A continued service agreement is required of all employees participating in academic–degree training programs. The policy prohibits agency training assistance for the sole purpose of enabling an employee to obtain an academic degree to qualify for or increase a competitive edge for selection into positions or occupations where no documented shortage exists.

Section VI
Specialty, Functional, and Other Training

3–63. 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 and DA civilians 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 DA Pam 351–4 has a complete listing of functional and skill–qualification courses.

b. The CG, HRC, Officer Directorate, will assign AA officers (other than chaplains, MEDCOM, and JAGC) to schools to attend specialist courses and reassign them upon completion of the courses. Courses, or a combination of courses, totaling 20 weeks at 1 location will be attended on a PCS basis. Prerequisite qualifications are developed by each agency with training responsibilities and are specified in DA Pam 351–4.

c. Organizational commanders will place AA officers on orders to attend courses of less than 20 weeks duration in a TDY status. The CG, HRC, will provide instructions for officers (less chaplains, MEDCOM, and JAGC) to attend short courses in conjunction with a PCS movement.

d. The DCS, G–3/5/7 (DAMO–TR), will provide quotas to HRC, CNGB, and CAR for Army students to attend USAF, USN, or USMC specialist schools in a PCS status. The DCS, G–3/5/7, will provide quotas to MACOM commanders, HRC, CNGB, and CAR for Army students to attend sister services' specialist schools in TDY status.

e. The Defense Acquisition University (DAU) Mandatory Training Program is the vehicle for Army personnel to accomplish their levels I, II, and III mandatory training prescribed for retention in an acquisition position. The DAU also provides assignment specific training. These courses are funded by DAU. Reservations are made through the ATRRS.

f. The Army Acquisition Tuition Assistance Program (ATAP) is available to all AAC/AAW members for completion of their mandatory 12 or 24 semester hours. For AAC members, ATAP funds undergraduate and graduate degree programs. For AAW members, ATAP funds only undergraduate programs. For Corps Eligible and Competitive

Development Group employees, ATAP funds both undergraduate and graduate degree programs. Further information is available on this program in the annual AAC/AAW Civilian Training Opportunities Catalog.

3–64. Army Civilian Training and Education Development System specialty training
Many courses intended for civilian employees in career programs or career field positions may or may not be included in official ACTEDS plans. These courses normally address topics for which functional proponents have identified and validated a training requirement. They are offered by Army schools and other Army organizations and address a large variety of topics in categories such as environmental protection and enhancement, logistics, ammunition operations, housing management, engineering, and medical training. These courses may fit the description of functional area or skill training or they may be provided for professional development. The functional proponents (which include ACTEDS career PMs, career field managers, and organizations with functional responsibility) review course content and POI with the respective schools.

3–65. Ranger training
a. Ranger training, conducted at the USAIS, Fort Benning, GA, further develops leadership and CA–related skills of Soldiers eligible for assignment to units that primarily engage in the close–combat, direct–fire battle. The course requires Soldiers to perform individual and collective tasks and missions in a realistic environment under mental and physical stress that approaches that found in combat. Training emphasizes the development of individual abilities to apply established doctrine and to plan and conduct infantry, airborne, air assault, and amphibious squad and platoon operations. Officer graduates will receive an SI of 3R for Ranger and 5S for Airborne ranger training. Enlisted graduates will receive an SQI of G for ranger and V for ranger parachutist training.
b. Enlisted Soldiers in the following MOS may volunteer for ranger training:
(1) 11B – Infantryman.
(2) 11C – Indirect fire infantryman.
(3) 11H – Heavy antiarmor weapons infantryman.
(4) 11M – Fighting vehicle infantryman.
(5) 12B – Combat engineer, in companies that directly support infantry battalions.
(6) 13F – Fire support SGT, associated in direct support to infantry battalions.
(7) 18–series – Special Forces.
(8) 19D – cavalry scout.
(9) 19K – armor crewman.
(10) 14S – stinger SGT, 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 CMFs:
(1) 11A – Infantry officer.
(2) 12A – Armor officers allocated against authorized 12C positions.
(3) 12C – Cavalry officers.
(4) 13A – Battalion and company fire support officers in direct support of infantry battalions.
(5) 18A – Special Forces officers.
(6) 21B – Combat engineer officers in companies in direct support of infantry battalions.
(7) 14B – Short range air defense officers in direct support of infantry battalions.
e. Officers, of any branch or specialty, assigned to ranger–coded positions in the 75th Ranger Regiment or Ranger Training Brigade, must complete ranger training.
f. Ranger–coding is limited to selected positions in the following units and schools:
(1) Ranger regiment positions.
(2) Positions in infantry battalions, companies, platoons, and long–range surveillance units.
(3) Selected USAIS instructors.
(4) Selected CTC observer–controllers.
(5) Selected instructors from the WHIMSEC.
(6) Positions in cavalry scout troops assigned to infantry and armor battalions and armored cavalry regiments.
(7) Positions in Special Forces Operational Detachments A, Special Operations Teams A, and Special Operations Chemical Reconnaissance Detachments.
(8) Positions in engineer companies in direct support of infantry battalions.
(9) Selected positions in air defense batteries in direct support of infantry battalions.
g. Volunteers for ranger training who are not in ranger–coded positions will only be accepted on a space–available basis after all personnel who require the training have been scheduled.
h. Combat Support and Combat Service Support (CS/CSS) soldiers are no longer required to be assigned against

Ranger authorizations in order to attend Ranger training. The intended goal of this policy is to increase CS/CSS Ranger–qualified soldiers assigned throughout the Army. However, attendance to Ranger training remains limited to soldiers for whom the DOD Direct Combat Rule Policy applies, as outlined by AR 600–13 and AR 680–29. Enlisted and officer personnel assigned to other MOS/Branch or Specialty in CS or CSS positions will be assigned by HRC.

i. Cadets are not authorized to attend ranger training.

3–66. Airborne training

a. Voluntary airborne training is conducted at the USAIS. The training qualifies Soldiers in the use of the parachute as a means of deployment. Training takes place in a mentally and physically demanding environment. Airborne training develops leadership skills, self–confidence, and an aggressive spirit. Graduates will receive an SQI of "P" for enlisted Soldiers and an SI of "5P" for officers.

b. Enlisted Soldiers who hold an MOS authorized in an airborne unit may volunteer for airborne training.

c. Officers of all components, branches, and functional areas may volunteer for airborne training.

d. Limited availability of training spaces makes attendance highly competitive. Space allocations are based on the percentage of authorized parachute positions, by specialty, Army–wide.

e. The IRR volunteers will be selected for airborne training by the Commander, HRC–St Louis, to meet mobilization requirements.

f. Airborne training priorities are—

(1) Priority 1: AA, USN, USMC, and USAF and Army RC personnel assigned to Airborne, Ranger, or Special Operations Force units. Also included are foreign military personnel regardless of assignment.

(2) Priority 2: Soldiers under Airborne contract (enlistment incentive) not assigned to Airborne, Ranger, or Special Operations Force units.

(3) Priority 3: AA Airborne volunteers.

(4) Priority 4: All other Army (AA, ARNG/ARNGUS, USAR).

(5) Priority 5: Service academy and ROTC cadets with service commitments.

(6) All other services.

3–67. Language training

a. Basic–acquisition language training is provided through the Defense Language Institute, Foreign Language Center, Presidio of Monterey, CA. Training at the school requires full–time attendance. Courses provide the student with a limited working proficiency in listening, reading, and speaking. The DLIFLC also provides full–time resident intermediate, advanced, remedial, refresher, and cross–training language instruction in accordance with programmed requirements. Unprogrammed requirements are handled case–by–case.

b. Commanders of units that require foreign language skills establish a Command Language Program (CLP). They will arrange for nonresident remedial, refresher, sustainment, familiarization, or job–specific foreign language training within their units. The DLIFLC exercises technical control of the training in accordance with DODDs, and advises unit commanders and CLP managers concerning resources available to assist them. Information concerning management of the Defense Foreign Language Program is found in AR 350–20, AR 611–6, and AR 621–5.

c. An SQI L and an appropriate LIC are normally awarded to graduates of the DLIFLC.

d. English–as–a–second–language training is conducted at the Defense Language Institute English Language Center (DLIELC), Lackland AFB, TX 78236–5259. The mission of DLIELC is to give entry level Soldiers and allied military personnel those English language skills necessary for success.

(1) Resident training is provided for selected—

(a) Soldiers whose first language is other than English and who require English as a second language (ESL) training prior to entering IET or a branch OBC, or before appointment as a WO.

(b) Allied military personnel under the Security Assistance Program.

(2) Nonresident ESL instruction and remedial reading, writing, and speaking courses are provided for AA Soldiers whose native language is other than English and 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—

(a) At the local AEC through services provided in accordance with AR 621–5.

(b) In overseas commands for allied military personnel at international installations.

3–68. Consideration of Others training

The DEOMI at Patrick AFB, FL, conducts the EO Training Program and EO Staff Course. Selected Soldiers assigned to EO advisor positions are provided necessary skills and knowledge to assist commanders in increasing unit effectiveness and efficiency through improved human relations and equal treatment. Personnel who successfully complete this training are awarded the appropriate ASI and SQI.

3–69. First Sergeant Course

a. The FSC is a branch–immaterial course conducted at the USASMA and selected battalions for Soldiers selected as 1SG. Training focuses on leader, technical and tactical tasks relevant to the duties, responsibilities, and missions assigned to leaders of company sized units. The course expands previously acquired skills, knowledge, and experience by adding training in company–level functional areas such as personnel, administration, maintenance, training, supply, security, and the UCMJ. Graduates of the FSC are identified by award of SQI "M" after successful completion of 6 months as a 1SG.

b. The AA first–time 1SGs will attend the FSC prior to assuming their duties. No priority will be given to MOS or unit status. All RC first–time 1SGs will attend FSC within 6 months of assuming 1SG duties.

c. When conditions preclude sending a Soldier to the FSC prior to assuming 1SG duties, the Soldier must attend the FSC within 6 months of assuming those duties. Waiver authority for deferring school attendance is delegated to the first GO in the Soldier's chain of command.

d. Short–tour commands, while not exempt from the first–time 1SG policy, are given latitude in complying with the policy for positions of 13 months or less. Soldiers serving such tours who are not school trained when selected to fill a valid 1SG position will not be required to attend the FSC while in the short–tour command. Every effort will be made by HRC to provide a sufficient number of FSC–qualified Soldiers for positions in short–tour commands.

3–70. Battle Staff Noncommissioned Officer Course

The BSNCOC is a branch–immaterial functional course for SGT through SGM selected for staff assignments. The course provides technical and tactical training that is relevant to missions, duties, and responsibilities assigned to staff members in battalion and higher units. Graduates of the BSNCOC are identified by award of ASI 2S. Attendance is mandatory for those soldiers assigned to positions coded ASI 2S. Army Reserve Commanders of soldiers not assigned to ASI 2S positions may request course attendance on a space available basis.

3–71. Command Sergeants Major Course

The CSMC is a branch–immaterial course conducted at the USASMA for newly appointed CSM. The course prepares individuals for battalion–level CSM assignment. It includes a program for their spouses.

3–72. Common military training in institutions

a. The CMT program consists of HQDA–selected general subject areas in which individual Soldiers and DA civilians must be proficient to perform satisfactorily in a military organization. Training conducted in institutions and units is based on validated needs. This training is common to all members at specified organizational levels regardless of branch, career field, or grade.

b. Biennially, DCS, G–3/5/7, validates the need for and publishes a list of general subject areas in which Army personnel require knowledge and skill. The DCS, G–3/5/7, approves and adds to the CMT list all training requirements that are directed by law, DOD, the SA, the Army Staff, and agencies that have the authority to publish directives that include training requirements.

c. School commandants and commanders provide CMT training for staff and faculty members as required by appendix G.

d. The CMT subjects taught to students in training institutions are shown in table 3–1.

Table 3–1
Common military training subjects taught in training institutions

Subject	Reference	Proponent
Weapons qualification	AR 350–1/DA Pam 350–38	DCS, G–3/5/7
Physical fitness	AR 350–1/FM 21–20	DCS, G–3/5/7
Combatives	AR 350–1/FM 3–25.150	DCS, G–3/5/7
First aid	AR 40–3	DCS, G–3/5/7
Antiterrorism	AR 525–13	DCS, G–3/5/7

Chapter 4
Training in Units and Organization

Section I
Planning Unit Training

4–1. The command climate and leadership

a. Leaders must understand how their unit will operate and fight across the full range of military operations, and how to plan and execute training using FM 7–0 and FM 7–1. Training must be innovative, yet doctrinally and technically sound. Leaders must enforce individual, collective, and unit performance standards.

b. Commanders develop and publish near–term, short–range, and long–range training guidance in accordance with FM 7–0 and FM 7–1. The commanders training guidance establishes the unit's training program and guides subordinate–unit training programs. Unit training programs will—

(1) Support ARFORGEN requirements/timelines.

(2) Ensure unit proficiency in directed mission(s). If none, ensure unit proficiency in core mission essential tasks the unit was designed to perform across the full range of military operations in a contemporary operating environment.

(3) Address requirements of the Army training programs described in this chapter.

c. Commanders will ensure the following training and training management tools are understood and used:

(1) Doctrine for planning and conducting training (FM 7–0 and FM 7–1) and Army–approved software programs for implementing it (for example, the Digital Training Management System).

(2) The Total Ammunition Management Information System for managing training ammunition.

(3) Army published training strategies for the unit (CATS for maneuver training and Army Weapons Strategies/STRAC/DA Pam 350–38 for live–fire training)

(4) The ARFORGEN model for lifecycle BCTs.

(5) Current FM 7–15 AUTL, drills, and SMs for task statements/standards.

(6) Training capabilities (for example, training aids devices, simulators, simulations, et cetera) available to unit leaders through the TSS.

d. Commanders and leaders must manage the use of available training resources. Cost–effective training techniques must be aggressively pursued, keeping in mind that every training requirement and expenditure of resources should contribute directly to combat readiness. Army–approved training strategies are designed to make best use of live–virtual–constructive training capabilities to efficiently build and sustain unit proficiency. Army–approved training strategies use a crawl–walk–run approach to training and identify training events, or gates, where the unit must perform to standard before progressing to more realistic/resource intensive conditions. For example, Soldiers perform to standard on the conduct–of–fire trainer before proceeding to full–service gunnery.

e. The senior mission commander must approve prioritization of the training enablers that are critical to the mission commander's training program and are provided by the Installation Management Agency.

4–2. Training standardization

a. The objectives of the Army Standardization Program are to—

(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 publications. While ensuring tasks are performed to Army standards, commanders encourage trainers to exercise initiative and to create realistic and challenging conditions for training within the context of mission, enemy, terrain and weather, troops available and civilian. 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) Procedures that are directed, but vary from established guidance and should be standardized.

(5) Procedures that are missing, incorrect, or inadequate.

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 MACOM commanders.

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

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

4–3. Assessments and evaluations of performance

a. Commanders continuously assess unit performance, whether during training or actual operations, to identify reasons for performance success and shortfalls. Performance shortfalls caused by a lack of skill or knowledge are addressed by training.

b. Additionally, before developing unit training plans (whether near–term, short–range, or long–range plans) and before reporting unit readiness under the provisions of AR 220–1, commanders assess unit proficiency in mission essential tasks. To assess unit proficiency, commanders and leaders use feedback from evaluations of performance during training events. Proficiency shortfalls are addressed by the unit training program.

c. Every training event includes an evaluation of task performance to standard, whether formal or informal, by internal personnel or external. Feedback is provided to those performing the task using after action reviews (AARs). The responsibility for developing evaluation plans and conducting evaluations is assigned during the planning phase for all training events. The tasks, conditions, and standards (derived from MTPs/CATS, drills, SMs, or other sources and stated as training objectives) provide performance measures for the conduct of evaluations (see FM 7–1, chaps 5 and 6).

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 (EXEVALs) or Combat Training Center rotations are used to validate readiness for operational deployment, in general, or to validate readiness for a specific mission.

4–4. Recording military and civilian training

a. Every military unit commander should maintain sufficient records of training to assist in development of a robust unit training program. The individual training records (ITR) that units are required to maintain for all Soldiers are weapons qualification scores, physical fitness test scorecards, and records of individual AT/FP training and area briefings. Some technical skills (for example, aviation) require maintenance of performance qualification records. Other Soldier or leader training records are maintained for the purpose of assisting the commander to develop the unit training program.

b. Leaders maintain a leader book to record administrative and personal information and Soldier proficiency in specific MOS, ASI, SI, and common tasks that support performance of the unit METL. Information in a leader's book is not transferred with the Soldier on reassignment.

c. The ITRs, to include leader books, are not subject to formal inspection. Exceptions are—

(1) The DA Form 3479–R (Training and Proficiency Record– Air Traffic Controller).

(2) Air crew training records as required by AR 95–1.

d. Each organization employing civilian personnel will maintain training records of employee training. Organizations will ensure submission of training completion documentation to the official Army civilian database.

4–5. Common military training

a. Because of their importance to overall force readiness, training on certain subject matter is required as CMT.

b. The CMT is required for all leaders and Soldiers at specific organizational levels. Proficiency in CMT subject matter is necessary, regardless of branch or career field or rank or grade. The CMT requirements are limited to those subject areas directed by law and HQDA. The DCS, G–3/5/7, maintains centralized control over CMT directed training requirements and reviews them biennially. See appendix G and table G–1, which summarizes CMT requirements for units.

4–6. Common task test

A common task is a task for which every Soldier at a given skill level is responsible. All Soldiers must be trained and routinely evaluated on fundamental combat and survival tasks such as individual weapons qualification, communications, CRBNE defense, and first aid. The CTT is used to evaluate Soldier proficiency in the performance of common tasks to include prescribed Warrior tasks and Battle Drills.

a. The CTT is progressive and sequential; that is, each skill level 1 through 4 (entry through platoon levels) has common tasks selected from the appropriate Soldier's Manual of Common Tasks (Skill level 1) (SMCT 1) and the appropriate common task list for skill levels 2 through 4.

b. All AA and AGR Soldiers in skill levels 1 through 4 will take a CTT annually. Other unit personnel may take the CTT at the discretion of the unit commander. All RC Soldiers in skill levels 1 through 4 will take the CTT every 2 years, or more frequently if desired by the unit commander.

c. Commanders in the rank of LTC and above are authorized to exempt individuals from the CTT when long absences due to illness, TDY, school, or similar factors prevent testing during the normal unit schedule or during a make–up period. The MACOM commander may approve requests for unit exemptions.

d. The CTT is administered by unit leaders. The following are duties of the leader:

(1) Tasks selected for the CTT may be evaluated during collective field training or by setting up individual stations that test specific tasks.

(2) Unit leaders will obtain proper equipment to support testing in the hands–on mode. However, for those units unable to obtain needed equipment or support personnel for testing in a hands–on mode, commanders will select a replacement task from SMCT SL1 or the appropriate common core task list. Any replacement task should support the unit's METL. A commander in the rank of LTC or above must approve use of a replacement task. Detailed guidance will be provided in the CTT administration manual published annually by TRADOC.

(3) A new CTT will be published annually. The test period for each CTT will be 1 FY. The test may be given at any time during that FY.

e. The CTTs are scored locally for rapid feedback to Soldiers. Results should be retained by the Soldier's first line leader in their leader book as the basis for input to the commander's assessment of Soldier and leader proficiency.

Section II
Leader Training and Leader Development in Units

4–7. General policy

a. In order to maintain combat ready units, the Army must develop technically and tactically competent leaders who have confidence in themselves and their subordinates. Commanders are responsible for leader training and leader development (LT/LD) programs in their units, and for providing a climate in which learning can take place. They must deliberately plan, prepare, execute, and assess LT/LD as part of their overall unit training program.

b. The FM 7–1 describes the components of a unit LT/LD program. The commander's LT/LD program addresses officers, WOs, NCOs, and DA civilians. The AR 600–100 provides background on the Army's leadership philosophy and policies. The FM 22–100 (being revised as FM 6–22) is the basic manual for Army Leadership. The DA PAM 350–58 establishes doctrine for development and implementation of leader development programs.

c. The commander's primary responsibility is to ensure his unit can perform its directed mission or, if none, can perform core tasks across the full range of military operations. Accordingly, the commander primarily focuses training activities on mission performance, to include Officer Professional Development Program sessions, Noncommissioned Officer Development Program (NCODP) sessions, and SGT'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 LT/LD is to produce self–aware, adaptive, competent, and confident leaders that will enhance unit readiness and mission accomplishment.

4–8. Leader Training and Leader Development Action Plans

A central element of a unit's LT/LD program is individually–structured LT/LD action plans. Each individual assigned to a leadership position within the unit should have an LT/LD Action Plan that is an individual assessment and implementation plan, created jointly by the individual and his/her rater and documented in counseling and evaluation support forms.

a. Near–term goals in the LT/LD Action Plan should focus on weaknesses and reinforce strengths associated with current duty assignments.

b. Short–term goals in the LT/LD Action Plan should focus on developing skills, knowledge, abilities and experience needed for the next assignment.

c. Long–term goals in the LT/LD Action Plan should focus on preparing the officer or NCO for more complex duties beyond his/her operational assignments.

4–9. Officer professional development

a. Commanders should assign officers progressively more complex and demanding duties based on their level of development and demonstrated potential.

b. Commanders also assess officers' performance against leader competencies and provide information on strengths, weaknesses, and developmental needs.

c. Commanders should allow time for officers to attend continuing education and professional development courses as operational requirements permit.

d. Officers should:

(1) Develop self–development action plans in coordination with their commander.

(2) Conduct self–study and practice critical functional leader tasks frequently enough to attain and sustain proficiency.

(3) Expand their knowledge by studying history, doctrine, professional manuals and publications, and analyzing current events in view of their impact with their functional area.

(4) Seek assistance and guidance from supervisors, and more experienced leaders and peers.

(5) Seek challenging assignments that provide opportunities to grow in tactical and technical abilities.

e. The DA PAM 600–3 is the Army's Professional Development Guide for Officers and should be referred to for 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 LT/LD program.

(1) As with all leader training and leader develop, the NCODP is a command responsibility. The program reflects command priorities and expectations for LT/LD and is typically managed by the CSM or senior NCO in the organization.

(2) The program is equally applicable to both table of organization and equipment units and TDAs 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 2 systems provide a valuable foundation for the development of NCOs; however, it is through the application of skills, knowledge, and abilities in the unit that soldiers become quality NCOs.

b. The NCODP goals and objectives include—

(1) The goal of the NCODP is to increase and sustain NCO combat readiness and compliment the overarching Army Noncommissioned Officer Professional Development Program.

(2) Objectives of the NCODP are:

(a) Develop and strengthen the skills, knowledge, and abilities to train, deploy, and lead soldiers in combat through battle focused training.

(b) Develop NCOs who are self–aware, adaptive, 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 lifelong learning process.

c. In order to accomplish a successful NCODP, commanders and unit NCOs should follow the suggested procedures in DA PAM 350–58, chapter 7.

d. A successful NCODP will result in NCOs who can—

(1) Demonstrate the skills of current skill level and duty position per AR 611–21 and DA Pam 600–25.

(2) Accept the duties and responsibilities of current rank and duty position per AR 600–20, AR 611–21, and FM 7–22.7.

(3) Enhance combat performance for the current and next higher rank and duty position per AR 600–20 and FM 22–100 (being revised as FM 6–22).

(4) Enhance combat leadership competencies for the current and next higher rank per FM 22–100 (being revised as FM 6–22).

(5) Train themselves and subordinates to be proficient in METL tasks and associated critical tasks per FM 7–0, FM 7–1, and FM 7–22.7.

(6) Coach subordinates to be totally committed to U.S. Army professional ethics, Warrior Ethos, and the Soldier's Creed per FM 22–100 (being revised as FM 6–22).

e. The DA PAM 600–25 is the Army's Professional Development Guide for NCOs and should be referred to for branch and functional area information. See Part 4, Section III, Part 5, Military Training Programs.

Section III
Military Training Programs

4–11. Sergeant's time training

a. Commanders emphasize individual Soldier training in support of collective METL training by allocating dedicated training time for NCOs using sergeant's training time (STT). The STT recognizes the NCO's primary role in conducting individual, crew, and small team training. The STT develops junior leaders and builds cohesive teams.

b. The STT requires dedicated time on the training schedule and must be planned, resourced, rehearsed, and executed with no external distracters. The 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.

4–12. Combatives training
a. The Army Combatives Training Program recognizes that Soldiers who possess discipline, confidence, and personal courage enhance units' readiness. Commanders must therefore implement combatives training as a regular part of the unit's training strategy. For Soldiers to achieve and sustain proficiency levels, units must incorporate combatives into an organized training program, including situational training exercises and unit collective training.

b. Command emphasis is the key to a successful combatives program and should be posted on the unit training schedules at company and platoon level.

c. Commanders will ensure instructors are properly trained to conduct safe and professional combatives training and competitions. See FM 3–25.150, which serves as the instructional guide for combatives training.

d. Commanders will determine the appropriate frequency of training to support mission readiness.

4–13. Army physical fitness training in units
Policy governing the Army physical fitness training is in chapter 1 of this regulation. Chapter 3 provides guidance for physical fitness standards during institutional training. This paragraph provides policy concerning physical fitness standards for units.

a. Commanders will conduct physical fitness training programs that enhance Soldiers' abilities to complete Soldier or leader tasks that support the unit's METL.

(1) Preparation for the APFT is of secondary importance. Maintenance of the military skills listed below will also be emphasized.

(a) Agility, to include fast movement in enclosed spaces (sprinting and lateral movement).

(b) Balance and controlling fear of heights.

(c) Vaulting, jumping, and landing correctly.

(d) Forced marching with loads, to include cross–country movement.

(e) Strength development activities such as rope climbing, pull ups, and resistance exercises.

(f) Crawling.

(g) Negotiation of natural and man–made obstacles (confidence and obstacle courses).

(2) Commanders may establish unit APFT mission related goals which exceed Army minimum standards. However, individuals must be aware of these goals and be able to achieve them safely through the use of normal training time and adherence to the principles of conditioning outlined in FM 21–20. Personnel who meet Army minimum standards, but fail to meet unit goals, may not be punished or disciplined. However, they may be required to participate in special conditioning programs which focus on overcoming a weakness. Commanders who establish higher goals should do so because their unit missions require Soldiers to be more than minimally fit. Like–units with identical missions (companies within battalions, battalions within brigades) should have similar standards. Care must be taken by the chain of command to ensure unit goals do not arbitrarily replace Army standards.

(3) Physical performance requirements are inherent in many tasks listed in the SM for each MOS. The ability to perform MOS physical tasks is 1 of the criteria for graduation from IET. Soldiers in units must maintain physical fitness proficiency as part of their overall MOS proficiency.

(4) Special conditioning programs are appropriate for Soldiers who have difficulty meeting unit goals or Army standards. Such programs will not be punitive; they must be designed to improve the fitness level of Soldiers. Additional training sessions are not always a substitute for smart, tailored conditioning sessions and can lead to over training. Special conditioning programs will be designed to meet individual needs to overcome identified weaknesses (for example, aerobic or strength deficiency). In addition, they should encourage a healthy lifestyle.

(5) Special physical fitness programs will be tailored according to FM 21–20 and kept separate and distinct from the Army Weight Control Program, except for the exercise programs prescribed to assist Soldiers with weight control problems. Commanders should avoid placing all Soldiers that exceed body composition standards or have fitness problems in the same category with the expectation that more exercise will automatically result in decreased body composition and weight. Special programs will be employed for Soldiers with physical fitness problems. Separate special programs or additional PT is not always a solution to overcome identified weaknesses. Commanders are encouraged to place Soldiers with special fitness needs into the regular unit fitness program whenever possible. These programs will not be used to discipline Soldiers who may have attitude problems toward physical exercise.

(6) Competitive, intramural sports programs should complement unit physical fitness programs and be used to build esprit de corps, teamwork, and morale. Unit sports activities, however, must be sufficiently rigorous to develop some of the physical fitness components outlined in paragraph 1–23*b* of this regulation. They should not substitute for a formal program of physical conditioning.

(7) Any aerobic activity which results in Soldiers maintaining their training heart rate as described in FM 21–20 for a minimum of 20 minutes, 3 to 5 times per week, is adequate to maintain cardio–respiratory fitness. The intensity of each cardio–respiratory exercise session should be adjusted based on the training objective for that session. The PT is

aimed at improving a Soldier's muscular strength and endurance should consist of multiple sets of timed exercises. Exercises should be continued until temporary muscle failure (until the individual cannot complete another correct repetition). Muscular strength and endurance sessions should work all major muscle groups of the body. Training sessions will be conducted a minimum of 3 times a week. Detailed guidance is provided in FM 21–20.

(8) Commanders should design and tailor programs according to the unit METL. Mission–focused PT will be conducted to prepare Soldiers to meet the physical demands of combat, stability operations, and support operations. See FM 21–20, which outlines types of programs for units with different missions. Running has always been regarded as 1 of the best aerobic activities. However, unless the running is balanced with strength, muscular endurance, and load–bearing exercises related to the unit mission, the program is inadequate. The objective is to incorporate drills that include exercises to condition all major muscle groups for a total body workout. The scheduled PT activities must be designed to allow Soldiers to improve overall physical fitness and to achieve APFT standards.

(9) Physiological differences, as well as unit and individual missions, must be considered when designing programs involving Soldiers of different gender. Despite the level of conditioning, cardio–respiratory and strength differences between men and women are significant. For example, women generally have to exert more effort to maintain the same pace or to do the same amount of work as men. Commanders will practice the principles outlined in FM 21–20 and apply them to maximize unit and individual Soldier development. Soldiers who are pregnant or who are recovering from childbirth will not participate in unit physical fitness programs or the APFT. Pregnant Soldiers are exempt from regular physical fitness training within the unit and APFT testing for the duration of the pregnancy and up to 180 days past pregnancy termination. Postpartum Soldiers will be cleared by their physician's assistant prior to resuming physical fitness training or testing. Commanders are encouraged to enroll pregnant Soldiers in the Installation Pregnancy Fitness Program. This program assists pregnant and postpartum Soldiers in maintaining fitness throughout their pregnancy and to assist them in returning to pre–pregnancy fitness levels after pregnancy termination.

(10) Commanders will use FM 21–20 when developing physical fitness training programs for Soldiers. This publication provides excellent material to design and tailor programs for Soldiers in all kinds of assignments.

b. Physical fitness testing gives Soldiers an incentive to stay in good physical condition and allows commanders a means of assessing the fitness levels of their units. Accordingly, all AA and RC Soldiers must be able to pass the APFT at any time, except upon return from deployment. Soldiers will be administered a record APFT no earlier than 3 months for AA and 6 months for RC Soldiers.

(1) Physical fitness testing will not form the foundation of unit or individual fitness programs; it is simply 1 element of a total program. Fitness testing ensures the maintenance of a base level of physical fitness essential for every Soldier in the Army, regardless of MOS or duty assignment. Unit programs must take this base level of conditioning and raise it to help meet or exceed mission–related physical performance tasks.

(2) Results of the APFT will be recorded on DA Form 705 (APFT Scorecard) which will be maintained for each Soldier. This scorecard will be kept at a central location in the unit and will accompany the individual military personnel records jacket 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 6 months in accordance with AR 600–9.

c. Commanders may establish incentives and unit physical fitness objectives related to their mission essential tasks.

(1) Soldiers who score 270 or above, with a minimum of 90 points per event on the APFT, and meet body composition standards will be awarded the Physical Fitness Badge for physical fitness excellence in accordance with AR 600–8–22. Soldiers are required to meet these criteria during each APFT for record to continue to wear the badge.

(2) Soldiers without medical profiles, who repeatedly fail the APFT, or fail to take the APFT with no authorized waiver within the required time will be barred from re–enlistment or processed for separation from the service. Provisions for separation are in AR 600–8–24 (for officers) or AR 635–200 (for enlisted Soldiers) and counterpart ARNG/ARNGUS 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.)

d. The Army MWR Sports Program enhances physical fitness and readiness requirements by the military. Many sports can be used to promote unit esprit de corps and teamwork, develop a competitive spirit, increase motivation for fitness development, improve physical fitness, help relieve stress, and add variety to unit programs. Vigorous sports, such as basketball, triathlon, boxing, wrestling, racket games, soccer, swimming, biking, cross–country skiing, and running enhance fitness.

(1) The 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. The 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) The MWR physical fitness facilities (gymnasiums and swimming pools) may be used in unit training programs, to include the following:

(a) Weight training.

(b) Circuit training.

(c) Unit PT.

(d) Swimming and water survival training.

(3) When mission accomplishment is not jeopardized, commanders and supervisors should permit their personnel to take part in the Army's All Army/Armed Forces Sports Program and international competitive events such as Conseil International du Sport Militaire, Pan American, and Olympic Games. Participation should be used as a way to promote physical fitness at the highest level of competition. All Army/Armed Forces competitions include boxing, wrestling, taekwondo, cross country, basketball, soccer, volleyball, triathlon, softball, bowling, golf, marathon, and rugby. International competitions include many Olympic sports as well as several purely military disciplines, to include parachuting, shooting, biathlon, and naval pentathlon. Two international competitive events related to military physical fitness are as follows:

(a) The Military Pentathlon (shooting, obstacle running, grenade throwing, utility swimming, and cross–country running).

(b) The Confederation of Inter–allied Reserve Officers military skills competition (orientating, obstacle swimming, shooting, obstacle running, grenade throwing, map reading, and distance estimating).

e. When conducting physical fitness training in unit formations, the commander will prescribe a uniform proper to weather conditions and the type of activity. This can include appropriate components of the athletic ensemble (Common table of allowances 50–900) when issued, or it can also include battle dress trousers with undershirt or utility shirt. Commanders may authorize the wear of individually purchased athletic clothing for unit sports activities or for PT.

(1) Testing standards are designed for Soldiers wearing running shoes. Accordingly, running shoes will be worn for physical fitness testing unless individual Soldiers elect to wear combat boots.

(2) Commanders should advise Soldiers on how to select suitable athletic or running shoes. However, they will not require the purchase of a particular color, brand, or style.

(3) The preferred footwear for running is the running shoe. However, some PT in well–fitted and broken–in boots, to include limited running and rapid road marching, may be appropriate. Activities conducted in combat boots should progressively increase in duration allowing Soldiers to adapt to performing in boots. Training in boots will prepare Soldiers for running or forced–marches over rough terrain. Commanders must consider the experience of their Soldiers and their unit missions when deciding on the footwear for fitness training.

4–14. Weapons qualification training

a. Commanders will ensure individuals and crews are proficient in the safe use, maintenance, and employment of weapons and weapon systems. Individuals and crews must meet weapons qualification standards for their weapon within munitions resourcing levels authorized by DA Pam 350–38. The standards 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) Training on simulators and sub caliber ranges is encouraged before qualification.

(2) Preliminary marksmanship training will be conducted before instructional or qualification firing of weapons. Examples of marksmanship fundamentals are: target detection/identification, range estimation, shot grouping, battle sight zeroing, crew drill, weapons maintenance, night firing, and firing in mission–oriented protective posture (MOPP) 4 configuration.

(3) Alternate qualification courses may be used when a standard record fire range is not available.

(4) Ammunition issued for training and qualification firing must be accounted for in accordance with AR 190–11 and AR 5–13.

(5) Individual qualification with weapons will be recorded on DA Form 2A (Personnel Qualification Record, part I) or DA Form 2–1 (Personnel Qualification Record, part II) (see AR 600–8–104). Commanders conducting training will provide the custodian of personnel records with information on qualification firing so it can be included in the Personnel Qualification Records.

(6) Exemptions from weapons qualification are as follows:

(a) Army Medical Department personnel and non–MEDCOM personnel in medical units will train and qualify with individual small arms (pistols and rifles). These personnel are not required to train and qualify on crew–served weapons. However, MEDCOM personnel attending training at NCOES courses will receive weapons instruction that is part of the curriculum. This will ensure that successful completion of the course is not jeopardized by failure to attend the weapons training portion of the curriculum.

(b) Chaplains and individuals classified 1–A–O (conscientious objectors).

(c) Cadets at the USMA, except when directed by the Superintendent.

(d) Individuals in duty positions not assigned individual weapons.

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 AA units to re–qualify.

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 M60 machine guns). Qualification with crew–served weapons will be in accordance with applicable training literature for those weapons within munitions resource levels authorized by DA Pam 350–38.

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 STRAC authorizations prescribed in DA PAM 350–38. Familiarization weapons training also can be accomplished using training devices such as the Engagement Skills Training 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 be armed.

g. Participation in competitive marksmanship program activities is encouraged.

4–15. Nuclear, biological, and chemical defense training

a. Unit NBC defense training will ensure that Soldiers, leaders, and units achieve and maintain proficiency in combat operations under NBC conditions. Individual Soldiers, leaders, and units will achieve and maintain the standards for NBC defense tasks described in MTPs, drills, and STPs.

(1) The NBC defense tasks, such as contamination avoidance, protection, and decontamination doctrine, will be integrated into unit mission training through the following actions:

(a) Commanders will analyze their missions and train to accomplish them against the NBC threat they expect to face.

(b) Selected field training exercises (FTXs) and command post exercises (CPXs) will include NBC operations against an OPFOR with a capability of employing NBC weapons.

(c) The EXEVALs of overall unit proficiency must in part, measure how well the unit performs in an NBC environment.

(2) Unit NBC weapons defense training should include every aspect of chemical warfare operations. Modern NBC weapons can affect large 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.

b. The NBC defense standards are published in SMs, STPs, MTPs/CATS, and civilian training plans. Civilian personnel expected to deploy with Army units will be trained to the same NBC standards as military personnel.

c. To enhance NBC defense training at the unit level, every tactical company, battery, or troop will have an NBC defense officer and NCO (MOS 54B). The NBC NCO is the unit commander's principal NBC defense trainer and advisor on NBC defense operations and training, and NBC defense equipment maintenance.

(1) Those TDAs units authorized NBC defense equipment are required to conduct NBC defense training and will appoint an NBC NCO.

(2) The unit (company, battery, or troop) NBC defense officer and NCO must successfully complete the NBC Defense course developed by the U.S. Army Chemical School. This course may be taken at area or post NBC schools, TASS schools, or the U.S. Army Chemical School. Branch trained NBC officers or NCOs are not required to be graduates of the course. Prerequisites for personnel attending the NBC Defense course are shown below—

(a) A (P) specialist or (P) corporal and above.

(b) Significant retainability in unit.

(3) The NBC defense training must be fully integrated into unit exercises (combat, CS, CSS, and command and control) for both offensive and defensive operations. Realistic training requires that enemy doctrine and capabilities for the employment of NBC weapons be understood and used to enhance mission performance in an NBC environment.

(4) Defensive NBC 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 NBC conditions. Unit NBC proficiency will be determined by having the unit accomplish its mission under NBC conditions during external and internal evaluations to MTPs standards (see FM 3–11).

(5) Units will conduct weapons qualification on individual and crew–served weapons with personnel wearing MOPP 4, in accordance with DA Pam 350–38.

(6) Contamination avoidance, protection, and decontamination training will be conducted as described below.

(a) Monitoring for NBC hazards is a unit 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 NBC defense equipment.

(b) Planning and control of radiological and NBC surveys and biological sampling will be done at battalion and higher levels.

(c) 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.

(7) Personnel will be trained on the proper procedures for entry and exit of collective protection equipment.

(8) Operation and maintenance of individual and unit NBC equipment are the duties of both leaders and Soldiers. Operators of unit NBC defense equipment will be trained to perform operator maintenance and serviceability criteria checks on the assigned equipment.

(9) Emergency essential DA civilians will be trained in NBC 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.

(10) Units will integrate, as appropriate, the use of smoke and flame to support mission related training.

4–16. Combat lifesaver training

a. Immediate, far–forward medical care is essential on a widely dispersed and fluid battlefield to prevent Soldiers from dying of wounds. Medical personnel may not be able to reach and apply lifesaving measures to all wounded Soldiers in a timely manner. The combat lifesaver is a nonmedical Soldier trained to provide lifesaving measures beyond the level of self–aid or buddy–aid. A properly trained combat lifesaver is capable of stabilizing many types of casualties and can slow the deterioration of a wounded Soldier's condition until medical personnel arrive. Functioning as a combat lifesaver is a secondary mission undertaken when the tactical situation permits.

(1) Each squad, crew, or equivalent–sized deployable unit will have at least 1 member trained and certified as a combat lifesaver. Combat lifesavers must be recertified every 12 months at unit level.

(2) Corps/divisions/brigades and separate brigade–sized units will implement combat lifesaver training within their commands and designate a staff surgeon responsible for supervising their combat lifesaver programs. The primary instructor will be at least a senior medical NCO.

(3) Units without qualifying medical personnel will request training instructor support form the next higher command surgeon or local medical treatment facility. Selected unit personnel will be enrolled in the Combat Lifesaver Training course in accordance with DA Pam 351–4.

(4) Combat lifesaver training will be conducted in accordance with guidelines contained in this regulation and training materials provided by the Combat Lifesaver Correspondence course (see DA Pam 350–59). Student and instructor materials printed by the ATSC are 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 U.S. Army Special Operations Command personnel, established by the USASOC DCS, Surgeon.

b. Proof of Combat Lifesaver course completion will be placed in the Soldier's military personnel records jacket in accordance with AR 600–8–104.

c. Unit personnel are not authorized to increase or delete items contained in the combat lifesaver aid bag. As an exception, Special Operations Command 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.

4–17. Personnel recovery, Code of Conduct and survival, evasion, resistance, and escape training

a. Personnel recovery. The task of PR is one of recovering our warriors that are isolated, missing, detained, or captured. The PR is fundamental to the Warrior Ethos. Commanders will prepare unit personnel (Soldiers, leaders, DA civilians and DA contractors) to survive isolating situations and recover those who are lost. Doctrinal constructs, such as, SERE, search and rescue, combat search and rescue, and nonconventional Assisted Recovery, are all embedded in PR as described in FM 3–50.1.

b. Code of conduct training and SERE training. All Soldiers and leaders require training on the code of conduct training and SERE (CoC/SERE) training. See AR 350–30 which prescribes subject matter to train at each training level.

(1) Fundamental entry training. All Soldiers and military leaders receive CoC/SERE training during IMT.

(2) Tailored training in units. Unit commanders tailor training based on the Soldier's potential risk of isolation. All Soldiers, military leaders, DA civilians and DA contractors will receive some form of advanced CoC/SERE training tailored to the specific needs and or requirements of their unit or agency. This training may be conducted as the following:

(a) Military Service Level C Code of Conduct.

(b) Joint PR Agency (JPRA) Level B Code of Conduct video series.

(c) The JPRA/SERE 100 web/CD training product.

(d) Army PR/SERE training modules.

(3) Advanced SERE Training. The SERE courses conducted at approved military schools provide advanced survival, evasion, resistance and escape, training. Currently, the Army SERE course is conducted at USAJFKSWC&S and is programmed to be taught at U.S. Army Aviation Center, Ft. Rucker by FY 07. The MACOM or ASCC establishes the

requirement for advanced SERE Training. Commanders select unit personnel for training whose position, MOS, or assignment has a high risk of capture; whose position, rank, or seniority makes them vulnerable to greater than average exploitation efforts by a captor; or who may be considered by captors to be useful or valuable.

4–18. Law of war training

a. Soldiers and leaders require law of war training throughout their military careers commensurate with their duties and responsibilities. Requirements for training at the following levels are specified in paragraphs 4–18*b–d* of this regulation.

(1) Level A training is conducted during IET for all enlisted personnel and during basic courses of instruction for all WOs and officers.

(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 enemy prisoners of war.

(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's 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) In addition to the training described in paragraphs 4–18 *c*(1)–(4) above, training on the law of war and detainee operations will be integrated into other appropriate unit training activities, FTXs and unit EXEVALs at home station, CTCs and mobilization sites. Maximum combat realism will be applied to tactical exercises consistent with good safety practices.

d. Army schools will tailor law of war training to the tasks taught in those schools. Level C training will emphasize officer, WO, and NCO responsibilities for—

(1) Their performance of duties in accordance with the law of war obligations of the United States.

(2) Law of war issues in command planning and execution of combat operations.

(3) Measures for the reporting of suspected or alleged war crimes committed by or against U.S. or allied personnel.

4–19. Antiterrorism and force protection

Training for AT/FP will not take the place of biannual Subversion and Espionage Directed Against U.S. Army and Deliberate Security Violations training requirements. The Army has 4 levels of AT/FP training; level I– Individual Awareness Training; level II– AT/FP Officer Training; level III– Battalion Commanders/Selects; level IV– Installation Commanders and Senior Executive Training.

a. Level I training must be accomplished within 6 months prior to deployment or travel by Soldiers, civilian employees, DOD contractors, and family members on U.S. Government orders outside the 50 United States, its territories, and possessions. The minimum training requirements for level I, Individual Awareness Training, are:

(1) The Soldier must have received training on individual and unit protective measures, hostage survival techniques, terrorist surveillance detection and threat condition measures.

(2) Soldiers must have undergone an AOR update for the area traveled, view AT/FP awareness videos and received awareness handouts, the Army wallet card (GTA 21–3–11), "Individual Protective Measures," (GTA 19–4–3, July 1997), or a COCOM/HQDA equivalent.

(3) Level II training occurs at service schools or through the use of Mobile Training Teams. Level II training prepares individuals in the rank of SSG through MAJ to manage a unit's antiterrorism/force protection program, serve as the AT/FP advisor to the unit commander, and provide level I training at the unit level.

b. Level III training is executed at PCC, garrison commander, installation, and GO training courses. Instruction provides commanders with knowledge, skills, and abilities necessary to implement the Army's Force Protection Program.

c. Level IV training is an executive–level seminar that focuses on AT/FP programs, policy, planning, and execution. The seminar includes a tabletop AT/FP war game that facilitates interaction and discussion on power projection, weapons of mass destruction, threat condition management, and implementation of AT/FP actions.

d. Units will integrate AT/FP training into unit training programs. Unit commanders must ensure that AT/FP training is documented in the individual's training records.

4–20. Field sanitation
All deploying units will train field sanitation teams prior to deployment.

4–21. Joint airborne/air transportability training
a. The objectives of the 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 airland techniques and procedures.

(3) Improve the quality and quantity of airdrop (heavy equipment and personnel) techniques and assault airland training.

(4) Strengthen the Air Mobility Command Affiliation Program.

b. The following policy guidance pertains to Army involvement in JA/ATT missions:

(1) In planning, requesting, and conducting JA/ATT missions, all MACOMs 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 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) The CS 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 JA/ATT program:

(a) Unilateral Army training using airlift primarily as a mode of transportation from 1 location to another.

(b) Point–to–point air transportation not involving airdrop, assault airland, or air transportability training.

(4) Transportation of personnel and equipment to and from CTCs will be programmed and budgeted as a transportation requirement and not under the 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. Major commands will implement these policies within their regulations. Further, MACOMs will establish procedures by which JA/ATT programs will operate in accordance with Air Mobility Command Operation Order 17–76. Air Mobility Command's procedures have precedence during crisis situations.

4–22. Postmobilization training
a. Postmobilization training is conducted by all RC units prior to deployment and employment.

b. Postmobilization training completes ARFORGEN training strategies and validates a unit's readiness for deployment.

c. Postmobilization training focuses on METL tasks not fully trained to establish Army standards during premobilization training and on theater specific tasks identified by the COCOM through FORSCOM.

d. During peacetime operations, the RC unit commander works with his next higher ADCON commander to identify those mission essential tasks to be trained during premobilization and those to be trained during postmobilization

training. The pre and postmobilization METL tasks are reviewed and updated annually and input into the FORSCOM Forces Command Mobilization Deployment and Planning System (FORMDEPS). Given an assigned mission, the RC unit's METL and postmobilization training tasks are again updated.

e. The RC unit commanders annually meet with Continental U.S. Army (CONUSA) Training Support Brigade commanders and installation management activity commanders to identify both required and available resources to support post mobilization training. Planning is accomplished to complete those premobilization tasks not fully trained to standard to include individual CMT/CTT as well as METL tasks deferred to postmobilization training. The installation management activity commander provides facilities and resources for conducting postmobilization training.

f. Commanders, down to battalion or separate company or detachment level, will establish and maintain postmobilization training and support requirements in accordance with FORMDEPS. Postmobilization training and support requirements include ranges, ground maneuver areas, training ammunition, and additional training assistance as needed.

g. The HQDA required mobilization exercises are:

(1) Limited–notice exercise conducted annually for a selected portion of the RC, focusing on home–station activities (OPTIMAL FOCUS series).

(2) Mobilization station surge exercise for a mobilization station with its full complement of mobilizing units, testing the station's capability to sustain operations during a high stress phase. Occurs during selected JCS sponsored exercises (POSITIVE FORCE series).

(3) Mobilization station CPX, providing the mobilization station commander and staff an opportunity to exercise and review mobilization policies and procedures (CALL FORWARD series).

4–23. Soldier training courses

a. At the discretion of the unit or installation commander, military personnel or civilian employees may develop and conduct Soldier training courses for support skills and technical skills. Examples include driver safety training and training to orient leaders to local requirements. Military personnel conducting Soldier training courses will use course material and POI approved by the Army's TNGDEV (for example, TRADOC, or MEDCOM schools). Typically, Soldier training courses are courses of instruction established by unit or installation commanders to train and sustain Soldier skills. Soldier training courses are characterized by a cadre of trainers assigned the task of conducting centralized training. Soldier training courses involve dedicated facilities, manpower, and training support materials. Soldier training courses may be provided by the Army Education Center. Soldier training courses not governed by this policy include:

(1) Army modernization training courses.

(2) Language training courses.

b. Soldier training courses may be established by unit or installation commanders to supplement unit training. Unit or installation commanders will validate the need for each Soldier training course. Soldier training courses do not relieve officers, WOs, or NCOs from their roles as trainers. Accordingly, contracted Soldier training courses will not be conducted for—

(1) Tactical or combat–related training that the chain of command has inherent responsibility to train (for example: rifle marksmanship, PT, or rappelling).

(2) Leader training, such as refresher training for company commanders, executive officers, and 1SGs.

(3) Training for CTT.

(4) Training on collective tasks (for example: training for crews, teams, squads, platoons).

c. Any Soldier training course (or training support materials) that is furnished by a contractor require approval of HQDA and will follow a program of instruction developed by the proponent MACOM school. The following Soldier training courses are approved by HQDA for contracting, as required by unit or installation commanders:

(1) The Army Maintenance Management System Clerk Course.

(2) Prescribed Load List Clerk Course.

(3) Motor Pool Operations/Management Course.

(4) Generator Operator Course.

(5) Fuel Handlers Course.

(6) Basic Welding Course.

(7) Forklift Operator Course.

(8) Bus Driver Course.

(9) Unit Supply Clerk Course.

(10) Unit Supply Operations/Management Course.

(11) Unit Armorer Course.

(12) NBC Defense Course.

(13) Unit Postal Clerk Course.

(14) Disk Operating System Course.

(15) Word Processing Course.

(16) Database Management Course.

(17) Unit Level Logistics System Course.

d. Whenever possible, institutions recognized by 1 of the following accrediting agencies will be used for contracted Soldier training courses:

(1) Middle States Association of Colleges and Schools.

(2) New England Association of Schools and Colleges I, Commission on Institutions of Higher Education.

(3) New England Association of Schools and Colleges II, Commission on Technical and Career Institutions.

(4) North Central Association of Colleges and Schools.

(5) Northwest Association of Schools and Colleges.

(6) Southern Association of Colleges and Schools, Commission on Colleges.

(7) Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges and Accrediting Commission for Senior Colleges and Universities.

(8) Association of Independent Colleges and Schools.

(9) Accrediting Commission for Career Schools and Colleges of Technology.

(10) Accrediting Commission of the Distributed Education and Training Council.

(11) Accrediting Association of Bible Colleges.

(12) Accrediting Bureau of Health Education Schools.

(13) Council on Occupational Education.

(14) Association Theological Schools in the U.S. and Canada.

e. The individual MACOMs will establish procedures for installations to identify resource requirements for contracted training. These procedures will support and work in concert with PPBES. The ACES funds will not be used to conduct Soldier training courses. The ALC facilities may be used to support Soldier training courses.

Chapter 5
Army Modernization Training and Training Support

Section I
Introduction

5–1. Policies and procedures
This chapter prescribes policy for providing training and training support with fielding of new/improved/displaced equipment.

5–2. Army modernization by unit sets
a. 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 (usually a Brigade Combat Team) 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 use for capabilities/ requirements generation, materiel development and acquisition, manpower and personnel, funding, testing, fielding, transfer, training, sustainment, and support facilities. The Army Modernization Schedule, published biennially, identifies units being modernized and corresponding infrastructure and training base requirements. Unless exigencies require otherwise, lifecycle units are modernized when the unit reconstitutes, with training for operators provided previously in MOS producing schools and training for unit leaders exported to their home station.

b. Fielding by a unit set is accomplished in accordance with the latest HQDA USF Directive using 5 phases: Preparation, Reorganization, Fielding, Collective Training, and Validation. While in the Reorganization–Fielding–Collective Training–Validation phases, the unit's primary mission is modernization.

(1) *Preparation phase.* Preparation begins after a unit is identified for modernization. The DOTMLPF system–of–system requirements associated with the unit set are identified, validated, and programmed/budgeted. Primary objective is to ensure that all unit set components are available when required during fielding. The PMs, TRADOC, MACOMs, the Corps of Engineers, and the Installation Management Agency identify requirements for training support components (infrastructure, facilities, products, personnel, et cetera) across all training environments (training base schools, home stations, and CTCs) and submit them through the appropriate HQDA resource approval process. The DCS, G–3/5/7 (DAMO–TR) reviews adequacy of training support concept and represents the training functional area in HQDA management reviews.

(2) *Reorganization phase.* Unit Reorganization begins about 6 months prior to the unit entering its fielding window and includes activities required to transition from the unit's current MTOE to its new MTOE authorizations. Displaced

equipment is turned–in. All unit set components (to include training support components) are put in place to support fielding.

(3) *Fielding phase.* Total Package Fielding, the Army's standard fielding process for new equipment, is used by the PM to field new equipment and its associated support items (training devices/simulators, training publications, equipment technical manuals, parts, test/support equipment, et cetera) to the modernizing unit (see AR 700–142). Beginning on its E–date, modernizing units draw all new equipment in its unit set. The PM for each new system in the unit set conducts NETT. Completion of NET for all systems in the set closes the fielding window. This phase will normally not exceed 6 months.

(4) *Collective Training phase.* During this phase, the unit conducts training to achieve proficiency in its assigned mission or, if no mission is assigned, to achieve proficiency in the mission(s) the unit was designed to perform in wartime.

(5) *Validation phase.* The MACOM with training and readiness oversight for the modernizing unit verifies that the unit is able to execute its assigned mission or, if none, its wartime/design mission. Typically, results for EXEVALs or CTC rotations serve this purpose. Performance to standard during a validation event completes fielding of the unit set. The Unit Commander declares Initial Operational Capability.

5–3. Total package fielding
To minimize the logistics burden of fielding on the gaining MACOM, all required support is concurrently fielded with a materiel system. "Training and Training Support" is 1 of the integrated logistic support elements that are carefully managed throughout a system's total lifecycle with particular emphasis during acquisition and fielding.

5–4. Acquisition of training support
As an indispensable capability, training and training support is developed along with a materiel system in accordance with acquisition policy. That is, a materiel system's training and training support requirements are established under the purview of AR 71–9, Materiel Requirements; are documented under the purview of AR 71–32, Force Development and Documentation; are developed and fielded under the purview of AR 70–1, Army Acquisition Policy; are supported under the purview of AR 700–127, Integrated Logistics Support; and are released for fielding under the purview of AR 700–142, Materiel Release, Fielding, and Transfer.

5–5. General acquisition objectives for training
Objectives for development of every materiel system's training subsystem are—

a. Ensure that an overall training strategy (System Training Plan) is developed (in accordance with TRADOC Regulation 350–70) for every fielded materiel system.

b. Ensure that the materiel system's training subsystem provides adequate training support so that trainers in every training domain (in training base schools, at mobilization sites, at Army CTCs, at home station, while deployed) can efficiently and effectively accomplish their role in the overall training strategy.

c. Embed required training capability into the materiel system, whenever practical.

d. Ensure that every materiel system being fielded has been integrated into the existing Army TSS. For example, ensure that required training capability has been integrated into all training domains, into training environments (like live–virtual–constructive training venues), and into existing training simulations and devices.

e. Ensure that critical training and training support requirements associated with the materiel system are fielded concurrently with the system.

f. Ensure that training support required for a materiel system is logistically supported over time.

g. Ensure that required training and training support accompany any equipment that is displaced from one unit to another.

h. For lifecycle units, field new systems to units before/during reset, train operators and maintainers during IMT, and export tactical employment training to unit leaders before the train–up cycle begins.

i. Ensure that institutional training has the capability to train operators, maintainers, and leaders on the materiel system in time to meet the FUE date.

5–6. Required training and training support
a. Critical training and training support requirements that must be developed and fielded with a materiel system (that is, the materiel system may not be fielded without this critical training capability) are identified as a key performance parameter (KPP) in the main body of the MRD. Other required and critical training and training support requirements are identified elsewhere in the MRD and System Training Plan. The System Training Plan will delineate:

(1) Required and critical training and training support needed in training base schools;

(2) Required and critical training and training support needed to train operators and maintainers when equipment is fielded;

(3) Required and critical training and training support needed so that unit leaders can achieve and sustain unit proficiency after fielding;

(4) Required and critical training and training support needed for web–based self–development;

(5) Required and critical connections with the existing TSS for schools, units, Army training centers, mobilization sites, and deployable training capability.

b. Generally, training and training support requirements for a materiel system are identified by the TNGDEV and are validated and prioritized, as required, by DCS, G–3/5/7 (DAMO–TR).

c. Functional proponents outside the acquisition programmatic chain provide support and advice to acquisition decision makers. If analysis of the PEO/PM indicates that functional requirements in support of meeting materiel requirements do not add value to the Army, the PEO/PM may require that the functional proponent justify the requirement. The burden of proof for justifying the functional requirement lies with the functional proponent. In cases where a non–KPP functional requirement is not a statutory requirement and does not result in a clear benefit to the Army, the Milestone Decision Authority (MDA) may exempt the program from the functional requirement. The functional proponent may appeal the MDA's decision to the AAE.

5–7. Provision of training and training support

a. Funding Responsibilities. The PM is Total Lifecycle System Manager, responsible for total lifecycle management of all training capability embedded in a materiel system. Additionally, the PM is responsible for fielding a fully supportable system (to include the ILS element "training and training support") and integrating the materiel system's training subsystem into the Army 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 ST after fielding, and for training base schools. See tables 5–1 and 5–2 to 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 a MACOM or among several MACOMs or components as a result of the Army Modernization process.

(3) *Doctrine and Tactics Training.* Training provided by the TNGDEV on employment, tactics, and inter–operability of new or displaced equipment.

(4) *Sustainment Training.* Individual and collective ST conducted by and within a unit, or organization, upon completion of new equipment training/displaced equipment training (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.* T he 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 U.S. AMC or another MACOM, or manager for a system procured directly by an authorized agency.

(2) *Materiel Developer.* The MATDEV 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).

(3) *Combat Developer.* The agency that determines warfighting requirements to achieve future operational capabilities. The CBTDEV develops materiel requirement documents and serves as the user's representative in the materiel acquisition process. The CBTDEV is the overall integrator of doctrine, training, materiel, leader development, organization, and Soldier requirements and products.

(4) *Training Developer.* The Army agency that determines requirements for a system's training subsystem and formulates, develops, and documents associated training concepts, strategies, plans, and required training support. Serves as the user's representative during development and acquisition of a system's training subsystem.

(5) *New Equipment Training Manager.* Official designated by the PM responsible for planning, coordinating, and conducting NET.

5–8. 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 TNGDEV will assess what training 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 Army TNGDEV is responsible for providing any needed unit training and unit training support via a Doctrine and tactics training team (DTT). Requirements for NET and DTT are established in the System Training Plan.

Table 5–1
Responsibility for training support if needed for the conduct of new equipment training and doctrine and tactics training

Training Support Components for NET/DTT	Design and Identify Requirements For	Approve Requirements For	Program/Budget For	Develop/Produce
How–to–Fight Doctrine	CBTDEV	CBTDEV	CBTDEV	CBTDEV
Soldiers Manuals (SMs)/ MTPs/CATS	TNGDEV	TNGDEV	TNGDEV	TNGDEV
TMs	MATDEV	PM	PM[1]	MATDEV
NET/DTT Weapon Training Strategy[2]	TNGDEV[2]	TNGDEV[2]	PM[1 and 2]	TNGDEV[2]
Ammo for NET/DTT	TNGDEV	HQDA DAMO–TR	PM[1]	PEO AMMO / JMC
Ranges/Targetry for NET/DTT	TNGDEV thru MACOM	HQDA DAMO–TR	HQDA DAMO–TR	PEO–STRI[4]
Training facilities (other than ranges) for NET/DTT	TNGDEV thru MACOM	HQDA DAMO–TR	HQDA DAMO–TR	ACSIM COE[3]
Trainers for NET	TNGDEV	MATDEV	PM[1]	MATDEV
Trainers for DTT	TNGDEV	TNGDEV	PM[1]	TNGDEV
Maneuver Tng Strategy for NET/DTT[2]	TNGDEV[2]	TNGDEV[2]	PM[1 and 2]	TNGDEV[2]
Ground/Air OPTEMPO Integrated Log Spt	MATDEV ICW TNGDEV	ASA (ALT)	PM[1]	PM
Nonsystem TADSS for NET/DTT	TNGDEV	DAMO–CIR ICW DAMO–TR	HQDA DAMO–TR	PEO–STRI[4]
System TADSS for NET/DTT	TNGDEV	DAMO–CIR ICW DAMO–TR	PM[1]	MATDEV[4]

Notes:

[1] The PM Critical quantities of training components identified in the MRD System Training Plan must be provided, unless AAE approves exemption.

[2] Strategy itself, not resources required to execute it.

[3] Strategy is developed within HQDA (DAMO–TR) approved resource limits and approved by HQDA (DAMO–TR).

[4] Design approved by TNGDEV.

Table 5–2
Responsibility for providing with materiel fielding the training support components needed for sustainment training after any new equipment training/doctrine and tactics training

Training Support Components After NET/DTT	Design and Identify Requirements For	Approve Requirements For	Program/Budget For	Develop/Produce
How–to–Fight Doctrine	CBTDEV	CBTDEV	CBTDEV	CBTDEV
SMs/MTPs	TNGDEV	TNGDEV	TNGDEV	TNGDEV
TMs	MATDEV	PM	PM[1]	MATDEV
Weapons Training Strategies[2]	TNGDEV[2]	TNGDEV[2]	TNGDEV[2]	TNGDEV[2 and 3]
Ammo for Weapons Training Strategy	TNGDEV	HQDA DAMO–TR	HQDA DAPR–FDX	PEO AMMO/AMC
Ranges/Targetry	MACOMs thru TRADOC ATSC	HQDA DAMO–TR	HQDA DAMO–TR	PEO–STRI[4]
Training facilities (other than ranges)	MACOM thru TRADOC	HQDA DAMO–TR	HQDA DAMO–TR	ACSIM COE[3]
CATS Maneuver Tng Strategies[2]	TNGDEV[2]	TNGDEV[2]	TNGDEV[2]	TNGDEV[2 and 3]
Ground/Air OPTEMPO Integrated Log Spt $	MATDEV ICW TNGDEV	ASA (ALT)	HQDA DAMO–TR	HQDA DAMO–TR

Table 5–2
Responsibility for providing with materiel fielding the training support components needed for sustainment training after any new equipment training/doctrine and tactics training—Continued

Nonsystem TADSS	TNGDEV	DAMO–CI ICW DAMO–TR	HQDA DAMO–TR	PEO–STRI[4]
System TADSS[2]	TNGDEV	DAMO–CI ICW DAMO–TR	PM[1]	MATDEV[4]
Integration in CTC IS	TNGDEV	HQDA DAMO–TR	PM[1]	PEO–STRI[4]
Integration in CATT	TNGDEV	HQDA DAMO–TR	PM[1]	TNGDEV[4]
Tng–Base POI Weapon Strategy[2]	TNGDEV[2]	TNGDEV[2]	TNGDEV[2]	TNGDEV[2 and 3]
Ammo for Tng–Base POI Weapon Tng Strategy	TNGDEV	HQDA DAMO–TR	HQDA DAMO–TR	PEO AMMO/AMC
Tng–Base POI	TNGDEV	HQDA DAMO–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 (DAMO–TR) approved resource limits and approved by HQDA (DAMO–TR).

[4] Design approved by TNGDEV.

Section II
New Equipment Training

5–9. New equipment training objective
The 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. The NET will assist commanders achieve operational capability in the shortest time practical by training Soldiers/crews how to operate and maintain the new/improved equipment and by providing unit leaders with training support components needed to sustain proficiency of operators and maintainers on the new/improved equipment after NET.

5–10. New equipment training policy
When NET is required for new and improved equipment, the PEO/PM designates a NET Manager who plans and conducts NET on a reimbursable basis for PEOs and PMs. In accordance with guidance from the designated PEO or PM, and in coordination with the trainer, tester, and user, the NET manager will—

a. Begin planning for NET at the onset of program initiation.

b. Employ the most cost–effective and feasible training strategy to conduct NET.

c. Include in NET, training on the training support components provided at NET that enable unit leaders to sustain operator and maintainer proficiency on the new/improved equipment after NET.

d. Coordinate plans for NET training and training support with MATDEV, TNGDEV, CBTDEV, testers, and user MACOMs.

e. Coordinate NET funding requirements with designated PEOs and PMs.

f. Ensure NET training support components are developed in accordance with the SAT and Army training support design standards.

g. Ensure embedded training requirements and computer–based instruction are developed in accordance with the system MRD during the initial development process.

h. Ensure effectiveness of NET training and training support components are validated and on–hand before the conduct of NET.

i. Review basis of issue plan feeder data (BOIPFD) for new and improved equipment in accordance with AR 71–32.

j. Prepare a qualitative and quantitative personnel requirements information (QQPRI) document in accordance with AR 71–32.

k. Prepare a NETP for each system requiring NET within 30 days of forwarding a QQPRI Data Interchange Package to the Army TNGDEV through the U.S. Army Force Management Support Activity (USAFMSA).

l. Conform to Government standards of conduct when procuring NET services from contractor personnel.

m. Provide NET throughout the lifecycle of the designated system or equipment.

n. Provide NET support for other military departments for multi–Service systems or equipment when the Army is the lead service.

o. When NET awards and ASI, record in ATRRS the participation of personnel in NET, that is, reservations for, enrollments in, and graduation from NET.

5–11. Planning for new equipment training

a. Planning for NET is based on the overall training strategy for the system as established in the STRAP. The NET planning is initiated upon receipt of the MRD/STRAP. Key aspects of NET planning are: review of requirements documents and STRAP; development of budgetary requirements to support training development; and preparation of the QQPRI, NETPs, contract requirement packages, and Training Support Packages for NET training events. The 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 is a planning document prepared by the MATDEV that lists the number of items or equipment to be issued to a unit or activity. It also includes the personnel changes that may result from the introduction of new, improved, or modified equipment. A basis of issue plan may be amended at any time during system development when new or updated information becomes available. The QQPRI describes the system, its capabilities, and the manpower and skills necessary to operate and maintain the system by occupational specialty and level of maintenance. Information contained in the QQPRI is used to project manpower requirements, personnel selections, and training requirements, and to restructure tables of organization and equipment. The NET manager uses data contained in the QQPRI as a baseline to support the development of NETPs. The NET manager will—

(1) Review BOIPFD for program milestones, system description, system deployment, recommended quantity, and submit recommended changes to the PEOs and PMs, as required.

(2) Prepare the QQPRI in accordance with AR 71–32.

(3) Forward the completed QQPRI to the Army TNGDEV through the USAFMSA according to the time frames and guidelines established in AR 71–32.

(4) Ensure the QQPRI is forwarded to USAFMSA through the Army Materiel Plan Modernization System.

c. The NETP is a management tool developed by the NET manager to plan, coordinate, project, and document NET requirements. The NETP ensures all actions are identified and implemented for successful and comprehensive training programs on new and modified equipment. The NETP should address, as applicable, training before NET to prepare data collectors, testers, trainers, supporters, et cetera; training during NET for system operators/maintainers; and training during NET for unit leaders on ST training support. The NETP is a living document that is maintained in the AMTAS database in accordance with DA Pam 350–40. All unclassified NETPs are developed, processed and stored in the AMTAS database. Only the header information for classified NETPs is stored in AMTAS. The NETP is created by the NET manager and is based upon information contained in the MRD and other documents (such as System Training Plan, System MANPRINT Management Plan, and QQPRI) and input from other organizations that are responsible for various sections of the NETP. The NET manager is the NETP owner with authority to accept and reject proposed changes to the content of NETP. The NET manager will—

(1) Develop and prepare a NETP using AMTAS in accordance with DA Pam 350–40.

(2) Plan for the provision of the training and training support needed to execute NET training strategy, for example, the provision of how–to–fight doctrine, training support publications SMs and MTPs, training courses, TSPs, NETT members, facilities, et cetera

(3) Estimate travel, per diem, and TDY costs in support of NET.

(4) Estimate contractor expenses, prepare independent Government cost estimates, and budget requirement packages.

5–12. New equipment training planning considerations

When planning for NET, the following factors must be taken into consideration by the NET manager:

a. The technical complexity of the equipment and its similarity to previously fielded systems.

b. Current state of the training base to support the equipment.

c. Impact on training by interim contractor maintenance support and warranty restraints on equipment and systems.

d. The fielding rate and depot–level maintenance training requirements in support of NET.

e. The availability of trainers in the gaining units to proliferate training, the quality and quantity of personnel to be trained, and the effect on unit readiness.

f. Available training aids, devices, equipment, ranges, facilities, and materials, including visual information products.

g. The environment in which the system is to be employed.

h. The capabilities and dispersion of RC units and the affected members of the IRR.

i. The increased costs associated with RC NET due to unit dispersion.

j. Fiscal and manpower resources.

k. Ammunition and consumables to support NET.

l. Foreign language requirements for foreign national and host nation personnel.

m. The need to establish project development identifiers and project SIs in accordance with DA Pam 611–21.

5–13. Contractual requirements

a. Development of NET course materials and the conduct of NET may be accomplished by the Army or by contractor personnel. When NET strategies incorporate the use of contractors, the NET manager will serve as the NET Contracting Officer's Technical Representative (COTR).

b. Properly prepared contractual documents (for example, the request for proposal, statement of work, and contract data requirements list) are essential to ensure the required services and products are procured and delivered in a timely manner. As the NET COTR, the NET manager will—

(1) Respond to data calls from the PEO and PM.

(2) Develop the training statement of work in coordination with the 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 (MDR), Milestone II.

5–14. Developing training support components

a. The NET manager coordinates for all training support components to be available to support NET, to include components required to train the NETT before NET, to train unit operators/maintainers during NET, and for unit leaders to conduct ST after NET. To the extent practical, NET training and training support are based on ST strategies developed by the TNGDEV. For ST, the PM funds, develops, and provides training support for operating and maintaining the system. For ST, the TNGDEV provide training support for unit employment of the system. The Net managers will ensure that NET provides unit leaders with training for unit leaders on how to best use ST training support.

b. The NET manager will—

(1) Evaluate training development and provide a list of required support equipment to the PEO or PM before Defense Acquisition MDR, milestones II and III, or type classification milestone II or III.

(2) Review and evaluate the TSP semiannually to ensure that it will satisfy training goals and objectives and provide a quality training program.

(3) In accordance with the approved MRD and approved Program Baseline, MATDEV in coordination with the proponent and gaining MACOM, will program and budget for development of system training support for operators and maintainers.

5–15. Conducting new equipment training

a. The NET manager organizes the NETT that conducts NET training. The NETT is a group of experienced individuals with varying specialties for initial training on the maintenance and operation of new and modified equipment. A NETT can consist of military, Government, and contractor personnel, or a combination of each. Similarly, the NETT may use 1 or a combination of the following techniques:

(1) Leader training: training provided to selected unit leaders from the user MACOM 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 1 location following AIT. 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) The DL: 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. The 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. Any 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) 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 NETT are required to perform an array of tasks to ensure quality training during fielding. These tasks are coordinated with the PEO and PMs, the TNGDEV, and CBTDEV throughout the NET cycle. The NET managers will—

(1) Review or update BOIPFD, QQPRI data and NETPs, 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 NETT funding requirements in coordination with the PEOs and PMs.

(6) Manage overall NETT requirements.

(7) Determine qualifications for NET course attendance.

(8) Coordinate or monitor conduct of training by NETT members.

(9) Coordinate NET requirements with key players.

c. The NETT members will—

(1) Conduct NET as prescribed in the NETP.

(2) Conduct premission and postmission briefings with the gaining commands.

(3) Set up classrooms and coordinate other required training facilities with the gaining command.

(4) Perform necessary administrative functions.

(5) Assist the gaining command in certification and qualification training.

(6) Update training materials as required.

(7) Ensure operator/maintainer training support and unit employment training support is provided to the gaining command for ST.

d. The MATDEV will coordinate the funding requirements for conduct of NET with the proponent and gaining MACOM.

5–16. Termination of new equipment training

a. The NET manager, in coordination with the PEOs and PMs, CBTDEV, and TNGDEV, will recommend termination of NET when the training milestones are completed or program is canceled.

b. The NET manager will initiate the termination of NET for a system as follows:

(1) Request written concurrence from the appropriate MACOM or CNGB, or CAR.

(2) Request retirement through the AMTAS to DCS, G–3/5/7 (DAMO–TR).

5–17. Funding for new equipment training

a. Funding appropriations for NET will be in accordance with DFAS–IN Regulation 37–1.

b. The NET manager annually prepares, coordinates, and submits NET program and budget requirements to MATDEV.

c. The PEOs and PMs provide funding to the NET manager to support new or modified equipment training requirements.

d. Appendix J provides a list of NET matrix support services that are reimbursable by the PEOs and PMs.

5–18. New equipment training documentation

a. All aspects of NET will be documented in NETP through AMTAS, including training support (excludes classified NETP). Instructions for completing NETP are contained in DA Pam 350–40.

b. The designated NET manager has primary oversight for NETP in coordination with the system PEO and PM.

c. The NET manager, in coordination with the PEOs and PMs, prepares a draft NETP within 30 days of forwarding the initial QQPRI to USAFMSA.

d. The NET manager disseminates the NETP through AMTAS for Army–wide input (see DA Pam 350–40).

e. The NET manager, TNGDEV, CBTDEV, and HRC update designated sections of the NETP through AMTAS accordingly.

f. The NETP changes as equipment, operations, maintenance and fielding concepts are developed. Changes are made through the AMTAS database.

g. The NET managers convene training support work group meetings to address NET related issues.

h. Coordinate all NETP with DCS, G–3/5/7 (DAMO–TR) and DCS, G–8. Approval authority on all NETP is DCS, G–3/5/7.

5–19. Agencies requiring new equipment training

A variety of agencies may require training on new equipment, as listed below.

a. The 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 NETT. 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. The IKPT usually occurs during the production contract execution phase of the lifecycle 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 NETT 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 nondevelopmental 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 MACOM. A NMIB 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 NETT instruction is provided to key operators, maintainers, and supervisory or training personnel at a centralized location or individual units. The concept for each NETT will be based on 1 or more of NET strategies and the program acquisition strategy. The NETT consists of technical personnel that provide the initial transfer of knowledge on the operation and maintenance of new or modified equipment. Use of a NETT 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 NETT requirements. The NET manager will—

(1) Determine NETT composition.

(2) Coordinate NETT deployment with the PEOs and PMs, CBTDEV, TNGDEV, and gaining units as required.

(3) Plan and provide program and budget input to MATDEV for NETT 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 NETT that will conduct LAR training. The NET manager will—

(1) Plan, coordinate, and develop LAR training courses.

(2) Monitor and conduct LAR training, as applicable.

(3) Plan, coordinate, and provide program and budget input to the PEO and PM for LAR training.

g. Depot–level maintenance training is provided to establish a depot–level repair capability for new or modified equipment and depot maintenance plant equipment. The PEOs and PMs will provide funding for depot–level maintenance training development and the presentation of course materials, to include test, measurement, and diagnostic equipment (TMDE), provide the depot maintenance work requests (DMWR) to the NET developer for evaluation of training, and fund for depot level maintenance training when the establishment of an organic depot capability is part of the program acquisition strategy. The AMC will fund depot 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 DMWR or best commercial practice contractor material for training impact, as required.

(2) Develop, plan, program, coordinate, and monitor depot–level maintenance training, to include training for TMDE.

(3) Provide program and budget input for depot level training to the PEOs and PMs.

h. New materiel operation and maintenance training is provided, when needed, to NET managers and NETT 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 2 NETT members. Training should be provided after MDR, Milestone II, but sufficiently early for NETT 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 2 to 5 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.

5–20. Reserve Component considerations

a. The NET 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 CNGB, CAR, and the gaining commands to ensure that objectives are met.

b. Specific RC NET planning considerations include, but are not limited to, the following:

(1) Sufficient time to ensure adequate planning.

(2) Leader training at RC unit locations.

(3) Sufficient time to program and budget funds to support training.

c. Because of the limited number of training days available to RC units, complex systems may require that NET be extended. A NET strategy that extends beyond 2 consecutive AT periods requires DCS, G–3/5/7 approval. Mobilization personnel are eligible for concurrent training with the gaining unit.

Section III
Displaced Equipment

5–21. Displaced equipment training determination

Displaced equipment and its software, while not new to the Army, are new to the receiving unit. Because displaced equipment has established training base schools for operators and maintainers, units receiving displaced equipment may not need extensive training and may not need extensive formalized planning for that training. This determination will be made by the TNGDEV, in coordination with the gaining command and the PM of the displaced system.

5–22. Reserve Component displaced equipment determination

The DET will take into account the unique challenges inherent in resetting RC units. Detailed ET planning is essential to mitigate affects of displaced equipment between MATDEV (PEOs and PMs and NET managers), and CNGB, CAR, and the gaining commands. Because of the limited number of training days available to RC units, complex systems may require that NET be extended. A NET strategy that extends beyond 2 consecutive AT periods requires DCS, G–3/5/7 approval.

Section IV
Doctrine and Tactics Training

5–23. Doctrine and tactics training summary
The DTT 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, immediately follows NET/DET.

5–24. Doctrine and tactics training policy
a. The requirement for DTT will be based on 2 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. The TNGDEV will identify the requirement for DTT upon receipt of the draft NETP or DETP. This will be accomplished by—

(1) Conducting reviews of the applicable operational concepts generated by the requirements determination process and the organizational and operational plan prepared by CBTDEV for the specific system.

(2) Ensuring timely submission to MATDEV of identification of requirements and the concept for DTT for inclusion in NETP.

c. If, required, TNGDEV will develop a training strategy to accomplish DTT. In cases where NET may not require DTT, TNGDEV will ensure that NETP is annotated to show "DTT not required".

5–25. Planning for doctrine and tactics training
a. Planning will be initiated concurrently with the development of NETPs and DETPs. The NETP or DETP will include DTT concept and execution for training MACOM personnel.

b. The 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) Available ST following DTT.

(14) Software.

Section V
Sustainment Training

5–26. Sustainment training coordination
This section provides policies and planning considerations for the support of ST in the unit upon termination of NET or DET. Sometimes, ST 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 MACOM, CBTDEV, TNGDEV, MATDEV, and HQDA, collectively, ensure effective training programs exist or are developed to help sustain the capability of units to conduct training.

5–27. Sustainment training policy
a. The ST sustains the proficiency of operators and maintainers of the new/improved system achieved during NET/DET or during training–base schools and sustains any proficiency of unit leaders to employ the new improved system achieved during DTT or training–base 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 unit leaders to sustain proficiency of system operators and maintainers. During NET, the MATDEV train unit 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 unit employment and tactics. During DTT, the TNGDEV trains unit leaders on how to use training support for system employment.

(3) The TNGDEV is responsible to integrate operating/maintaining/employing sustainment into an integrated unit strategy for maneuver training (that is, a Combined Arms Training Strategy for each type MTOE) and for weapons training (that is, a weapons training strategy for each type MTOE).

b. Either the MATDEV or TNGDEV will ensure that ST support is given to commanders upon completion of NET/DET and DTT.

5–28. Sustainment training planning and execution
Unit must plan to begin ST upon completion of NET/DET and any DTT.

Appendix A
References

Section I
Required Publications

Air Mobility Command Operation Order 17–76
Air Mobility Command Operation Order. (Cited in para 4–21*c*.)

AR 5–13
Training Ammunition Management. (Cited in para 4–14*a*(4).)

AR 10–87
Major Army Commands in the Continental United States. (Cited in paras 2–21*a*, 2–22*a*, 2–26*a*, 2–27*a*, 2–29*b*, 2–30*a*, 2–31*a*.)

AR 11–33
Army Lessons Learned Program: System Development and Application. (Cited in para 1–15*d*.)

AR 12–15
Joint Security Assistance Training. (Cited in paras 2–36*h*, 3–16*a*(7), 3–17*b*, 3–18*p*.)

AR 20–1
Inspector General Activities and Procedures. (Cited in para 2–13*b*.)

AR 27–1
Judge Advocate Legal Services. (Cited in para 2–16*f*.)

AR 40–501
Standards of Medical Fitness. (Cited in paras 1–24*d*(2), 1–24*d*(5), 1–30*e*(3), 3–47*b*(8).)

AR 59–9
Special Assignment Airlift Mission Requirements. (Cited in para 4–21*b*(4).)

AR 70–1
Army Acquisition Policy. (Cited in paras 2–1*a*(1), 2–27*g*(1).)

AR 71–32
Force Development and Documentation–Consolidated Policies. (Cited in paras 5–10*i*, 5–10*j*, 5–11*b*(2), 5–11*b*(3).)

AR 95–1
Flight Regulations. (Cited in para 4–4*c*(2).)

AR 135–91
Service Obligations, Methods of Fulfillment, Participation Requirements, and Enforcement Procedures. (Cited in para 3–7.)

AR 135–100
Appointment Of Commissioned and Warrant Officers of the Army. (Cited in para 3–26*a*(2).)

AR 135–155
Promotion of Commissioned Officers and Warrant Officers Other Than General Officers. (Cited in paras 2–11*m*, 3–32*h*.)

AR 135–200
Active Duty for Missions, Projects, and Training for Reserve Component Soldiers. (Cited in para 3–7*e*(3).)

AR 140–1
Mission, Organization, and Training. (Cited in paras 1–10*c*(2), 1–27*e*(3), 2–21*a*, 2–22*a*, 2–23*b*, 2–24*a*, 2–25*a*, 2–26*a*, 2–30*a*, 3–16*d*, 3–30*c*(1)(b).)

AR 140–10
Assignments, Attachments, Details, and Transfers. (Cited in para 3–18*m*(1).)

AR 140–158
Enlisted Personnel Classification, Promotion, and Reduction. (Cited in para 3–42*c*.)

AR 140–185
Training and Retirement Point Credits and Unit Level Strength. (Cited in paras 1–27*e*(3), 3–16*d*, 3–47*i*(2).)

AR 140–483
Army Reserve Land and Facilities Management. (Cited in para 2–7*f*.)

AR 145–1
Senior Reserve Officers' Training Corps Program: Organization, Administration And Training. (Cited in paras 3–16, 3–26*b*(2).)

AR 165–1
Chaplain Activities in the United States Army. (Cited in para 2–17.)

AR 190–11
Physical Security of Arms, Ammunition and Explosives. (Cited in para 4–14*a*(4).)

AR 195–2
Criminal Investigation Activities. (Cited in para 2–37*e*.)

AR 195–3
Acceptance, Accreditation, and Release of United States Army Criminal Investigation Command Personnel. (Cited in para 3–24*d*.)

AR 200–1
Environmental Protection and Enhancement. (Cited in para 2–4*a*.)

AR 350–2
Opposing Force Program. (Cited in paras 2–21*k*, 2–30*c*.)

AR 350–3
Tactical Intelligence Readiness Training Program. (Cited in paras 2–6*b*, 2–6*d*, 2–30*b*.)

AR 350–9
Overseas Deployment Training. (Cited in paras 2–22*o*, 2–23*f*, 2–24*c*, 2–25*c*, 2–26*e*, 2–29*d*.)

AR 350–10
Management of Army Individual Training Requirements and Resources. (Cited in paras 1–17, 1–17*a*, 1–17*b*, 1–31*g*(3), 2–21*dd*, 2–26*h*, 2–30*h*, 3–3.)

AR 350–16
Total Army Language Program. (Cited in para 2–6*e*.)

AR 350–20/OPNAVINST 1550.7B/AFR 50–40/MCO 1550.4D
Management of The Defense Foreign Language Program. (Cited in paras 2–6*e*, 2–37*g*(3), 3–67*b*.)

AR 350–28
Army Exercises. (Cited in paras 2–22*f*, 2–23*d*, 2–24*b*, 2–25*b*, 2–26*c*.)

AR 350–30
Code of Conduct/Survival, Evasion, Resistance and Escape Training. (Cited in para 4–17*b*.)

AR 350–39
Training Device Policies and Management. (Cited in para 1–13*e*.)

AR 350–50
Combat Training Center Program. (Cited in para 1–26.)

AR 350–51
United States Army Officer Candidate School. (Cited in para 3–26*b*(3)(a).)

AR 351–4/AFJI 36–2307/SECNAVINST 4950.5
The Defense Institute of Security Assistance Management. (Cited in para 3–32*h*.)

AR 351–9/OPNAVINST 1500.27E/AFI 36–2330(I)/MCO 1580.7D
Interservice Training. (Cited in para 2–21*x*(1).)

AR 351–17
U.S. Military Academy and U.S. Military Academy Preparatory School Admissions Program. (Cited in para 3–26*b*(1).)

AR 380–10
Foreign Disclosure and Contacts with Foreign Representatives. (Cited in para 2–6*j*.)

AR 415–15
Army Military Construction Program Development and Execution. (Cited in para 2–7*f*.)

AR 420–10
Management of Installation Directorates of Public Works. (Cited in paras 2–4*a*, 2–7*f*.)

AR 525–13
Antiterrorism. (Cited in para 1–22 and table 3–1.)

AR 600–8–2
Suspension Of Favorable Personnel Actions (Flags). (Cited in paras 1–24*e*(5), 3–18*f*(1).)

AR 600–8–19
Enlisted Promotions and Reductions. (Cited in paras 1–27*e*(2), 3–42*c*.)

AR 600–8–22
Military Awards. (Cited in paras 4–13*c*(1), 4–14*c*.)

AR 600–8–24
Officer Transfers and Discharges. (Cited in paras 4–13*c*(2), 3–18*f*(1).)

AR 600–8–104
Military Personnel Information Management/Records. (Cited in paras 3–16*a*(4), 4–14*a*(5), 4–16*b*.)

AR 600–9
The Army Weight Control Program. (Cited in paras 1–24*b*(4), 1–24*d*(6), 3–9*h*, 3–9*a*, 3–22*b*, 3–30*c*(1)(b), 3–47*b*(8), 4–13*b*(3).)

AR 600–13
Army Policy for the Assignment Of Female Soldiers. (Cited in para 3–65*h*.)

AR 600–20
Army Command Policy. (Cited in paras 1–20, 2–20*p*, 2–21*pp*, 4–10*d*(2), 4–10*d*(3).)

AR 600–100
Army Leadership. (Cited in paras 2–21*a*, 4–7*b*.)

AR 601–280
Army Retention Program. (Cited in paras 3–7*e*(2), 3–18*f*(1).)

AR 611–1
Military Occupational Classification Structure Development And Implementation. (Cited in paras 1–10*c*(2), 3–22*b*, 3–42*a*(3), 3–42*a*(4).)

AR 611–6
Army Linguist Management. (Cited in paras 2–33*p*, 3–39*e*, 3–67*b*.)

AR 611–21
Military Occupational Classification and Structure. (Cited in paras 4–10*d*(1), 4–10*d*(2).)

AR 614–200
Enlisted Assignments and Utilization Management. (Cited in paras 1–10*c*(2), 3–7*e*(1), 3–20*a*(6), 3–42*a*(3).)

AR 621–1
Training of Military Personnel at Civilian Institutions. (Cited in para 1–35*b*(3).)

AR 621–5
Army Continuing Education System. (Cited in paras 3–16*e*, 3–67*b*, 3–67*d*(2)(a).)

AR 621–7
Army Fellowships and Scholarships. (Cited in para 3–38*b*.)

AR 623–1
Academic Evaluation Reporting System. (Cited in paras 3–17*a*, 3–18*f*, 3–42*b*.)

AR 635–200
Active Duty Enlisted Administrative Separations. (Cited in paras 3–18*f*(1), 3–21*b*, 3–47*c*, 4–13*c*(2).)

AR 680–29
Military Personnel, Organization, and Type of Transaction Codes. (Cited in para 3–65*h*.)

AR 690–400
Total Army Performance Evaluation System. (Cited in paras 2–3*a*(4)(a), 3–16*a*(4), and Section V: Civilian Training (chap 3).)

AR 690–950
Career Management. (Cited in para 3–49*b* and Section V: Civilian Training (chap 3).)

AR 700–131
Loan, Lease, and Donation of Army Materiel. (Cited in para 1–31*g*(3).)

CTA 50–900
Clothing and Individual Equipment. (Available at http://www.army.mil/usapa/doctrine/CTA_1.html.) (Cited in para 4–13*e*.)

DA Pam 350–38
Standards in Weapons Training. (Cited in paras 3–1, 4–1*c*(3), 4–7*b*, 4–10*c*, 4–14*b*, 4–14*d*, 4–14*e*, 4–15*c*(5).)

DA Pam 350–40
Army Modernization Training Plans for New and Displaced Equipment. (Cited in paras 5–11*c*, 5–11*c*(1), 5–18*a*, 5–18*d*.)

DA Pam 350–59
Army Correspondence Course Program Catalog. (Cited in paras 3–8, 3–32*h*, 4–16*a*(4).)

DA Pam 351–4
U.S. Army Formal Schools Catalog. (Cited in paras 3–3*c*, 3–8, 3–8*n*(1), 3–63*a*, 3–63*b*, 4–16*a*(3).)

DA Pam 600–3
The Army Personnel Proponent System. (Cited in para 4–9*e*.)

DA Pam 600–8
Management and Administrative Procedures. (Cited in para 2–20*j*(6).)

DA Pam 600–25
U.S. Army Noncommissioned Officer Professional Development Guide. (Cited in paras 4–10*d*(1), 4–10*e*.)

DA Pam 611–21
Military Occupational Classification and Structure. (Cited in para 5–12*m*.)

DFAS–IN Regulation 37–1
Defense Finance and Accounting Service–Indiana Manual. (Available at http://www.asafm.army.mil/budget/di/di.asp.) (Cited in para 5–17*a*.)

DODD 3305.2
DOD General Intelligence Training. (Available at http://www.dtic.mil/whs/directives.) (Cited in para 2–6*c*.)

DODD 5210.70
DOD Cryptologic Training. (Available at http://www.dtic.mil/whs/directives.) (Cited in para 2–6*c*.)

DODD 5500.7
Standards of Conduct. (Available at http://www.dtic.mil/whs/directives.) (Cited in para 2–20*l*(7).)

DODD 5500–7–R
Joint Ethics Regulation. (Available at http://www.dtic.mil/whs/directives.) (Cited in para 1–25.)

DODI 1205.12
Civilian Employment and Reemployment Rights of Applicants for, and Service Members and Former Service Members of the Uniformed Services. (Available at http://www.dtic.mil/whs/directives.) (See table G–1).

FM 3–11
Multiservice Tactics, Techniques, And Procedures For Nuclear, Biological, And Chemical Defense Operations. (Available at htt://www.train.army.mil/.) (Cited in para 4–15*c*(4).)

FM 3–21.220
Static Line Parachuting Techniques and Training. (Available at htt://www.train.army.mil/.) (Cited in para 1–30*e*(2).)

FM 3–25.150
Combatives. (Available at htt://www.train.army.mil/.) (Cited in paras 1–23*c*, 4–12*c*.)

FM 3–50.1
Army Personnel Recovery. (Available at htt://www.train.army.mil/.) (Cited in para 4–17*a*.)

FM 6–0
Mission Command: Command And Control of Army Forces. (Available at htt://www.train.army.mil/.) (See table 1–1, footnote).

FM 7–0
Training the Force. (Available at htt://www.train.army.mil/.) (Cited in paras 1–8*d*(6), 1–19, 2–21*b*(4), 4–1*c*(1), 4–1*b*, 4–1*a*, 4–10*d*(5).)

FM 7–1
Battle Focused Training. (Available at htt://www.train.army.mil/.) (Cited in paras 1–8*d*(6), 1–15, 1–16, 1–19, 2–21*b*(4), 4–1*a*, 4–1*b*, 4–1*c*(1), 4–3*c*, 4–7*b*, 4–10*d*(5).)

FM 7–15
The Army Universal Task List. (Available at htt://www.train.army.mil/.) (Cited in para 4–1*c*(5).)

FM 7–22.7
The Army Noncommissioned Officer Guide. (Available at htt://www.train.army.mil/.) (Cited in paras 4–10*d*(2), 4–10*d*(5).)

FM 21–20

Physical Fitness Training. (Available at htt://www.train.army.mil/.) (Cited in paras 1–24*c*(1), 1–24*c*(2), 1–24*d*(3), 1–24*e*, 1–24*e*(4), 1–24*f*, 1–24*f*(1)(b), 1–24*g*, 1–24*g*(5), 3–22*b*, 3–47*b*(8), 4–13*a*(2), 4–13*a*(5), 4–13*a*(7), 4–13*a*(8), 4–13*a*(9), 4–13*a*(10).)

FM 22–100

Army Leadership (being revised as FM 6–22). (Available at htt://www.train.army.mil/.) (Cited in paras 1–14*d*, 4–7*b*, 4–10*d*(3), 4–10*d*(4), 4–10*d*(6).)

FM 100–14

Risk Management. (Available at htt://www.train.army.mil/.) (Cited in paras 1–16*d*, 1–21*b*(1).)

FM 100–22

Installation Management. (Available at htt://www.train.army.mil/.) (Cited in para 2–7*f*.)

NGR 415–5

National Guard Regulation. (Available at http://www.ngbpdc.ngb.army.mil.) (Cited in para 2–7*f*.)

NGR 420–10

National Guard Regulation. (Available at http://www.ngbpdc.ngb.army.mil.) (Cited in para 2–7*f*.)

TR 350–70

TRADOC Regulation. (Available at http://www.tradoc.army.mil/publications.htm.) (Cited in para 5–5*a*.)

Section II
Related Publications

A related publication is merely a source of additional information. The user does not have to read it to understand this publication.

AR 70–1

Army Acquisition Policy

AR 71–9

Materiel Requirements

AR 71–32

Force Development and Documentation

AR 135–175

Separation Of Officers

AR 135–178

Enlisted Administrative Separations

AR 140–111

U.S. Army Reserve Reenlistment Program

AR 220–1

Unit Status Reporting

AR 350–100

Officer Active Duty Service

AR 350–38

Army Training Devices Policy and Management

AR 700–127

Integrated Logistics Support

AR 700–142
Materiel Release, Fielding, and Transfer

CJCSI 1800.01B
Officer Professional Military Education Policy (Available at http://www.dtic.mil/doctrine/s_index.htm.)

CJCSM 3500.03
Joint Training Manual (Available at http://www.dtic.mil/doctrine/s_index.htm.)

GTA 19–4–3
Antiterrorism and Force Protection Awareness (Available at http://www.apd.army.mil.)

GTA 21–3–11
Individual Protective Measures (Available at http://www.apd.army.mil.)

Title 5, United States Code, Sections 4107
Academic Degree Training (Available at http://www.gpoaccess.gov/uscode.)

Title 5, United States Code, Section 4108
Employer's Agreement, Service after Training (Available at http://www.gpoaccess.gov/uscode.)

Title 5, United States Code, Section 4109
Expenses of Training Requirement (Available at http://www.gpoaccess.gov/uscode.)

Title 10, United States Code, Sections 265 and 3303
Authority to Establish AGR Positions (Available at http://www.gpoaccess.gov/uscode.)

Title 10, United States Code, Section 267d
Authority to Order Individuals to Active Duty (Available at http://www.gpoaccess.gov/uscode.)

Title 32, United States Code, Section 502
Authority to Order Individuals to Active Duty in Support of Civil Support Missions (Available at http://www.gpoaccess.gov/uscode.)

Article 15, Uniform Code of Military Justice
Congressional Code of Military Criminal Law (Available at http://www.army.mil/references/UCMJ/.)

Section III
Prescribed Forms
The following forms are available on the Army Electronic Library CD–Rom and the USAPA Web site (www.usapa.-army.mil) unless otherwise stated. All DD forms are available from the Office of the Secretary of Defense Web site (www.dior.whs.mil).

DA Form 5286
Individual Basic Training, Advanced Individual Training, One Station Unit Training (See app F–1*a*(1).)

DA Form 5286–1
Individual Training Record Basic Training, Advanced Individual Training, One Station Unit Training (Continuation Sheet) (See app F–1*a*(1).)

DA Form 5287
Training Record Transmittal Jacket (See app F–1*a*(1).)

Section IV
Referenced Forms

DA Form 2A
Personnel Qualification Record, Part I–Enlisted Peacetime

DA Form 2–1
Personnel Qualification Record, Part II

DA Form 87
Certificate of Training

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 1059–2
Senior Service College Academic Evaluation Report

DA Form 2028
Recommended Changes to Publications and Blank Forms

DA Form 3349
Physical Profile

DA Form 3479–R
Training and Proficiency Record – Air Traffic Controller

DA Form 4187
Personnel Action

DA Form 4991–R
Declination of Continued Service Statement

DD Form 1556
Request, Authorization, Agreement, Certification of Training and Reimbursement

SF Form 278
Executive Branch Personnel Public Financial Disclosure Report

OGE Form 450
Executive Branch Confidential Financial Disclosure Report

Appendix B
Training Development

B–1. The training development process
This appendix provides an overview of the Army's training development process, the SAT. Commanders, commandants, training and training development proponents, and contractors must use SAT to develop training and training courses, products, and materials, to include products to support new systems development, digital training, and experimental force development. It is a systematic decision–making approach to design individual, collective, and self–development training for the Army. The process is used to identify all requirements for training. It identifies what tasks, skills, and knowledge will be included in the training; who will receive the training; and how and where the training will be presented. It determines what training products will be required and the level of support resources required to produce, distribute, implement, and evaluate those products. The TRADOC serves as the Army's proponent for training development policy and procedures.

a. The TRADOC publishes regulations and pamphlets that present a comprehensive and integrated view of training development and related policy. These documents provide a training development vision and regulatory guidance in the following areas:

b. The SAT phases and procedures.

(1) Training and training development management.

(2) Identification of training requirements.

(3) Individual and collective training products.

(4) Training implementation using certain products.

(5) Training evaluation and quality assurance programs.

c. The TRADOC supporting pamphlets provide detailed guidance on performing various training development functions.

d. The goal of Army training development is to ensure mission–focused training through the identification and training of critical collective and individual tasks, and supporting skills and knowledge. This training must be rigorous and relevant to the units and organizations, Soldiers and DA civilians, and leaders and supervisors being trained. Additionally, it must be conducive to safety and environmental protection.

e. The training development goal for support of unit and organization training is to provide efficient, effective training and training materials and products that result in fully prepared personnel, leaders, and units or organizations fully prepared to accomplish missions and supporting mission essential tasks to established performance standards.

f. The training development goal for support of individual training is to create and implement efficient and effective training resulting in fully qualified personnel able to perform critical tasks to the established performance standard.

B–2. The Systems Approach to Training

a. The SAT is a disciplined, logical approach to making collective, individual, and self–development training decisions for the Army. The SAT involves 5 related phases— evaluation, analysis, design, development, and implementation.

b. Each phase of the SAT model builds upon each of the preceding phases. Although the phases build upon each other, remember—

(1) The normal training development process for a new training requirement begins with evaluation (a perceived training requirement) and proceeds with analysis, followed by design, development, and implementation of the training/ training product.

(2) All phases do not have to be followed in order; each phase can be entered individually as needed for revisions.

(3) Evaluation permeates all phases and is the cement that ensures all training and training products are effective in producing trained units, organizations, Soldiers, and civilian employees.

(4) The entire process must operate within a given set of resources.

c. The SAT phases are described in table B–1.

Table B–1
Systems approach to training process

Phase	Requirements
a. **Analysis** (5 different parts). 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 nontraining). —Determines training and training 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.

Table B–1
Systems approach to training process—Continued

Phase	Requirements
b. **Design** of tng determines— –When, where, and how the –training takes place. –Tng resource requirements (instructors, equipment, munitions, ranges, facilities).	–Establishes integrated training strategies for units and training base. –Designs individual training courses. –Designs training media and TADSS. –Produces student criterion referenced, performance measurement documents, for example, tests and exercises.
c. **Development** produces validated training and training products.	–Writes the training material (lesson plans and TSPs). –Produces training media and TADSS. –Validates the training material, including tests and exercises. –Prepares material for reproduction. –Reproduces the training material. –Presents estimated student population and estimated number of students through the SMDR process or the TRAP process. –Acquires training resources. –Trains instructor, training management, staff, faculty, and cadre. –Prepares facilities and equipment.
d. **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 civilian students, units, and organizations. –Administers the tests and exercises. –Counsels students and Soldiers. –Conducts after–action reviews –Maintains student records.
e. **Evaluation** determines — –How well training takes place. –How well Soldiers, DA 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 EXEVALs (collect data). –Conducts accreditation evaluations. –Accredits TASS schools. –Analyzes data; identifies deficiencies; reports evaluation results; ensures corrections.

Appendix C
Military Schools, Colleges, and Training Centers
Refer to the ATRRS for a complete listing of Army schools and associated courses.

C–1. Department of Defense schools
  a. Defense Civil Preparedness Agency Staff College, Battle Creek, MI 49016.
  b. Defense Computer Institute, Washington, DC 20374.
  c. Defense Institute of Security Assistance Management, Wright–Patterson AFB, OH 45433.
  d. Defense Intelligence College, Washington, DC 20390.
  e. Defense Mapping School, Fort Belvoir, VA 22060.
  f. Defense Resources Management Education Center, Presidio of Monterey, CA 93940.
  g. Defense Language Institute/Foreign Language Center, Presidio of Monterey, CA 93940.
  h. Defense Language Institute, English Language Center, Lackland AFB, TX 78236.
  i. National Cryptologic School, Fort Meade, MD 20705.

C–2. Joint Education and Training Institutions
The NDU, consisting of the National War College and the Information Resources Management College at Fort McNair, Washington, DC 20319, and the Armed Forces Staff College, Norfolk, VA 23511.

C–3. Colleges of the military departments
  a. The USAF Air University, Maxwell AFB, AL 36112.
  b. The USAWC, Carlisle Barracks, PA 17013.
  c. U.S. Army CGSC, Fort Leavenworth, KS 66027.

d. U.S. Naval War College, Newport, RI 02840.

e. The USMC University, Quantico, VA 22134.

C–4. Graduate level schools of other services

a. The USAF Institute of Technology, Wright–Patterson AFB, OH 45433.

b. Naval Postgraduate School, Monterey, CA 93940.

C–5. Army schools

a. The AFMS, Fort Belvoir, VA 22060.

b. The TJAGCLAS, U.S. Army, Charlottesville, VA 22903–1781.

c. The USMA Preparatory School, Fort Monmouth, NJ 07703.

d. The USMA, West Point, NY 10996.

e. U.S. Army IG School, Fort Belvoir, VA 22060.

f. The USACE' Professional Development Support Center, Huntsville, AL 35801.

C–6. U.S. Army Intelligence and Security Command school

U.S. Army Russian Institute, APO New York 09053.

C–7. U.S. Army Medical Command school

U.S. Army Medical Department Center and School, Fort Sam Houston, TX 78234.

C–8. U.S. Army Criminal Investigation Command school

U.S. Army Criminal Investigation Laboratory, Fort Gillem, GA 30050.

C–9. U.S. Army training and doctrine command training centers and schools

a. School of Military Packaging Technology, Aberdeen Proving Ground, MD 21005.

b. U.S. Army Ordnance Center and School, Aberdeen Proving Grounds, MD 21005.

c. U.S. Army CPOCs Management Agency, Training Management Division, Aberdeen Proving Ground, MD 21005–5200.

d. U.S. Army Management Staff College, Fort Belvoir, VA 22060.

e. U.S. Army Infantry Center and Fort Benning, GA 31905.

f. U.S. Army Air Defense Artillery Center and Fort Bliss, TX 79916.

g. U.S. Army SGTs Major Academy, Fort Bliss, TX 79918.

h. U.S. Army Institute for Professional Development, Fort Eustis, VA 23604.

i. U.S. Army Transportation Center and Aviation Logistics School, Fort Eustis, VA 23604.

j. U.S. Army Signal Center and Fort Gordon, GA 30905.

k. U.S. Army Intelligence Center, Fort Huachuca, AZ 85613.

l. U.S. Army Logistics Management College, Fort Lee, VA 23801

m. U.S. Army Adjutant General School, Fort Jackson, SC 29207

n. U.S. Army Training Center and Fort Jackson, Fort Jackson, SC 29207.

o. U.S. Army Chaplain Center and School, Fort Jackson, SC 29207.

p. U.S. Army Armor Center and Fort Knox, KY 40121.

q. U.S. Army Combined Arms Center, Fort Leavenworth, KS 66027.

r. The CAS3, Fort Leavenworth, KS 66027.

s. U.S. Army Quartermaster School and Logistics Management Center, Fort Lee, VA 23801.

t. U.S. Army Maneuver Support Center which includes the Engineer, Military Police, and Chemical Schools, Fort Leonard Wood, MO 65473.

u. U.S. Army ROTC Cadet Command, Fort Monroe, VA 23651.

v. U.S. Army Element, School of Music, Naval Amphibious Base (Little Creek), Norfolk, VA 23521.

w. U.S. Army Ammunition Center, Redstone Arsenal, AL 35897.

x. U.S. Army Aviation Center and Fort Rucker, AL 36362.

y. U.S. Army Field Artillery Center and Fort Sill, OK 73503.

z. U.S. Army WOCC, Fort Rucker, AL 36362.

C–10. U.S. Army Forces Command training centers

a. U.S. Army NTC and Fort Irwin, CA 92310.

b. The JRTC and Fort Polk, LA 71459.

C–11. U.S. Army Europe training center
U.S. Army JMRC at Hohenfels, Seventh Army Training Command, Grafenwoehr, Germany, APO 09114.

C–12. U.S. Army Special Operations training center
The USAJFKSWC&S, Fort Bragg, NC 28307.

C–13. Reserve Component training centers
a. National Guard Professional Education Center, Camp Joseph T. Robinson, North Little Rock, AR, 72199.
b. Army Reserve Readiness Training Center, Fort McCoy, WI 54656.

C–14. Reserve Component schools of The Army School System
a. The USAR —
(1) The CS, CSS, officer education, and health service training brigades/regiments.
(2) Training battalions functionally aligned with TRADOC or MEDCOM proponent schools.
b. ARNG/ARNGUS—
(1) The CA and leadership training brigades/regiments.
(2) 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 USACGSC or equivalent. On graduation from the listed schools or colleges, individuals will be awarded MEL code 1.

D–2. Schools that equate to Intermediate–Level Education
Officers attending the schools listed in table D–2 are selected by appropriate authority and must be outstanding representatives of the Army and the United States. Officers nominated must desire to attend. Priority consideration for attendance will be given to officers in the foreign area officer specialty. On graduation from the listed schools or colleges, individuals will be awarded MEL code 4.

D–3. Schools that require Senior Service College or intermediate level education prior to attendance
Officers nominated for the schools listed in table D–3 must desire to attend and be graduates of or have credit for SSC or ILE as indicated.

D–4. Administrative information and instructions
a. An AER (DA Forms 1059 (ILE) or 1059–2 (SSC)) will be completed for students in accordance with AR 623–1.
b. Incurred service obligation is computed from the date of course completion or termination of attendance, whichever is earlier.
c. 'Equated' as used here means that officers successfully completing a foreign military school will be credited with having completed the same level of schooling as those who successfully complete the equivalent U.S. Service School. (For example, a graduate of the Canadian Forces Staff College will receive the same credit as a graduate of the ILE).
d. The HRC will prepare PCS orders for AA personnel attending schools of other nations for courses that are 20 weeks or more in duration.
e. The MACOM commanders will publish orders for student officers not in a PCS status. The orders will contain the following information.
(1) Level of access to classified information and type of security clearance; that is, interim or final, when the military personnel record jacket (MPRJ) does not accompany the student officer to school.
(2) The student's quota number in parentheses following the number of the class or course being attended.
(3) Reassignment of the individual and the reporting date, as prescribed in AR 600–8–105.
f. Officers selected to attend foreign military schools located in NATO countries will be issued NATO travel orders in accordance with AR 600–8–105.
g. The AA officers attending schools of other nations will be assigned to the U.S. Army Student Detachment, Fort Jackson, SC. The Detachment Commander will provide military administration for all assigned student officers in accordance with HQDA policies. This administration includes: promotion, reclassification, pay, discipline, medical

care, supply, transportation, leaves of absence, processing of AERs in accordance with AR 623–1, and supply of pertinent DA publications.

h. Officers assigned to schools of other nations are authorized direct access to the equivalent U.S. Army schools. When requested, Army schools will provide publications and data on their courses of instruction to officers attending schools of other nations.

i. Concurrent travel of family members (if applicable in country), shipment of household goods, and use of privately owned vehicles (if applicable in country) is authorized for students ordered to foreign military schools on PCS orders.

j. 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.

k. When required by the DOD Foreign Clearance Guide and DODD 1000.21, officers selected to attend foreign military schools, and their family members, will have valid passports and visas in their possession before traveling to the overseas destination.

Table D–1
Schools that equate to U.S. Senior Service Colleges

School or college	Prerequisites	Years of service obligation
Argentina: National Defense College	LTC(P)/COL, branch immaterial, TOP SECRET Clearance and Spanish language required.	2
Australia: Australian College of Defense and Strategic Studies	LTC(P)/COL, branch immaterial, TOP SECRET clearance.	2
Canada: Canadian SSC	LTC(P)/COL, branch immaterial, TOP Secret clearance.	2
India: National Defense College	LTC(P)/COL, branch immaterial, TOP SECRET Clearance. No foreign language requirement.	2
Inter–American Defense College (conducted by United States)	LTC(P)/COL, CA, TOP SECRET clearance, fluent in Spanish or Portuguese.	2
Japan: Institute for Defense Studies	LTC(P)/COL, branch immaterial, Japanese language required.	2
Korea: NDU	LTC(P)/COL, branch immaterial, TOP SECRET clearance, fluent in Korean.	2
Korea: National Institute for Defense Studies	LTC/COL, branch immaterial TOP SECRET clearance, fluent in Korean.	2
Pakistan: National Defence College	LTC(P)/COL, branch immaterial, TOP SECRET clearance.	2
Switzerland: International Training Course at the Geneva Center for Security Policy	LTC(P)/COL, branch immaterial, TOP SECRET Clearance, fluent in German language.	2
UK: Royal College of Defence Studies	LTC(P)/COL, branch immaterial, TOP SECRET Clearance.	2

Table D–2
Schools that equate to intermediate level education (formerly Command and General Staff College)

School or college	Prerequisites	Years of service obligation
Argentina: Argentine Escuela Superior de Guerra (CGSC)[1]	CPT(P)/MAJ, branch immaterial but prefer (1) Infantry, (2) Artillery, (3) Armor, TOP SECRET clearance, Spanish language required. Attends second year of 3–year course.	2
Australia: Australian Command and Staff College[1]	CPT(P)/MAJ, CA or CS, TOP SECRET clearance.	2
Belgium: Belgian Superior Staff College	CPT(P)/MAJ, CA	2
Brazil: Brazilian Escola de Commando e Estado–Major do Exercito (Command and Staff College)[1]	CPT(P)/MAJ, CA or CS, TOP SECRET clearance, fluent in Portuguese. Officer attends second year of course.	2
Canada: Command and Staff College	MAJ, CA, English/French	2
France: College Interarmees de Defense (Command and Staff College)[1]	CPT(P)/MAJ, branch immaterial, TOP SECRET clearance, fluent in French. Medical certificate, visa and photographs required. Arrive 2 weeks before class start date.	2

Table D–2
Schools that equate to intermediate level education (formerly Command and General Staff College)—Continued

School or college	Prerequisites	Years of service obligation
Germany: Fuhrungaskademie der Bundeswehr (General Staff Course) [1]	CPT(P)/MAJ, TOP SECRET clearance, fluent in German.	2
Ireland: Command and Staff College	CPT(P)/MAJ, Immaterial, English	2
Italy: Scoula di Guerra (War College Superior Course) (Command and Staff College)[1]	CPT(P)/MAJ, CA or CS, TOP SECRET clearance, fluent in Italian. Officer attends second year of this course.	2
Japan: Ground Self–Defense Staff Course[*]	CPT(P)/MAJ, branch immaterial, TOP SECRET clearance, fluent in Japanese.	2
Kuwait: Command and Staff College	CPT(P)/MAJ, branch immaterial, TOP SECRET Clearance, English language required, but recommend Arabic at the NATO survival standard of 2/2.	2
Pakistan: National Defense College, National Defense Course	LTC(P)/COL, branch immaterial, TOP SECRET clearance, no language required, but Punjabi and/or Urdu desirable.	2
Spain: Spanish Escuela De Estado Mayor	CPT(P)/MAJ, Immaterial, Spanish	2
Singapore: Command Staff College[1]	CPT(P)/MAJ, branch immaterial, TOP SECRET clearance.	2
Switzerland: Swiss Military College	CPT(P)/MAJ, Immaterial, German	2
United Kingdom: British Army Staff College[1]	CPT(P)/MAJ, branch immaterial, TOP SECRET clearance.	2
USA: WHIMSECion, Fort Benning, GA	CPT(P)/MAJ, CA or CS, (normally each OPMD branch and chaplains slate 1 officer to attend each year), TOP SECRET clearance, Spanish language required.	2

Table D–3
Schools That Require Senior Service College or Prior to Attendance

School or college	Prerequisites	Years of service obligation
United Kingdom–Royal College of Defense Studies[1]	COL post brigade command, CA, TOP SECRET clearance.	2
United Kingdom–Higher Command and Staff Course[1]	COL post brigade command, CA, TOP SECRET clearance.	1
Argentina–Joint Strategy Course[2]	MAJ/LTC, branch immaterial, TOP SECRET clearance.	1
Australia–Joint Serviced Staff College[2]	LTC, CA, TOP SECRET clearance.	NA– Australia directs attendance as prerequisite to follow–on Personnel Exchange Program assignment with Australian Forces.
Spain– Escuela Superior del Ejercito[**]	MAJ/LTC, branch immaterial, TOP SECRET clearance.	NA– Individual has follow–on assignment in USDAO/ODC Spain.

Notes:

[1] All courses in table D–2 equate to ILE. All CPT(P) must be frocked to MAJ prior to reporting.

[2] Requires completion of SSC prior to attendance; no MEL credit.

[3] Requires completion of ILE prior to attendance; no MEL credit.

Appendix E
Noncommissioned Officer Academy Designations and Regions and Active Army Regional Quota Managers

E–1. Noncommissioned Officer Academy designations
a. The NCOAs are designated as follows—
b. The NCOA located on FORSCOM, TRADOC, and overseas MACOM installations will be designated as a U.S.

Army (major installation or division/corps/army) Noncommissioned Officer Academy (for example, U.S. Army 3*rd* Infantry Division Noncommissioned Officer Academy, Fort Stewart, GA).

c. Combined NCOAs/drill SGT schools located on TRADOC installations will be designated as a U.S. Army Noncommissioned Officer Academy/Drill SGT School, (major installation) (for example, U.S. Army Noncommissioned Officer Academy/Drill SGT School, Fort Benning, GA).

d. The CNGB and CAR designate NCOAs as appropriate.

E–2. Noncommissioned Officer Academy regions

a. To ensure that all Soldiers have an opportunity to attend available WLC and BNCOC, the training base has been divided into geographic NCOAs training regions. There are 16 NCOAs 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 NCOAs regions and their composition are shown in tables E–1 and E–2.

b. Each NCOAs 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 NCOAs that offers the training.

Table E–1
Noncommissioned officer academy regions Active–Army

Region	Location	States/counties to be trained
1	Fort Knox, KY	Indiana, Kentucky (less Fort Campbell), Michigan, Ohio, Virginia, West Virginia, and U.S. Army Military District of Washington
2	Fort Bragg, NC	North Carolina
3	Fort Benning, GA	Fort Benning, (Installation Population)
4	Fort Stewart, GA	Fort Stewart (Installation Population), Georgia (less Fort Benning), Florida, Puerto Rico, Alabama, and South Carolina. Excess in region 4 go to region 3
5	Fort Campbell, KY	Fort Campbell (Installation Population), Tennessee, Minnesota, Wisconsin, Illinois and Iowa
6	Fort Polk, LA	Louisiana and Mississippi
8	Fort Sill, OK	Arkansas, Kansas, and Oklahoma
9	Fort Hood, TX	Texas (less Fort Bliss)
11	Fort Bliss, TX	Fort Bliss (Installation Population), Arizona, New Mexico, Colorado, and Utah.
13	Fort Lewis, WA	California, Idaho, Nevada, Oregon, and Washington. Excess in Region 13 go to Region 11
14	Fort Richardson, AK	Alaska
15	Schofield Barracks, HI	Guam, Hawaii, Johnston Island, and American Samoa
17	Korea (EUSA)	Korea
18	Vilseck (7th Army CATC)	Europe
20	Fort Leonard Wood, MO	Fort Leonard Wood (installation population), Missouri, South Dakota, North Dakota, Nebraska, Montana, and Wyoming
21	Fort Drum, NY	Connecticut, Delaware, Maine, Maryland, New Hampshire, New Jersey, New York, Massachusetts, Pennsylvania, Rhode Island, and Vermont

Table E–2
Noncommissioned Officer Academy Regions – Reserve Component

Region	Location
A	Fort Dix, NJ
B	Fort Indiantown Gap, PA
C	Eastover, SC
C	Camp Shelby, MS
D	Fort McCoy, WI
F	Camp Ball, LA
F	Camp Ashland, NE
G	Fort Lewis, WA
G	Camp Williams, UT
Arctic Multi–Functional Regiment	Fort Richardson, AK
Pacific Multi–Functional Regiment	Waimanalo, HI
Caribbean Multi–Functional Regiment	Fort Allen, PR
3734th Training Battalion	Grafenwoehr, GE

E–3. Major command coordination

The CONUS MACOMs will send personnel to the NCOAs serving the region nearest to the Soldiers' duty station(s).

E–4. Noncommissioned Officer Academy quota management

a. Management of NCOAs course quotas is necessary to ensure that all eligible Soldiers in a particular NCOAs region have an EO to attend WLC. Quota management also ensures that sufficient NCOs are trained to support command needs and sustain the promotion flow.

b. With the advice of NCOAs, installations will develop plans to manage WLC course quotas. Quota management plans will be established under the AT requirement for each NCOES course taught at the respective NCOAs.

c. Quota management plans will be designed to equitably distribute quotas to all units in the NCOAs region.

d. Addresses of AA regional NCOAs quota managers are listed in table E–3.

Table E–3
Addresses of regional quota managers– Active Army

Region	Address
1	Commander, U.S. Army Armor Center and Fort Knox, ATTN: ATZK–DPTM–TS, Fort Knox, KY 40121–5000
2	Commander, XVIII Airborne Corps and Fort Bragg, ATTN: AFZA–DPT–TS, Fort Bragg, NC 28307–5000
3	Commander, U.S. Army Infantry Center and Fort Benning, ATTN: ATZB–DPT–T, Fort Benning, GA 31905–5273
4	Commander, 3rd Infantry Division and Fort Stewart, ATTN: AFZP–PTT–S, Fort Stewart, GA 31314–5000
5	Commandant, U.S. Army 101st Airborne Division NCO Academy, ATTN: AFZB–DPT–NC, Fort Campbell, KY 42223–5000
6	Commander, JRTC and Fort Polk, ATTN: AFZX–GT–TTS, Fort Polk, LA 71459–5000
8	Commander, U.S. Army Field Artillery Center and Fort Sill, ATTN: ATZR–TTI, Fort Sill, OK 73503–5600
9	Commandant, U.S. Army III Corps NCO Academy, ATTN: AFZF–NCOAs, Fort Hood, TX 76544–5064
11	Commandant, U.S. Army NCO Academy, ATTN: ATZC–DPT–S, Fort Bliss, TX 79916–6501
13	Commandant, U.S. Army I Corps NCO Academy, ATTN: AFZH–NCOAs, Fort Lewis, WA 98433–9534
14	Commander, Fort Richardson, ATTN: AFVR–PTM, Fort Richardson, AK 99505–5800
15	Commander, USARPAC, ATTN: APOP–TRI, Fort Shafter, HI 96858–5100
17	Commander, Eighth Army, ATTN: EACJ–TDD, Seoul, Korea APO AP 96205–0009
18	Commander, 7th Army CATC, ATTN: AETTV–DPT–TD, Vilseck, Germany, APO AE 09112

Region	Address
20	Commander, U.S. Army Engineer Center and Fort Leonard Wood, ATTN: ATZT–FTM–TZ, Fort Leonard Wood, MO 65473–5000
21	Commandant, U.S. Army NCO Academy, Fort Drum, NY 65473–5245

Appendix F
Training Records

F–1. Transferring military training records

a. A critical link in the completion of IET is the transfer of pertinent training records from the IET unit to the gaining unit. The following forms are used to transfer training information and records:

(1) The DA Form 5286 (ITR BT, AIT, 1 Station Unit Training.

(2) The DA Form 5286–1 (ITR (Continuation Sheet) BT, AIT, 1 Station Unit Training).

(3) The DA Form 5287 (Training Record Transmittal Jacket).

b. Reproduce DA Form 5286 and DA Form 5286–1 locally on 8 1/2" x 11" paper. Obtain DA Forms from the installation publications stockroom.

F–2. Procedures for maintaining training records

a. Heads of Army Staff agencies formulate overall policy for training and required documentation of training.

b. The DCS, G–3/5/7, formulates policy for the use of DA Form 5286 and DA Form 5286–1.

c. The CG, TRADOC, ensures that training records required to be maintained on each student are completed and forwarded to the gaining unit.

d. The Commandant, U.S. Army Academy of Health Sciences, maintains appropriate training records on those Soldiers who take AIT at the Academy.

F–3. Department of the Army Forms 5286 and 5286–1

a. The DA Forms 5286 and 5286–1 are designed to convey critical training information to the new Soldier's gaining unit. Information on the ITR will be transposed to the leader book by the gaining unit.

b. The minimum training record to be maintained on each trainee and forwarded to the gaining command is DA Form 5286. The DA Form 5286–1 is used as required.

c. Items 1 through 10 of the ITR are self–explanatory. Use item 9 to record ASIs granted during IET or as a result of immediate follow–on courses. Use Item 11 to list the BT, AIT, or OSUT tasks trained and the level to which trained. As a minimum, item 11 will list tasks tested on the BT end–of–course test or the AIT and OSUT end–of–course comprehensive test.

d. The ITR available from the School Automated Instruction Management System may be used in lieu of DA Forms 5286 and 5286–1.

F–4. Department of the Army Form 5287

a. Completion of the front of the forwarding envelope is self–explanatory. The back of the envelope provides instructions for the Soldier's training unit, the training installation personnel section, and the gaining command in–processing clerk. The forwarding envelope may be used by a Soldier's losing unit to transfer appropriate training records to the gaining unit. Transfer instructions are as follows:

(1) The training unit will enter the required biographical data on the front of the forwarding envelope and list the type of training record enclosed. After ensuring that listed records are present, secure contents in the envelope and deliver it to the trainee records section to be forwarded to the personnel service center for filing in the MPRJ as a transfer document, in accordance with AR 600–8–104.

(2) The trainee records section will check to ensure that listed records are present, and then seal the envelope for forwarding with the MPRJ to the gaining unit.

(3) The in–processing clerk in the gaining unit's processing section will ensure that the sealed envelope is delivered to the gaining unit's commander or 1SG.

b. Local standing operating procedures will direct that training records will not be removed from the Soldier's MPRJ.

F–5. Guide to civilian personnel record–keeping

a. 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 on DD Form 1556 (Request, Authorization, Agreement, Certification of Training

and Reimbursement). 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 and the servicing CPOC to verify documentation entry and accuracy.

b. 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.

c. Organizations will maintain case files in accordance with the Army Records Information Management System (ARIMS) 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.

d. The CPOCs will maintain the following training files in accordance with ARIMS:

(1) Annual region training plan.

(2) Purchase of region wide training.

(3) Annual regional training execution CPOCs will assist managers to reconcile incomplete transactions on training completions.

e. Civilian Personnel Advisory Centers will maintain the following training files:

(1) Delegation of training approval authority training.

(2) Delegation of training approval authority designation memos/lists.

(3) Annual installation training plan.

(4) Purchase of installation wide training.

(5) Annual installation training execution.

(6) Annual evaluation of installation training.

Appendix G
Common Military Training

G–1. Overview
The Army CMT requirements are listed in this appendix at table G–1. The CMT consists of senior leader selected general training requirements considered essential to individual or unit readiness. This training is common to all members of units, regardless of branch/career field or rank/grade, and will be incorporated into unit training programs as specified in the governing AR (see table G–1). The DCS, G–3/5/7 approves and validates training strategies used to address these requirements.

G–2. Program objectives
a. Objectives of the CMT program are—

b. To limit directed training requirements to the minimum subjects required by law, higher regulatory authority, or those G3 validated as essential to individual or unit readiness.

c. To control directed training and ensure the subjects remain current.

d. To provide unit commanders maximum flexibility in achieving and sustaining required levels of proficiency.

G–3. Modifications to common military training
a. Training requirements from new regulations or other policy directives must be approved for inclusion as a CMT by DCS, G–3/5/7. Emerging and additional training requirements should be incorporated into SMs, drills, or MTPs before competing them for consideration as a CMT subject.

b. Requests for inclusion as a CMT requirement are forwarded to DCS, G–3/5/7, ATTN: DAMO–TR, Pentagon, Washington DC 20310–0450. Requests will include an explanation of the training requirement, training objective, target audience, implementing instructions, required resources, and justification for making the task a directed training requirement.

c. The TRADOC determines implementing methods for incorporating DA–approved CMT into common core training for institutional courses, unless otherwise specified by regulation.

Table G–1
Common military training requirements in units

Subject	AR	Proponent	Frequency
Weapons qualification	AR 350–1	DCS, G–3/5/7	T
Physical fitness/combatives	AR 350–1	DCS, G–3/5/7	T
NBC	AR 350–1	DCS, G–3/5/7	T
PR/ code of conduct/ SERE	AR 350–1/ 350–30	DCS, G–3/5/7	P
Law of War/ Detainee Ops	AR 350–1	DCS, G–3/5/7	P
SAEDA	AR 381–12	DCS, G–2	P
Preventive measures against disease and injury	AR 40–5	TSG	P
Public Affairs Program	AR 360–81	OCPA	P
AT/FP	AR 350–1	DCS, G–3/5/7	I/P
Army family team building	AR 608–99	DCS, G–1	I/P
Ethics	HQDA Letter	CSA/TJAG	I/P
Command climate— EO/ homosexual conduct policy/ fraternization/ sexual harassment/ sexual assault prevention and response	AR 600–20	DCS, G–1	I
Army Safety Program	AR 385–10 AR 385–63	DASAF	I
Prevention of motor vehicular accidents	AR 385–55	DASAF	I
Military justice	AR 27–10	TJAG	I
Substance abuse and risk reduction	AR 600–85	DCS, G–1	I
Health benefits awareness	AR 40–3	TSG	I
Employment and reemployment rights	DODI 1205.12	DCS, G–1	I for RC

Notes:

[1] The following codes establish when training is to be conducted:

[2] T: Training. Address during unit training at home station.

[3] P: Predeployment. Address before unit is deployed on an operational mission.

[4] I: Inprocessing. Address when individual is initially assigned to the unit.

Appendix H
Joint Airborne/Air Transportability Training

H–1. Joint Airborne/Air Transportability Training requirements and requests

a. All JA/ATT requirements must be verified by the FORSCOM representative/validator at the bi–monthly Air Mobility Command JA/ATT work group.

b. The primary method of submitting JA/ATT mission requests for approval is by electronic means, via HQ Air Mobility Command's JA/ATT Web page: https//private.amc.af.mil/JAATT/. Individual account access must first be granted by HQ AIR MOBILITY COMMAND, TACC/XOBC, DSN 779–4748. The alternate method for requesting JA/ ATT missions is hard copy format, addressed to DCS, G–3/5/7, ATTN: AFOP–TRC, U.S. Army FORSCOM, 1777 Hardee Avenue SW, Fort McPherson, GA 30330–1062. Missions may be scheduled after the JA/ATT workshop using the message format (see fig H–1). Parenthesis and enclosed items are for information only. Do not include parenthesis as part of the message. If changes affect tactical airlift control element or combat controller team support, coordination with those agencies must also be referenced.

H–2. Joint Airborne/Air Transportability Training workshops

a. The Air Mobility Command will schedule and oversee the bi–monthly JA/ATT Scheduling and Allocations Workshop. This workshop usually occurs 45 days before the first day of the next 2 months during which the mission will take place.

b. Because of their large number of mission requests, the XVIII Airborne Corps and 82nd Airborne Division are allowed 2 representatives at each workshop. All other units are limited to 1 representative each. These units include

divisions, TRADOC schools, USASOC units, and any other Army or CONUSA elements having legitimate airborne training requirements.

c. Air Mobility Command will come to the workshop with the flying hour and airframe capability for each 2–month period being addressed. Requests from Army users will be assigned against available aircraft on a prioritized basis. The HQ FORSCOM, G3, manages the Army's JA/ATT allocations. When Army JA/ATT requests exceed the available capability, the HQDA JA/ATT validator will determine the order of priority. When excess requirements are of equal priority, the joint training benefit of the requested missions will be used to determine selection.

d. Air Mobility Command has ultimate oversight of the JA/ATT program, as the program is funded out of its operations authorizations. The Air Mobility Command Operations Order 17–76, JA/ATT/Air Transportability Training, provides overall planning and execution guidance for JA/ATT missions conducted by AMC CONUS–based airlift aircraft and crews. As the JCS executive agent for the JA/ATT program, HQ AIR MOBILITY COMMAND retains final approval authority for all JA/ATT missions. At the end of every JA/ATT Workshop, HQ AIR MOBILITY COMMAND will publish all approved JA/ATT mission taskings on its JA/ATT web page.

H–3. 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.

```
UNCLASSIFIED
FROM (Requesting Agency)
TO:     CDRFORSCOM FT MCPHERSON GA//AFOP-TR//

INFO:   HQ AMC TACC SCOTT AFB IL//XOBC/XOPI/XOPE/XOPW/XOGM//
720STG HURLBURT FLD FL//DO//
HQ AFSOC HURLBURT FLD FL//DOO//
HQ USSOCOM MACDILL AFB//SOJ3-O//
AFRC ROBINS AFB GA//DOOM// (If the flying unit is a Air Force Reserve Unit.)
ANGRC ANDREWS AFB MD/GDSS/XOOO/ (If the flying unit is an Air National Guard Unit.)
_____AW_____// // // (Operating wing)
_____AMCS/AMCF/ALCS/ALCF// (Support TALCE)
430SS POPE AFB NC//OSOG// (If the mission goes through Pope AFB or takes place in the Ft Bragg range.)

UNCLAS

MSGID/GENADMIN/ (Originator) //
SUBJECT/ REQUEST FOR (month) ADD-ON JA/ATT MSN//
REF/(References, if required.)//
AMPN/ (Amplification of references, if required.)//
POC/ (Name)//
RMKS/FOR (Month)
A.          TELECON WITH SERVICE VALIDATOR, (POC), AND (User)
B.          TELECON WITH (Operating wing POC), (wing), AND (user), (Date)

  1.    REQUEST THE FOLLOWING ADD-ON JA/ATT MISSION FOR (Month)

A.          LINE #.
B.          IPT (in place date and time, and last mission day).
C.          NUMBER OF AIRCRAFT AND TYPE
D.          USING UNIT
E.          NUMBER AND TYPE EVENTS
F.          ITINERARY (Include TOTs)
G.          STT (Specify if DZST)
H.          TALCE
I.          MHE
J.          STT
K.          HOURS (positioning/ depositioning/active)
L.          ARC FUNDING (MPA,RPA, Unit Funded)
M.          MSN CMD WING
N.          POC ONLOAD/OFFLOAD
O.          POINTS TOTAL/POINTS/HR (Do not use positioning/depositioning hours to calculate points).

 B.         REMARKS/JUSTIFICATION: (Reason why mission could not be submitted at the JA/ATT workshop)
 2.         REF B HAS AGREED TO SUPPORT THIS REQUIREMENT, IF APPROVED BY TACC.
 3.         POC THIS HQS: (Grade/Name), (Office Symbol), (DSN).//
```

Figure H–1. Message format for JA/ATT request

Appendix I
Constructive or equivalent course credit for Officers

I–1. Course credit policy
The policy for granting constructive or equivalent course credit is stated in paragraph 12 of chapter 3. The tables in this appendix identify the type of credit applicable to OES courses and provide details concerning eligibility and processing of applications for course credit.

I–2. Course credit tables
See table I–1, which applies to all OPMD–managed AA commissioned officers. See table I–2 as it applies to Chaplains; table I–3 applies to Medical Corps (MC) officers; and table I–4 applies to Judge Advocate General Corps officers.

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
OAC or CCC (Phase I)	Constructive (MEL 6)	Complete more than 8 years AFCS.	By: Individual officer or career management division	Commander, HRC, ATTN: appropriate career management division	Officer must qualify by length of service, field experience, or demonstrated ability.
	Equivalent (MEL 6)	All officers.	School commandant	Commander, HRC, ATTN: appropriate career management division	Instructor duty is insufficient reason to award equivalency. Officer must complete all requirements of course. Commandant may waive requirements for subject matter area in which officer instructs. Commandant must first certify equivalent knowledge.
ILE	Constructive (MEL 4)	Officers in grade of MAJ or LTC complete OAC or CCC and more than 15 years AFCS.	Individual officer or career management division	Commander, HRC, ATTN: appropriate career management division	None.
	Equivalent (MEL 4)		College commandant	Commander, HRC, ATTN: Appropriate career management division	Officers completing equated foreign military schools will normally be granted credit. Instructor duty is insufficient reason. Officer must complete all requirements expected of course graduates. Commandant may waive requirements or subject matter area in which officer instructs. Commandant must first certify equivalent knowledge.
SSC	Constructive (MEL 1)	Officers in grade of LTC or COL complete ILE and more than 23 years AFCS .	Individual officer or career management division	Commander, HRC, ATTN: appropriate career management division	None.
	Equivalent (MEL 1)		College commandant	Commander, HRC, ATTN: appropriate career management division	None.

Table I–2
Constructive or equivalent course credit for chaplains

School/ Course	Type Credit (MEL award)	Eligibility	Submits Application	Forward to:	Special Instructions
OAC or CCC (Phase I)	Constructive (MEL 6)	Complete more than 8 years AFCS .	Individual chaplain or career management division	Commander, HRC	Officer must qualify by length of service, field experience, or demonstrated ability.
ILE	Constructive (MEL 4)	Chaplains in grade of MAJ or LTC, complete OAC or CCC and more than 15 years AFCS.	Individual officer or career management division	Commander, HRC, ATTN: appropriate career management division	Officer must qualify by length of service, field experience, or demonstrated ability.
SSC	Constructive (MEL 1)	Officers in grade of LTC or COL, complete ILE and more than 23 years AFCS.	Individual officer or career management division	Commander, HRC	Officer must qualify by length of service, field experience, or demonstrated ability.

Table I–3
Constructive or equivalent course credit for Medical Corps Officers

School/ Course	Type Credit (MEL award)	Eligibility	Submits Application	Forward to:	Special Instructions
OBC	Constructive (MEL 7)	Prior attendance at non–MEDCOM OBC or at least 1 year of MEDCOM AFCS in a capacity other than first year graduate medical education .	Individual officer or MC career activities	HRC Commander	Officer must demonstrate distinguished duty or service that includes the common subject matter of the OBC. Letter of application must state specific reasons why applicant did not complete the course in residence or by DL.
OAC or CCC (Phase 1)	Constructive (MEL 6)	Prior attendance at non–MEDCOM OAC or CCC and at least 6 years of MEDCOM AFCS at least 3 of which were in a capacity other than an educational program .	Individual officer	HRC Commander	Officer must demonstrate distinguished duty or service that includes the common subject matter of the OAC or CCC. Letter of application must state specific reasons why applicant did not complete the course in residence or by 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	HRC Commander	Officer must have an outstanding performance record indicating a diversity of assignments including at least 1 MEDCOM Command or key staff assignment. Officer must clearly demonstrate general understanding of the common subject areas of the ILE course. Additionally, letter of application must provide satisfactory justification why ILE nonresident (DL) instruction was not competed during the eligibility period.

Table I–4
Constructive or equivalent course credit for Judge Advocate General's 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.	HRC Commander.	Must qualify by length of service, field experience, or demonstrated ability.
	Equivalent (MEL 6)	All officers.	School commandant	HRC Commander	Instructor duty is insufficient reason. Officer must complete all requirements expected of course graduates. Commandant may waive requirements for subject matter area in which officer instructs. Commandant must first certify equivalent knowledge.
ILE	Constructive (MEL 4)	Officers in grade of MAJ or LTC, complete officer graduate course.	Individual officer or career management division	HRC Commander	None.
	Equivalent (MEL 4)		School commandant	HRC Commander	Instructor duty is insufficient reason. Officer must complete all requirements expected of course graduates. Commandant may waive requirements for subject matter area in which officer instructs. Commandant must first certify equivalent knowledge.
SSC	Constructive (MEL 1)	Officers in grade of LTC or COL, complete ILE, more than 23 AFCS.	Individual officer or career management division	HRC Commander	None.
	Equivalent (MEL 1)	Officers in grade of LTC or COL, and complete ILE	College commandant	HRC Commander	None.

Appendix J
Reimbursable Matrix Support for 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. The IKPT.
b. Staff Planner's Course.

c. The NETT instruction.

d. The NMIBs.

e. The LAR training.

f. New materiel operations and maintenance training.

g. Technical orientation training.

J–5. Department of the Army civilian support

a. Salaries.

b. Travel and per diem.

c. Professional development.

J–6. New equipment training team support

a. Salaries (civilian and contractor).

b. Travel and per diem.

J–7. Contractor support

a. Salaries.

b. Travel and per diem.

Glossary

Section I
Abbreviations

1SG
First sergeant

AA
Active Army

AAC
Army Acquisition Corps

AAE
Army Acquisition Executive

AAR
After action reviews

AAW
Army Acquisition Workforce

ACC
Army competitive category

ACCP
Army Correspondence Course Program

ACE
American Council on Education

ACES
Army Continuing Education System

ACTEDS
Army Civilian Training, Education and Development System

ADCON
Administrative control

ADL
Army distributed learning

ADT
Active duty for training

AER
Academic Evaluation Report

AERS
Academic Evaluation Reporting System

AFB
Air Force base

AFCS
Active Federal commissioned service

AFMS
Army Force Management School

AGR
Active Guard/Reserve

AIT
Advanced individual training

AKO
Army Knowledge Online

ALC
Army learning center

AMC
Army Materiel Command

AMEDDCS
Army Medical Center and School

AMSC
Army Management Staff College

AMSP
Advanced Military Studies Program

AMT
Army modernization training

AMTAS
Army Modernization Training Automation System

ANCOC
Advanced Noncommissioned Officers Course

AOASF
Advanced Operational Art Studies Fellowship

AOC
Area of concentration

AODC
Action Officer Development Course

AOR
Area of responsibility

APFT
Army physical fitness test

APT
Army personnel test

AR
Army Regulation

ARFORGEN
Army force generation

ARIMS
Army Records Information Management System

ARMA
U.S. Army Military Attaché

ARNG
Army National Guard

ARNGUS
Army National Guard of the United States

ARPRINT
Army Program for Individual Training

ARTEP
Army Training and Evaluation Program

ASA(ALT)
Assistant Secretary of the Army (Acquisition, Logistics, and Technology)

ASA(M&RA)
Assistant Secretary of the Army (Manpower and Reserve Affairs)

ASCC
Army Service Component Commander

ASI
Additional skill identifier

AT
Annual training

AT/FP
Antiterrorism and force protection

ATAP
Army Acquisition Tuition Assistance Program

ATDs
Advanced technology demonstrations

ATRRS
Army Training Requirements and Resources System

ATSC
Army Training Support Center

AUTL
Army Universal Task List

AWC
Air War College

AWEs
Army warfighting experiments

BASOPS/SRM
Base operations support/sustainment, revitalization, and modernization

BCT
Basic combat training

BCTs
Brigade combat teams

BNCOC
Basic Noncommissioned Officer Course

BOIPFD
Basis of issue plan feeder data

BOLC
Basic Officer Leader Course

BT
Individual basic training

CA
Combat arms

CAR
Chief, Army Reserve

CAS3
Combined Arms and Services Staff School

CATS
Combined Arms Training Strategies

CBTDEV
Combat developer

CCC
Captains Career Course

CCH
Chief of Chaplains

CCP
Consolidated Cryptologic Program

CES
Civilian Education System

CG
Commanding general

CGSC
Command and General Staff College

CGSOC
Command and General Staff Officers Course

CIA
Central Intelligence Agency

CJCSI
Chairman of the Joint Chief's of Staff Instruction

CJCSM
Chairman of the Joint Chief's of Staff Manual

CLP
Command Language Program

CMF
Career management field

CMT
Common military training

CNGB
Chief, NGB

CoC
Councils of Colonels

CoC/SERE
Code of conduct/survival, evasion, resistance, and escape

COCOM
Combatant Commander

CONUSA
Continental U.S. Army

CONUS
Continental United States

COTR
Contracting officer's technical representative

CPOC
Civilian Personnel Operations Center

CPX
Command post exercise

CRBNE
Chemical, radiological, biological, nuclear, explosive

CSA
Chief of Staff, Army

CS
Combat support

CSM
Command sergeants major

CSMC
Command Sergeants Major Course

CSS
Combat service support

CTCs
Combat Training Centers

CTT
Common task test

CVSP
Cardiovascular Screening Program

CW
Chief warrant officer

DA
Department of the Army

DAU
Defense Acquisition University

DAWIA
Defense Acquisition Workforce Improvement Act

DCS
Deputy Chief of Staff

DEOMI
Defense Equal Opportunity Management Institute

DET
Displaced equipment training

DETP
Displaced equipment training plan

DFAS–IN
Defense Finance and Accounting Service–Indiana

DL
Distributed learning

DLAMP
Defense Leadership and Management Program

DLIELC
Defense Language Institute English Language Center

DLIFLC
Defense Language Institute Foreign Language Center

DMWR
Depot maintenance work requests

DNRS
Directorate of Non–Resident Studies

DOD
Department of Defense

DODD
Department of Defense Directive

DOTMLPF
Doctrine, organization, training, materiel, leadership and education, personnel, and facilities

DTT
Doctrine and tactics training team

ECQ
Executive core qualifications

EO/EEO
Equal opportunity/equal employment opportunity

EO
Equal opportunity

EPMS
Enlisted Personnel Management System

ESL
English–as–a–second–language

EUSA
Eighth U.S. Army

EXEVALs
External evaluations

FCR
Functional chief representatives

FTXs
Field training exercises

FM
Field manual

FORMDEPS
Forces Command Mobilization Deployment and Planning System

FORSCOM
Forces Command

FSC
First Sergeant Course

FUE
First unit equipped

FY
Fiscal year

GCMCA
General court martial convening authority

GMD
Ground based midcourse defense

GO
General officer

GOMO
General Officer Management Office

GO/SES
General Officer/Senior Executive Service

GTA
Graphic training aids

HRC
Human Resources Command

HQDA
Headquarters, Department of the Army

IADT
Initial active duty for training

ICAF
Industrial College of the Armed Forces

IDT
Inactive duty for training

IET
Initial entry training

IG
Inspector General

IKPT
Instructor and key personnel training

ILDC
Intern Leadership Development Course

ILE
Intermediate level education

IMI
Interactive multimedia instruction

IMS
International military student

IMT
Initial military training

INSCOM
Intelligence and Security Command

IRR
Individual Ready Reserve

ISC
Intermediate Staff College

ITAM
Integrated training area management

ITPs
Individual training programs

ITR
Individual training record

ITRO
Interservice Training Review Organization

JA/ATT
Joint airborne/air transportability training

JAGC
Judge Advocate General's Corps

JCS
Joint Chief of Staff

JIIM
Joint, interagency, intergovernmental, and multinational

JMRC
Joint Multinational Readiness Center

JPRA
Joint Personnel Recovery Agency

JRTC
Joint Readiness Training Center

KPP
Key performance parameter

LAR
Logistics assistance representative

LEAD
Leadership education and development

LIC
Language identification code

LT/LD
Leader training and leader development

LTC
Lieutenant colonel

MACOM
Major Army command

MANPRINT
Manpower and personnel integration

MATDEV
Materiel developer

MC
Medical Corps

MDA
Milestone Decision Authority

MDC
Manager Development Course

MDR
Milestone decision review

MEDCOM
Medical Command

MEL
Military education level

METL
Mission essential task list

MIPR
Military interdepartmental purchase request

MMRB
Military Medical Review Board

MOPP
Mission–oriented protective posture

MOS
Military occupational specialty

MPRJ
Military personnel record jacket

MRD
Materiel requirements document

MSG
Master sergeants

MTOE
Modified table of organization and equipment

MTPs
Mission training plans

MWR
Morale, welfare, and recreation

NATO
North Atlantic Treaty Organization

NBC
Nuclear, biological, and chemical

NCOAs
Noncommissioned officers academies

NCODP
Noncommissioned Officer Development Program

NCOES
Noncommissioned Officer Education System

NDCC
National Defense Cadet Corps

NDU
National Defense University

NET
New equipment training

NETP
New equipment training plan

NETT
New equipment training team

NGB
NGB

NGR
National Guard Regulation

NMIB
New materiel introductory briefing

NSOOC
North Atlantic Treaty Organization Staff Officers Orientation Course

NTC
National Training Center

OBC
Officer basic course

OCS
Officer Candidate School

ODT
Overseas deployment training

OES
Officer Education System

OJT
On–the–job training

OLE
Organizational Leadership for Executives

OMA
Operations and maintenance, Army

OMAR
Operations and maintenance, Army Reserve

OMARNG
Operations and maintenance, Army National Guard

OML
Order of merit list

OPFOR
Opposing force

OPMD
Officer Personnel Management Directorate

OPTEMPO
Operations tempo

OSD
Office of the Secretary of Defense

OSHA
Department of Labor Occupational Safety and Health Act

OSJA
Office of the Staff Judge Advocate

OSUT
One station unit training

(P)
Promotable

PCC
Precommand Course

PCS
Permanent change of station

PEO STRI
Program Executive Office Simulation, Training, and Instrumentation

PM
Project or program manager

PME
Professional military education

POI
Programs of instruction

POM
Program Objective Memorandum

PPBES
Planning, Programming, Budgeting, and Execution System

PR
Personnel recovery

PT
Physical training

QQPRI
Qualitative and quantitative personnel requirements information

RA
Regular Army

RC
Reserve Component

RDL
Reimer Digital Library

REDTRAIN
(Tactical intelligence) readiness training

ROTC
Reserve Officers' Training Corps

SA
Secretary of the Army

SAT
Systems approach to training

SBLM
Sustaining Base Leadership and Management Course

SDC
Supervisor Development Course

SERE
Survival, evasion, resistance, and escape

SES
Senior executive service

SFC
Sergeant first class

SGI
Small group instruction

SGM
Sergeant major

SGT
Sergeant

SI
Skill identifier

SIGINT
Signal intelligence

SM
Soldier's manuals

SMC
Sergeants Major Course

SMCT
Soldier's manual of common tasks

SMDC/ARSTRAT
Space and Missile Defense Command/U.S. Army Forces Strategic Command

SMDR
Structure and manning decision review

SON
Staff and Senior Service Colleges of other nations

SPC
Specialists

SQI
Special qualification identifier

SRP
Sustainable Range Program

SSC
Senior Service College

SSG
Staff sergeant

ST
Sustainment training

STRAC
Standards in training commission

STRAP
System training plan

STT
Sergeant's training time

TADLP
The Army Distributed Learning Program

TADSS
Training aids, devices, simulators and simulations

TASS
The Army School System

TDA
Table of distribution and allowance

TDY
Temporary duty

TIS
Time in service

TJAG
The Judge Advocate General

TJAGLCAS
The Judge Advocate General's Legal Center and School

TLGOSC
Training and Leader Development General Officer Steering Committee

TMDE
Test, measurement, and diagnostic equipment

TNGDEV
Training developer

TPU
Troop program unit

TRADOC
Training and Doctrine Command

TRAP
Training Resources Arbitration Panel

TRAS
Training Requirements Analysis System

TSG
The Surgeon General

TSP
Training support package

TSS
Training Support System

TSWG
Training support working group

UCMJ
Uniform Code of Military Justice

USACE
U.S. Army Corps of Engineers

USACIDC
U.S. Army Criminal Investigation Command

USAF
U.S. Air Force

USAFMSA
U.S. Army Force Management Support Activity

USAIS
U.S. Army Infantry School

USAJFKSWC&S
U.S. Army John F. Kennedy Special Warfare Center and School

USAR
U.S. Army Reserve

USARC
U.S. Army Reserve Command

USAREUR
U.S. Army Europe

USARPAC
U.S. Army Pacific

USASMA
U.S. Army Sergeants Major Academy

USASOC
U.S. Army Special Operations Command

USAWC
U. S. Army War College

USF
Unit set fielding

USMA
U.S. Military Academy

USMC
U.S. Marine Corps

USN
U.S. Navy

WG
Working group

WHIMSEC
Western hemisphere institute for security cooperation

WLC
Warrior Leader Course

WO
Warrant officer

WOAC
Warrant Officer Advanced Course

WOBC
Warrant Officer Basic Course

WOCC
Warrant Officer Career Center

WOCS
Warrant Officer Candidate School

WOSC
Warrant Officer Staff Course

WOSSC
Warrant Officer Senior Course

YG
Year group

Section II
Terms

Active Army
The AA consist of (1) members of the RA on active duty; (2) members of the ARNG/ARNGUS of the United States and Army Reserves on active duty (other than for training); (3) members of the ARNG/ARNGUS in the service of the

United States pursuant to a call; and for (4) all persons appointed enlisted, or inducted into the Army without component.

After action review
This is 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.

Active duty for training
This is a tour of ADT for RC Soldiers. The Soldier must be on orders to return to nonactive duty status when the training period is completed.

Active Guard Reserve
Personnel ordered to active duty under 10 USC 267d are available for worldwide assignment, whereas soldiers brought onto active duty under 32 USC 502 must remain within the confines of the state boundaries. This program will remain a vital part of the RCs.

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.

Advanced individual training
Training given to enlisted personnel subsequent to completion of BT, so as to render them qualified for award of an MOS. Also, training conducted at training centers, at Army service schools, and, when so directed, by United States Strategic Army force units which qualifies an individual to perform in an entry or higher MOS.

Advanced technology demonstrations
Demonstrations conducted in an operational versus laboratory environment used to conduct risk reducing, proof of principal tests for future battlefield system improvements. Typically, technology developers, MATDEVs, and Army operational users evaluate potential technology improvements and performance specifications aimed at developing exit criteria for future battlefield system improvements.

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 RC assignment. It may be performed during 1 consecutive period or in increments of 1 or more days, depending upon mission requirements.

Army
The United States Army includes the RA, the National Guard of the United States, and the Army Reserve; all persons appointed, enlisted, or inducted in the Army without specification of component; and all persons serving in the Army under call or conscription under any provision of law, including members of the National Guard of the States, Territories, and the District of Columbia, when in the service of the United States pursuant to call as provided by law.

Army centralized individual training solicitation
The process by which DOD agencies, the total Army, other services, foreign military, and civilian agencies are requested to submit their individual training requirements by FY for input into ATRRS.

Army Continuing Education System
This is an integrated system of voluntary and self–development educational opportunities.

Army Correspondence Course
A formal, centrally managed series of self–study, self–paced instructional materials, identified by a common course title and course number; and administered to nonresident students. A course may include phases, but usually consists of subcourses (modules) presented in a logical, progressive sequence, directed toward specific training objectives.

Army Correspondence Course Program
This is the overall program governing Army Correspondence courses (see Army Institute for Professional Development). The MEDCOM and JAG Correspondence Course Extension Programs are separate programs not under the Army Institute for Professional Development.

Army Institute for Professional Development
This organization is responsible for overseeing, managing, and administering the AACP.

Army learning center
Facilities providing education and training support services under the direction of the installation Army Education Center.

Army Mobilization and Operations Planning System
The procedural foundation for an integrated and coordinated approach to developing, approving, and publishing operation plans. The AMOPES provides the structure for Army participation in the Joint Service Planning Process for the deployment and employment of current forces.

Army modernization training
Required training to support Army modernization, such as, training includes NET, DET, DTT, and ST. Modernization training is the process which identifies training requirements for new or improved and displaced materiel systems.

Army Modernization Training Automation System
A centralized database system, accessible worldwide, providing AMT managers with near–instantaneous access to all active and retired AMT plans. The system provides the ability to exchange information with combat, training, and MATDEVs, and allows the staffing and approval of NET plans electronically.

Army National Guard
The Army portion of the organized militia of the several States, Commonwealth of Puerto Rico, and the District of Columbia whose units and members are Federally recognized.

Army National Guard of the United States
This is a RC of the Army, all of whose members are members of the ARNG/ARNGUS.

Army Program for Individual Training
A mission, planning, and resourcing document produced by ATRRS that identifies by FY 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: FMs, training circulars, ARTEP products, Soldier training publications, nonequipment training manuals, selected DA pamphlets (350 and 351 series), and posters.

Army training
This is instruction of Army personnel to accomplish their critical tasks and supporting skills and knowledge.

Army Training Requirements and Resources System
The DA'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 AUTL is a comprehensive listing of Army tactical–level tasks, missions, and operations. The AUTL complements CJCSM 3500.04B, the Universal Joint Task List, by providing tactical–level Army–specific tasks.

Army warfighting experiments
Discrete, single events or progressive iterations for testing and assessing new equipment, technologies, and information gathering technologies aimed at increase warfighting capabilities. Typically, AWEs have large teams of multiple Battle Laboratories, MATDEVs, CBTDEVs, TNGDEVs, doctrine developers, industry, and academia to test, operate, and evaluate advanced ideas, concepts, and technologies.

Basic combat training
Training in basic military subjects and fundamentals of basic infantry combat, given to newly inducted and enlisted AA and RC personnel without prior military service.

Career field
Includes career program positions (professional and administrative) and functionally related clerical and technical positions which are grouped together for lifecycle management purposes.

Career program
Specified occupational series and functional fields group together on the basis of population, occupational structure, grade range, and commonality of job and qualification characteristics.

Career program functional chief
The senior career program official is the functional chief. For example, in the Comptroller Career Program, the functional chief is the senior military officer in the Office of the Assistant Secretary of the Army (Financial Management and Comptroller). The functional chief designates a senior civilian executive to serve as his principle advisor, and that individual is designated the career program functional chief representative.

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.

Combat developer
An individual or agency responsible for developing concepts and organizational and equipment requirements.

Common core
The combination of common military tasks, common leader, and directed or mandated tasks for specific courses, grade levels, or organizational levels regardless of branch or CMF or program.

Constructive simulation training
Models and simulations that involve simulated people operating simulated systems. Real people stimulate (make inputs to) such simulations, but are not involved in determining the outcomes.

Course
Complete series of instruction units identified by a common title or number.

Crew–served weapon
A weapon system for which a crew of at least 2 members is required.

Defense activity for nontraditional education support
Program that offers, by DL, a wide variety of graduate, under graduate, and vocational courses from leading educational institutions.

Department of Defense high–level architecture
The DOD HLA is a department wide effort to establish a common technical framework to facilitate the interoperability of all types of models and simulations among themselves and with command, control, communications, computers, and intelligence systems, as well as to facilitate the reuse of modeling and simulation components.

Diagnostic test
An assessment that measures Soldiers or civilian task competency before training. As it measures performance against a criterion, results focus training on what Soldiers/DA civilians need to know, and provide links to prescriptive training. As a placement test, it allows for testing out of lessons, modules, or phases of instruction.

Displaced equipment training
Training on how to operate, maintain, and employ on displaced or cascaded equipment provided to the receiving unit and assigned personnel.

Displaced equipment training plan
The plan detailing all the training required to support the redistribution of equipment within a MACOM or between MACOMs as a result of an Army equipment modernization action. The DETP describes training to be provided when the equipment is transferred to units that have not had previous experience on that equipment.

Distributed learning
The delivery of standardized individual, collective, and self–development training to Soldiers, DA civilians, units, and organizations at the right place and time through the use of multiple means and technology. Some DL may involve

student–instructor interaction in real time (for example, via 2–way audio/video television) and nonreal time (for example, via computer–based training). It may also involve self–paced student instruction without benefit of access to an instructor (for example, correspondence programs).

Doctrine and tactics training
Training provided to commanders, staffs, leaders, and operators on how to employ a new system. It is a component of NET and DET training. Tactics and techniques are covered through battle drills and situational training exercises which embody battle doctrine.

Education
Instruction with increased knowledge, skill, and/or experience as the desired outcome for the student. This is in contrast to training, where a task or performance basis is used and specific conditions and standards are used to assess individual and unit proficiency.

Embedded training
A function hosted in hardware and/or software, integrated into the overall equipment configuration. Embedded training supports training, assessment, and control of exercises on the operational equipment, with auxiliary equipment and data sources, as necessary. Embedded training, when activated, starts a training session, or overlays the system's normal operational mode, to enter a training and assessment mode.

Functional proponent
Organization providing oversight for the content and function of their functional or specialty courses. 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.

Horizontally aligned training
Training when tasks selected for training are relevant to duties, responsibilities, and missions assigned to leaders who serve at a specific organization level, notwithstanding the rank or status of the individual being trained.

Inactive duty training
Authorized regularly scheduled unit training assemblies, or equivalent training periods performed by RC Soldiers who are not in an active duty or active for duty status.

Individual development plan
A set of career objectives, courses, strategies, and developmental activities to assist employees to plan and execute short– and long–term goals.

Individual training plan
A document prepared for each enlisted, WO MOS and commissioned officer occupational specialty code and each functional or specialty training program that describes the overall plan to satisfy training requirements and documents the long range training strategy. The individual training plan is a part of the institutional component of the Combined Arms Training Strategy.

Institutional training
Training, either individual or collective, that takes place in Army service schools, Army training centers, or other TASS locations.

Interactive multimedia instruction
The IMI is a group of computer–based training and support products. This includes source materials that are commonly used in IMI products, electronic products used for the delivery of or supporting the delivery of instruction, and software management tools used to support instructional programs. The IMI products include: computer aided instruction, computer managed instruction, interactive courseware, electronic publications, electronic testing, electronic guides and simulations.

Interservice school or course
School or course used by 2 or more services or agencies administered by a coordinating service or agency, presenting a curriculum developed in coordination with the participating (using) Services.

Journey–level
Full and competent performance level for a position.

Leader book
A tool for recording and tracking Soldier proficiency on mission oriented tasks.

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

Leader training
Leader training is the expansion of basic Soldier skills that qualifies Soldiers to lead other Soldiers.

Live simulation
Real people operating real equipment.

Materiel developer
The agency or mission assignee responsible for research, development, and product validation of a system that responds to HQDA requirements. A system includes its wholesale level logistics.

Materiel Requirements Document
Integrated Capabilities Document, Capabilities Development Document, or Concept Production Document

New equipment
New or improved equipment reintroduced into the Army. New equipment applies to developed, product improved, and nondevelopment 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
This is a document that outlines milestones and other key data elements for training to support NET.

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 SGM of the Army.

Nonresident training
Individual training distributed to students for completion without the presence of an on–site instructor/facilitator, small group leader or otherwise designated trainer.

Orientation course
Course that introduces the student to a particular technique or area of knowledge.

Reclassification training
Training intended to qualify an individual in a new MOS. Upon satisfactory completion of the training the new MOS will be awarded to the Soldier and designated as the PMOS.

Reserve Component training institutions
The generic name which applies to all schools, academies, and centers operated by the RCs to train individuals.

Resident training
Training presented, managed, and controlled by an on–site instructor or facilitator, small group leader, or otherwise designated trainer.

Risk management
Actions to reduce and eliminate hazards or control the impact of hazards during training and operational activities.

Self–development training
Self–development training is directed or self–motivated training which enhances and expands a Soldier's or DA civilian's ability to progress in technical and leadership positions and improve their performance capabilities. Self–development training principally takes place while the individual is assigned to a unit or organization, but may also occur at school or during AMT.

Schooling
Formal instruction of individuals at military or DA civilian educational institutions.

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, WO, or commissioned officer in the Army.

Soldiers manual
A MOS–specific Soldier training publication that contains task summaries for the critical tasks in each skill level of a MOS. These task summaries identify for the trainers and Soldiers the conditions under which the task must be performed, the required standards, and the performance measures for evaluating the Soldier's performance.

Soldier training publication
A training publication that contains critical tasks and other information used to train all Army Soldiers to the same standards. It provides guidance on the conduct of individual Soldier training in the unit and aids all Soldiers in the training of critical tasks.

Special qualification identifier
Digit added to the specialty or MOS identifying special qualifications needed for performance of a specific type military activity.

Specialty
Professional military career field for training, utilization, and development of commissioned officers.

Structure manning decision review
An annual process that compares the total Army training requirements for a FY against the training capability of a given TASS school or training battalion and resolves differences.

Student
An individual formally enrolled in any course of instruction.

Subcourse (for correspondence courses)
Basic unit of instruction in an Army correspondence course. A grouping of lessons in the course. Synonymous for module.

Sustainment training
Individual and collective training conducted in the unit or resident schools, units, and organizations to ensure continued expertise on the operations, employment, and logistics support of fielded systems or equipment.

System MANPRINT Management Plan
A management plan to ensure the CBTDEV, TNGDEV, and MATDEV take the 6 MANPRINT domains into account during the development of all materiel items.

Systems approach to training
The Army's training development process. It is a disciplined, logical approach to making decisions about all individual, collective, and self–development training in the Army. It determines whether or not training is needed; what is trained; who gets the training; how and how well, and where the training is presented; and the training support/resources

required to produce, distribute, implement, and evaluate all training products. The SAT involves 5 related phases of training: analysis, design, development, implementation, and evaluation.

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, FTXs. The tactical engagement simulation training system consists of 3 subsystems— the simulator subsystem which includes TADSS and supporting procedures that simulate casualty–producing effects of weapons in real time; the control subsystem which includes a staff of trained observer–controllers who referee, ensure realism, record events, and report actions observed through AARs and unit take home packages; and the management subsystem which includes activities and computers to plan, schedule, conduct, and evaluate the training of battle–focused METL tasks to standard. This live simulation training system includes unique curriculum, specially trained military and civilian instructors, and lifecycle contractor support personnel worldwide.

The Army School System
Fully accredited and integrated AA, ARNG/ARNGUS, and U.S. Army Reserve 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.

Total package fielding
Total package fielding is the Army's standard materiel fielding process. The TPF integrates all relevant factors before, during, and after fielding to ensure that force modernization is supportable and executable (see AR 71–9).

Trainer's guide
A separate document usually published as part of a Soldiers' Training Publication that contains an MOS–Training Plan. It lists critical tasks to be trained in a specific MOS by duty position and subject area.

Training developer
The individual whose function is to analyze, design, develop, and evaluate training and training products, to include development of training strategies, plans, and products to support resident, no–resident, and unit training. In developing systems, the command or agency responsible for the development and conduct of training which will provide the tasks necessary to operate and logistically support the new materiel system.

Training proponent
Army organization or agency assigned primary responsibility to analyze, design, develop, implement, and evaluate training, instructional materials, and training support products related to its doctrinal, combat, or logistical training responsibility and that is presented at 1 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 3 types of documents: individual training plans, course administrative data, and programs of instruction.

Training Resource Arbitration Panel
The HQDA action group chaired by an appointee from the DCS, G-1 to manage the Army execution year ITPs.

Training support package
A package integrating various training products necessary to train 1 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, full–spectrum, JIIM training for Soldiers, units, and DA civilians anytime, anywhere.

Vertically aligned training
Training when tasks for a specific skill level build upon the skills, knowledge, and experience gained during previous training and operational assignments. Tasks in the same general category must be progressive and sequential. They must show an increase in the skill level required to accomplish them; the conditions and standards must be more exacting; or the tasks must represent increased supervisory responsibilities when compared to related tasks trained earlier.

Virtual simulation
Simulation involving real people operating simulated systems. Virtual simulations inject humans–in–the–loop in a central role by exercising motor control skills, decision skills, or communication skills.

Warrant Officer
Officer in the ranks of WO 1 through CW 5.

Warfighting Rapid Acquisition Program
WRAP implements the Army's accelerated procurement of systems and technologies identified through the warfighting experiments, demonstrations and programs. The WRAP acquisition process is the bridge that links ongoing and future Army experiments and demonstrations to the materiel development and acquisition processes.

Section III
Special Abbreviations and Terms
This publication uses the following abbreviations, brevity codes, and acronyms not contained in AR 25–52. These include use for policies, procedures, and responsibilities in the development, management, and conduct of Army training and education programs.

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