



Headquarters
Department of the Army
Washington, DC
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***Army Regulation 350-1**

Effective xx xxx xxxx

Training
Army Training and Leader Development

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History. This publication is a major revision. The portions affected are listed in the summary of change.

Authorities. The authorities for this regulation are AR 25-30 and AGO 2020-01 .

Applicability. This regulation applies to the Regular Army, the Army National Guard/Army National Guard of the United States, and the U.S. Army Reserve, unless otherwise stated, and is compliant with Army Total Force Policy. It also applies to Department of the Army Civilian employees. During mobilization, the proponent may modify the policies and procedures contained in this regulation provided that the modification is coordinated with and concurred with by the Administrative Assistant to the Secretary of the Army and that the modification is disseminated through the Administrative Assistant to the Secretary of the Army.

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

Supplementation. Supplementation of this regulation and establishment of command and local forms are prohibited without prior approval from the Deputy Chief of Staff, G-3/5/7 (DAMO-TR), 450 Army Pentagon, Washington, DC 20310-0450. Supplementation of this regulation is authorized at the Army command, Army service component command, and direct reporting unit level when additional command directed requirements are established to provide a single source for training and education requirements and guidance across the command. Establishment of command and local forms are prohibited without prior approval from the Deputy Chief of Staff, G-3/5/7 (DAMO-TR), Washington, DC 20310-0450.

Army internal control process. This regulation contains internal control provisions in accordance with AR 11-2 and identifies key internal controls that must be evaluated (see appendix G).

Draft AR 350-1 1(April 25)
NOT FOR IMPLEMENTATION

Suggested improvements. Users are invited to send comments and suggested improvements on DA Form 2028 (Recommended Changes to Publications and Blank Forms) to Deputy Chief of Staff, G-3/5/7 (DAMO-TR), Washington, DC 20310-0450 or usarmy.pentagon.hqda-dcs-g-3-5-7.list.damo-zca@army.mil.

Committee management approval. AR 15 – 39 requires the proponent to justify establishing/continuing committee(s), coordinate draft publications, and coordinate changes in committee status with the Office of the Administrative Assistant to the Secretary of the Army, Special Programs Directorate at email usarmy.pentagon.hqda-hsa.mbx.committee-management@army.mil. Further, if it is determined that an established “group” identified within this regulation, later takes on the characteristics of a committee, as found in the AR 15 – 39, then the proponent will follow all AR 15 – 39 requirements for establishing and continuing the group as a committee.

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

This regulation supersedes AR 350-1, dated 10 December 2017

SUMMARY of CHANGE

AR 350-1
Army Training and Leader Development

This major revision, dated xx xxx 2025 –

- o Incorporates applicable policy from Executive Order 14183, Army Directive (AD) 2018-07, AD 2018-07-4, AD 2018-07-5, AD 2018-07-18, AD 2018-10, AD 2025-02
- o
- o Removes requirements for Home Station Master Plan, Army Training Strategy, and Army Leader Development Strategy
- o
- o Removes reference to DA Pam 350-58 (Army Leader Development Program); pending rescission.
- o
- o Eliminates structured self-development (SSD as a major component of PME).
- o
- o Deletes previous chapters on Culture and Language and Distributed Learning Program.
- o
- o Reduced Training Support System (TSS) content in AR 350-1, CH 6; rather referring to specific regulations.
- o
- o Realigns the sequence of all appendices. Eliminates previous appendices for: Military Schools, Colleges, Training Centers; Prerequisites and Service Obligation Incurred by Attendance at foreign Military Schools; and Constructive or Equivalent Course Credit for Officers.
- o
- o Removes “resilience” from Table C-1 (common mandatory training), resilience is retained in AR 350-53.
- o
- o Incorporates the Army Combat Fitness Test AD 2022-05 (ACFT)); and retains provisions for 55+ year-old, retiree recalls, and 60+ year-old Soldiers
- o
- o DTMS remains the training system of record for use. It is scheduled for full migration to ATIS at a date in the future.

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Glossary

Chapter 1

Introduction

Section I Overview

1–1. Purpose

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

1–2. References

See appendix A.

1–3. Explanation of abbreviations and terms

See glossary.

1–4. Responsibilities

Responsibilities are listed in chapter 2.

1–5. Records Keeping

All records are maintained in accordance with (IAW) AR 25-400-2 (Army Records Management Program). The Records Retention Schedule-Army (RRS-A) addresses the records management requirement for all record numbers, associated forms, and reports required by this publication. Army Records Information Management System (ARIMS)/RRS-A at <https://www.arims.army.mil>) contains detailed information for all related record numbers, forms, and reports. See DA Pam 25-403 (Army Guide to Recordkeeping) for guidance for any record numbers, forms, and reports not current, addressed, and/or published correctly in ARIMS/RRS-A. See also Appendix B.

Section II

Army Mission and Sustaining Training Readiness

1–6. Army priorities affecting training and leader development:

a. Warfighting Readiness. The Army remains ready to deploy, fight, and win our Nation's wars as part of the joint force. This means prioritizing training, fitness, discipline, and lethality at all levels. We will cultivate a warrior mindset in our Soldiers and Army Civilians, ensuring they are mentally and physically prepared for the rigors of combat. This also involves rigorously training as we fight, leveraging the lessons of history and modern warfare to develop the most lethal and effective fighting force possible.

b. Transformation. To maintain our edge, the Army conducts continuous and deliberate transformation. This includes rapidly integrating cutting-edge technology, optimizing procurement processes to equip our forces swiftly, and fostering a culture of innovation where warfighters are empowered to find solutions. Streamlining our systems and embracing new technologies will enable the Army to fight and win on future battlefields.

c. Strengthening the Army Profession. The bedrock of our success lies in the strength and resilience of the Army profession. This involves fostering an unwavering sense of purpose and shared identity among our Soldiers and Army Civilians. This commitment will revitalize national pride in the Army, bolster recruitment, and reaffirm that our Soldiers and their families remain our most vital asset.

1–7. Training Readiness Modernization

The Army updated its force generation model to a Regionally Aligned Readiness and Modernization Model (ReARMM) to better balance the life cycle of units with operational and modernization demands. The ReARMM model establishes dedicated periods of time for mission, training, and modernization. All units must understand the need to simultaneously balance or deconflict operational demands and modernize the force for large scale combat operations (LSCO). All aspects of training must modernize to support success in LSCO, reinforcing Soldiers as our first priority. This includes: our education systems institutional schools and colleges; fitness; foundational skills and high-level competencies; combining live, virtual, and synthetic environments; and improving Soldier and unit lethality.

Section III

Army Training and Leader Development Processes

1–8. The Army Training System

The Army training domains and training support systems (TSS) are comprised of a system of systems that prepare Regular Army (RA) / Reserve Components (RC) Soldiers, Army Civilians, leaders, and organizations to conduct LSCO. The Army Training System will—

- a.* Provide Army school-trained Soldiers, Army Civilians, and leaders who possess sound fundamentals of their military or civilian specialty. Leaders have the responsibility to develop Soldiers and Army Civilians to achieve success on assigned missions. Leaders are also responsible for developing subordinates to influence beyond the chain-of-command and accomplish potential future assignments of greater responsibility.
- b.* Publish how-to-fight doctrine that provides the basis for effective, unified action.
- c.* Provide training support products, services and facilities that enable leaders to plan, prepare, execute, and assess training to standard.
- d.* Provide training activities through Combat Training Center (CTC) rotations that expose units to subject matter expertise.
- e.* Provide resources, including synchronizing of training assets and activities, needed to execute training activities.
- f.* Provide a TSS and Army training management system needed by the unit to plan, execute, and evaluate training and mission rehearsals and to assess operations and capture lessons learned.
- g.* Leverage organizational approaches for integrating RA/RC units to meet current and contingency demands.

1–9. Authorities and responsibilities for training

a. Training is an administrative control authority of the Army. In accordance with Title 10, United States Code, Section 7013(b)(5) (10 USC 7013(b)(5)), the Secretary of the Army (SECARMY) is responsible for training all Army forces, including those assigned to combatant commands (CCMD). Unit commanders are responsible for the training proficiency of their unit, and when required, for certifying training readiness by unit and echelon. Training requirements include individual/crew-served/platform weapon qualification, live-fire task proficiency, mission essential task proficiency, and an External Evaluation (EXEVAL). Next higher headquarter commanders are responsible for confirming that units conduct training to standard and within prescribed time periods. The Army commands (ACOMs), Army service component commands (ASCCs), and direct reporting units (DRUs) that provide forces for operational employment to a combatant commander (CCDR) will confirm units meet established Army deployment and employment criteria; and the respective ASCC (for ASCC/CCDR assigned conventional forces) and U.S. Army Forces Command (FORSCOM) (for unassigned RA and RC conventional forces) will validate that those forces meet training prerequisites before deployment. Unless otherwise directed by the Secretary of Defense, CCDRs may employ RC Army forces assigned to their commands in contingency operations only when validated by the Army force provider. Validation is not required for training, to include Overseas Deployment Training (ODT) and State Partnership Program (SPP), unless designated as high risk or sensitive by the requesting command. (See also paragraph 5-7).

b. Training and readiness oversight (TRO). In contrast to the training validation responsibility of Army commanders, training and readiness oversight describes the limited authority of CCDRs over assigned RC forces when not on active duty or when on Active-Duty Training (ADT) status. CCDRs normally exercise training and readiness oversight through their Service Component commanders and FORSCOM (see also paragraph 2-20). The training and readiness oversight provides the authority to provide guidance on operational requirements and priorities addressed in military department training and readiness programs, approve participation by assigned RC forces in Joint training, review readiness inspections of assigned RC forces, review mobilization plans (including post-mobilization training activities and deployability validation procedures) developed for assigned RC forces, and comment on service program recommendations and budget requests.

1–10. The Army training management governance

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

a. Structure. The TGOSC provides governance for the training enterprise and recommends improvements in training policy and strategy, resourcing and capabilities needed to provide trained and

ready Soldiers, leaders, Army Civilians, and units to the unified Forces of CCDRs. The TGOSC identifies and resolves issues, determines priorities, and makes decisions and recommendations in support of Army Training and Leader Development to develop synchronized and integrated strategic recommendations for the Chief of Staff of the Army (CSA) in support of Training and Army Readiness.

(1) The DCS, G-3/5/7 chairs the TGOSC, with the DCS, G37/TR Director of Training (DOT) or Deputy Director of Training (DDOT) serving as chair if the G-3/5/7 is absent. The DCS, G-3/5/7 (Director of Training) and the DCS, G-1, (Director of Military Personnel Management (DMPM)), represent the Army Staff (ARSTAF) as voting members; other ARSTAF may be invited.

(2) Primary TGOSC members are also voting members and include general officers or Senior Executive Service (SES) members from each ACOM, ASCC, DRU, Army National Guard (ARNG), and USAR who are responsible for training, education, and leader development. The TGOSC chair may invite other Headquarters, Department of the Army (HQDA) and Joint Staff general officers or SES equivalent to attend based on the issues being presented.

(3) Generally, each 1&2-star TGOSC is followed by a 3-star TGOSC video teleconference (VTC) to address key emerging or contentious topics that cannot be resolved at the 1-2 star TGOSC. The 3-star TGOSC provides a back brief to the Army senior leaders concerning the outcome from the TGOSC cycle.

b. Meeting frequency. The TGOSC meets quarterly (or as required) to identify and resolve issues, determine priorities, and make decisions and recommendations in support of Army Training and Leader Development providing synchronized and integrated strategic recommendations to Army senior leaders. A number of Councils of Colonels (CoC), and subordinate workgroups, committees and boards support the TGOSC to develop and frame training-related issues and emerging requirements for Army leaders' decision.

c. Purpose. The TGOSC forwards recommendations through DCS, G-3/5/7 (Training Directorate) for decision by the appropriate Army leaders (DCS, G-3/5/7; Vice Chief of Staff of the Army (VCSA); CSA; Assistant Secretary of the Army (Manpower and Reserve Affairs) (ASA (M&RA)); and SECARMY).

d. Training General Officer Steering Committee Integration Forum. The Integration Forum's primary function is to prepare the TGOSC agenda by integrating supporting CoCs and working group recommendations forwarded by the supporting CoCs and working groups and to ensure the presentations of recommendations are in the context of an Army-wide training and leader development requirement. The DCS, G-3/5/7 Deputy Director of Training, or designated colonel / GS-15 level representative chairs the Integration Forum. Integration Forum participants consist of the DCS, G-3/5/7 (Training Directorate) Colonel/GS-15 chairs from each of the supporting COCs and TGOSC working groups. The DCS, G-3/5/7 Deputy Director of Training may invite ACOM, ASCC, DRU, ARNG, USAR, selected Army Staff, and other representatives (subject matter experts) when needed.

e. Training General Officer Steering Committee supporting council of colonels and working groups. The TGOSC chair will establish and provide guidance to supporting COC, such as: Operations Portfolio COC, Mission COC, Institutional COC, and TSS COC; other COC may be established as required; such as the Army Munitions requirement COC. The chairperson for each COC will determine work groups as required based on TGOSC guidance and recommendations from COC voting members. Each COC chairperson will publish a charter, approved by the Director of Training, under which they will operate.

f. Senior Leader Readiness Forum. The SLRF is an annual senior leader forum that provides the CSA the opportunity to facilitate an informative dialogue among senior commanders and Army trainers on changes necessary to support Army training and leader development policies and resourcing matters. The SLRF focuses on current and future strategic training and leader development issues for the current and future warrior leader.

g. The Training and Readiness Business Council. The T&R BC, chaired by the ADCS G-3/5/7, provides governance for the oversight and management of all T&R Domain IT investments and the integration and synchronization of activities related to T&R Domain Portfolio Management, Defense Business System Certification, IT System Requirements, Data Architecture, Enterprise Architecture, End-to-End Process Management (D2RR), and Global Force Management Data Initiative Implementation within the Army.

1-11. Training standardization

a. The objectives of training standardization are as follows:

- (1) Ensure that organizations can operate effectively within any assigned formation.
- (2) Ensure Soldiers and leaders can perform effectively within any assigned team.
- (3) Ensure common understanding of expected performance when planning, directing, requesting

resources, executing, and evaluating/assessing performance.

b. Performance is standardized by training to approved Army tasks, conditions, and standards. Collective and individual tasks and drills will comply with training and education standards and requirements IAW TRADOC regulations governing individuals and unit level training. All training products will be inputted into the Training Development Capability (TDC) validated IAW TRADOC Regulation 350-70 and supporting TRADOC pamphlets, and accessible by units thru Army training Network (ATN).

c. Standard Army ratings for task proficiency are: (T) is trained (advanced task proficiency), (P) is practiced (basic task proficiency), and (U) is untrained (cannot perform the task). These proficiency ratings are applied to the assessment of all collective tasks.

d. The Army standard for evaluating collective task proficiency is to use the Training & Evaluation Outline (T&EO) for the collective task. Each task on a unit mission essential task list (METL) will include a T&EO and be accessible to units through Army Training Network (ATN), Central Army Registry (CAR) and Digital Training Management System (DTMS). Battalions, companies, and platoons must undergo an EXEVAL annually. Echelons brigade and above should undergo an EXEVAL biannually in conjunction with scheduled CTC rotations or at home station where possible to validate commander's assessment of training proficiency. An EXEVAL as defined in FM 7-0, is required for any unit to be assessed as T on a task.

e. The Army standard for assessing overall unit training readiness is to use the unit METL and MET proficiency, which results in an overall T-level (T1-T4) defined in AR 220-1 (Army Unit Status Reporting and Force Registration – Consolidated Policies). MET proficiency is assessed by the unit commander and approved by the next higher commander during Commander-to-Commander dialogue.

(1) *Weapons qualifications.* Weapons qualification involves individual, crew-served, and platform weapons proficiency. The unit achieves weapons qualification by qualifying on all its organic weapons under all conditions as specified by applicable weapon system publications. Weapons qualifications are valid for twelve months.

(2) *Collective live-fire task proficiency.* Collective live-fire task proficiency is achieved by the unit executing specified collective tasks while employing its organic weapons systems in a live-fire environment. The collective task and conditions are established by commander-to-commander dialogue.

(3) *Training days.* The T-days estimates the number of continuous training days, unconstrained by resources, required to achieve T1 (fully trained). T-days is derived from the unit's approved training plan and refined through commander-to-commander dialogue.

f. Report standardization issues to the appropriate U.S. Army Training and Doctrine Command (TRADOC) proponents (See AR 5-22), including:

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

g. Unresolved standardization issues will be reported to Commanding General (CG), TRADOC, who—

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

h. Common mandatory training (CMT) will comply with training and education standards and requirements in accordance with this AR and TRADOC regulations governing institutional and unit level training. All CMT training products will be input into the Training Development Capability (TDC), validated in accordance with TRADOC 350-70 and supporting TRADOC pamphlets, and accessible by units thru ATN. (See appendix C)

(1) 2-star commanders (or equivalent senior executive service officials), and state adjutants general (TAG) are delegated the authority by the Secretary of the Army and the G-3/5/7 to exempt units from mandatory training requirements (unless prohibited by law or Secretary of the Army decision) in instances where the unit can demonstrate insufficient time available to achieve readiness requirements.

1-12. Training domains

The Army's training and leader development efforts support training and education in the three training domains: institutional, operational, and self-development. All the domains have an important role in training Soldiers and Army Civilians, growing leaders, and preparing units for employment. ADP 7-0 provides further discussion on the training domains.

a. The institutional training domain. The institutional training domain includes Army centers/schools that provide initial training and subsequent functional and professional military education and training for Soldiers, military leaders, and Army Civilians. Army schools help instill the Army Profession, the Army Ethic, and character development of Army professionals. The institutional training domain also provides training support products, information, and materials needed by individuals for self-development and by unit leaders in the operational training domain to accomplish training and mission rehearsal/assessment. The institution is a key enabler for unit readiness, providing initial military training, reclassification/military occupational specialty (MOS)-transition, subsequent professional military education and Civilian education and direct support to units for functional training through access to training task development data bases, mobile training teams (MTTs) or other means. The institutional training domain takes lessons learned from operational deployments and the operational training domain and updates doctrine and tactics, techniques, and procedures and then disseminates this information back to the field; or modifies institutional instruction to address gaps in learning.

b. The operational training domain. The operational training domain encompasses training activities that unit leaders schedule, and individuals, units and organizations undertake. Commanders are responsible for unit training readiness from individual to unit collective level proficiency. This responsibility applies individual Soldiers, Army Civilians, and leaders at all levels. Experience in the operational domain is essential for leader development. Leaders must allow their subordinates adequate time to pursue education and self-development opportunities. Subordinate leaders assist commanders in achieving training readiness proficiency goals by ensuring training is conducted to standard in support of the Army Standard METL. These activities include: progressive training conducted at home station, regional collective training capability, regional training centers, and mobilization centers; Joint Pacific Multinational Readiness Center (JPMRC) U.S. Army Pacific (USARPAC), Combat Support Training Program (CSTP) exercises (CSTX/WAREX) and Combat Training Center (CTC) rotations; during Joint exercises; and while regionally aligned or operationally deployed. For the reserve component forces, the operational domain includes reserve centers, armories, and state training areas and facilities. For units in the operational Army, METL-based strategies (known as CATS) are synchronized with the weapon training strategy to build and sustain unit readiness.

c. Self-development training domain. The self-development domain includes planned and goal-oriented learning that reinforces and expands the depth and breadth of an individual's knowledge base and self-awareness. Self-development bridges learning gaps between the operational and institutional domains and sets conditions for continuous learning and growth. Leaders must limit their desire to direct subordinates to pursue specific fields of study for self-development, and then encourage and expect that subordinates seek knowledge on a topic or field of study that interests them. Self-development will complement what has been learned in the classroom and on the job, enhance professional competence, and help meet personal objectives.

Section IV

Army Training Programs

1-13. Oversight of Army training programs

The ASA (M&RA) is responsible for setting the strategic direction for and ensuring Army policies, plans, and programs for training and reserve affairs are executed consistent with law, regulation, and policy. The DCS, G-3/5/7 approves all Army training programs and provides oversight for several program areas. The DCS, G-3/5/7 is assisted by the Director of Training, designated HQDA lead agents, and the TGOSC. These programs apply to both the Operating Force and Generating Force. Consistent with the training management principles in ADP 7-0 / FM 7-0 and ADP 6-22 / FM 6-22, HQDA as a general policy strives to decentralize responsibilities for determining unit training requirements to the unit commander, who is best postured to analyze the unit's training status and plan training events maximizing TSS capabilities available to the unit. HQDA establishes training requirements and program guidance when important to ensure a particular force capability, equity, or standard.

a. The Combined Arms Training Strategy (CATS) Program provides a metric useful for HQDA to determine operational tempo (OPTEMPO) and training resourcing requirements for the Program Objective

Memorandum (POM) as well as unit strategies to assist leaders in planning training events to incorporate into the unit training plan.

b. DTMS is the required automated system to use to assist the commander/trainer in planning and tracking individual and collective unit training tasks; and is also the authoritative data system for specific data elements. In the future, DTMS will be replaced by the Army Training Information System (ATIS). All subsequent references to training program requirements within this publication for ATMS (DTMS and ATN) will transition to ATIS as it is fielded.

c. The Army Training and Evaluation Program (ARTEP) is HQDA G-3/5/7's program for collective training. ARTEP assists HQDA and Army Commands by providing the operational force a management process to review and provide input to operational domain collective products, training development policy and Army training policy. This program ensures collective training product compliance with Army senior leader guidance, current doctrine, organizational changes, and unit training readiness reporting requirements. Governed by the STRAG, ARTEP ensures commander and leaders have relevant mission focused training products and tools to enable them to effectively prioritize training and optimize limited training time and resources.

d. The Standards for Training Readiness Advisory Group (STRAG) provides a management process to review Proponent recommended Standard Mission Essential Task Lists (METL) for the ARMY G-3/5/7 and govern ARTEP. The STRAG also provides a forum to discuss other aspects of training, to include ARTEP as deemed appropriate by HQDA.

1-14. Specific program areas

- a. Institutional Training – see CH 3.
- b. Civilian Training – See CH 4.
- c. Training in units – See CH 5.
- d. Training Support Systems – See CH 6 and AR 350-52.
- e. Modernization Training – See CH 7 and AR 525-29.
- f. Physical Readiness / Army Combat Fitness Test (ACFT) – CH 3 and Appendix C.

Chapter 2 Responsibilities

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

The ASA (ALT) will provide policy and guidance to research, develop, and procure system and non-system Training Aids, Devices, Simulators, and Simulations (TADSS) and other approved requirements for training support materials. In addition, as the Army Acquisition Executive (AAE), the ASA (ALT) will—

- a. Through assigned program executive office (PEO) and/or program manager (PMs)—
 - (1) Provide new equipment training (NET) funding for each assigned system in accordance with the approved capability requirements document, approved training activities, approved program baseline, and decisions made during the milestone reviews governed by AR 70-1.
 - (2) Coordinate NET strategies, management, and the conduct of NET with—
 - (a) The U.S. Army Materiel Command (AMC) NET managers and AMC training developers (TNGDEVs).
 - (b) The proponent (DA-designated or TRADOC-designated) TNGDEVs for approval of all NET products.
 - (c) The TRADOC Combined Arms Center Training to ensure NET products support individual and collective tasks.
 - (3) Coordinate Army modernization training (AMT) policy issues with DCS, G-3/5/7 (Training Directorate), Washington, DC 20310-0450. Field new equipment and equipment upgrades in accordance with the Army Resourcing Priority List and DCS, G-3/5/7 and DCS, G-8 priorities and schedules in order to support the Generating Force and Operating Force.
- b. Formulate and manage policies governing the training and education programs for Army Acquisition Workforce (AAW) personnel and generating force/operating force regarding operational contract support skills and knowledge. Serve as HQDA point of contact for career development of AAW personnel.
- c. Coordinate with the ASA (M&RA); DCS, G-3/5/7; DCS, G-1; The Army Office of the General Counsel; The Judge Advocate General (TJAG); Chief, National Guard Bureau; Director, Army National Guard (DARNG); Chief, Army Reserve (CAR); and Commander, Human Resources Command (HRC), on policy issues governing AAW military and Civilian training and education.
- d. Coordinate with HRC and DARNG for administration of quotas for Officer Education System (OES) and/or Noncommissioned Officer Professional Development System (NCOPDS), certification, and functional

area training courses for RA personnel.

e. Through the Director, Acquisition Career Management (DACM).

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

(2) Manage and implement the Army Career Development Program for AAW personnel in coordination with the Office of the Secretary of Defense (OSD), Director, Acquisition Career Management (DACM).

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

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

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

f. 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.

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

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

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

a. Oversees policy for safety and occupational health (SOH) training of all Commanders, Leaders, Managers, Supervisors, Soldiers, Civilians, and Contractors.

b. Provides oversight of the effectiveness of SOH training at all levels across the Army.

c. Serves as the proponent for all SOH training.

d. Develops, validates, resource and manage SOH information technology to track all SOH hazard specific training across the Army.

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

The ASA (M&RA) specific responsibilities include setting the strategic direction for and ensuring Army policies, plans and programs for manpower management, training, leader development, personnel, and Reserve Affairs are executed consistent with law, regulation, and policy across all the Army components (the RA, the ARNG/Army National Guard of the United States, USAR, Army Civilian and contractor). The ASA (M&RA) will supervise the development and ensure the execution of Army training policies and programs.

a. Serve as the TT-PEG co-chair with the G-3/5/7.

b. Recommend training priorities for programming decisions and budget execution to the SECARMY.

c. Exercise oversight for the development of requirements and resourcing requests to ensure consistency with SECARMY's guidance.

d. Oversees policies for electronic-based distributed learning (EBDL) to ensure compliance with statutory responsibilities and Department of Defense (DOD) requirements.

e. Is the approval authority of the EBDL course list.

f. Is the approval authority for course waivers submitted by the DCS G-3/5/7.

g. Serves as policy proponent for financial literacy program.

h. Identify training courses to ensure integration of Army Civilians into existing military schools.

Maximize the use of TRADOC and other military schools as planned resources for Civilian functional training.

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

2-4. Chief Information Officer (CIO)

The CIO will—

- a.* Exercise HQDA responsibility concerning training for systems that provide network connectivity in both the operational and garrison environments.
- b.* Exercise HQDA responsibility for information assurance training and develop policy related to the training and certification of information assurance personnel (for example, system administrator, network administrator, and information assurance security officer).
- c.* Develop a certification process that validates integrated unit information technology (IT) configuration. This certification applies to the initial fielding and subsequent upgrades of hardware, software, and training devices.

2-5. The Inspector General (TIG)

TIG will—

- a.* Conduct, as appropriate, Army-wide inspections related to training policy, and the impacts of training on the readiness and warfighting capabilities of all Army units.
- b.* Conduct inspector general training and sustainment courses in accordance with AR20-1.

2-6. Chief, National Guard Bureau (CNGB)

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

- a.* Informing the SECARMY and appropriate members of the Secretariat of all significant matters and communications provided to others pertaining to NGB / ARNG.
- b.* Prescribing the training, discipline, and requirements for the ARNG and allocating Federal funds for the training of the ARNG. This includes developing an implementation plan to support the Army Leader Development Strategy (ALDS) and place emphasis on leader development across all cohorts (officers, warrant officers, NCOs, and Army Civilians).
- c.* Ensuring that units and members of the ARNG are trained by the States, Territories, and District of Columbia, in accordance with approved policies and programs of the SECARMY.
- d.* Monitoring and assisting the States, Territories, and the District of Columbia, consistent with SECARMY or Secretary of Defense guidance, in the organization, maintenance and operation of ARNG units to provide well-trained and well-equipped units capable of supporting and augmenting the total Army, including conducting Homeland Defense and Defense Support of Civil Authorities missions.
- e.* Planning, programming, and administering the budget for the ARNG and coordinating with the ASA (M&RA) to ensure consistency with DA policy and total Army interests.
- f.* Ensuring supervision of the Active Guard and Reserve program as it pertains to the ARNG in accordance with processes and priorities established by the SECARMY.
- g.* Ensuring Army officials and personnel of the National Guard Bureau comply with applicable DA policies, issuances, publications and legal opinions and that appointments of all Army officials and personnel of the NGB comply with applicable Army personnel and manpower policies.
- h.* Developing and promulgating policies, as authorized by the SECARMY in applicable Army directives, regulations and publications on ARNG matters consistent with DA policies.
- i.* Facilitating and coordinating with other HQDA Principal Officials, including the ASA (M&RA); DCS, G-1; and DCS, G-3/5/7 on the development of departmental policies and programs for mobilizing and employing the ARNG as part of the Army's operational force to meet requirements.
- j.* Description of additional activities include:
 - (1) Ensuring ARNG units are organized, trained, and prepared for mobilization, deployment, and missions in support of the CDR or as otherwise directed. Certify and approve pre-mobilization training in accordance with current guidelines on RC training.
 - (2) Ensuring HQDA policies are used for training the ARNG.

- (3) Ensuring weapons qualification and training policies are used for ARNG.
- (4) Providing input for updates of Army maneuver and weapons training strategies.
- (5) Programming and budgeting to support ARNG training requirements as defined by Army maneuver and weapons training strategies.
- (6) Prescribing programs to maintain physical readiness of the ARNG.
- (7) Developing procedures and standards for training programs in coordination with U.S. Army Forces Command (FORSCOM), U.S. Army Pacific (USARPAC), U.S. Army Europe-Africa (USAREUR-AF), U.S. Army Special Operations Command (USASOC), U.S. Army Reserve Command (USARC), and HRC in preparation for professional military education (PME).
- (8) Assisting FORSCOM in the development of command training guidance as it pertains to the ARNG.
- (9) Coordinating and facilitating the support of the appropriate ASCC for training support when required and requested.
- (10) Coordinating with Army component commanders on the units participating in overseas deployment training (ODT).
- (11) Supporting the States, Territories, and District of Columbia in the training of ARNG units.
- (12) Developing procedures and standards for training ARNG Active Guard Reserve (AGR) program participants.
- (13) Establishing military education prerequisites in appropriate ARNG regulations, except for criteria prescribed in AR 135–155.
- (14) Recommending policy on professional career development of Soldiers in ARNG.
- (15) Establishing initial active duty for training (IADT) requirements for MOS-producing Total Army Training System (TATS) courses for the ARNG.
- (16) Representing ARNG in the structure and manning decision review (SMDR) process.
- (17) Ensuring the selection of ARNG personnel to attend Army and DOD schools. Schedule ARNG officers for the BOLC, Captains Career Course (CCC), Warrant Officer Candidate School (WOCS), Warrant Officer Basic course (WOBC), Warrant Officer Intermediate Course (WOIC), Warrant Officer Advanced Course (WOAC), Warrant Officer Senior Course (WOSC), and Warrant Officer Master Course (WOMC). State Adjutants General will control quotas and monitor input for resident NCOPDS courses conducted by TASS institutions.
- (18) Supporting peacetime training requirements for ARNG Soldiers in Total Army Training System (TATS) courses.
- (19) Ensuring the management of all NGB personnel attending non-Army schools in ATRRS.
- (20) Developing, in coordination with the ACOMs, policy for access, use, and management of ATRRS in ARNG.
- (21) Establishing and providing guidance and direction to ARNG TASS organizations.
- (22) Programming and budgeting to support TASS.
- (23) Supporting compliance with the DAWIA and DOD directed acquisition position qualifications and certification requirements.
- (24) Ensuring ARNG participation in the new equipment training (NET) and displaced equipment training (DET) planning process to include a review of the training strategy as outlined in the system training plan (STRAP).
- (25) Providing DCS, G–3/5/7 with a quarterly courseware development report. The report is due on the tenth working day following the end of each quarter.
- (26) Ensuring the development, validation, and maintenance of ARNG training requirements in ATRRS for DOD and Army schools, and training battalions under TASS.
 - k.* Ensuring the review of annually current institutional training force structure requirements (instructors, support personnel, and so forth) to determine the right structure to better support the institutional training mission in coordination with TRADOC, USARC and HQDA. Document enduring requirements.
 - l.* Accounting for the total institutional training instructor and support personnel requirements for NGB, in coordination with DCS, G–3/5/7.
 - m.* Participating in the Training Coordination Council Workshop (TCCW). Identify ARNG constraints in manpower, infrastructure, services, and equipment to TRADOC.
 - n.* Ensuring the execution of training support (range operations, integrated training area management, training support center, supporting culminating events, lane support and mission training complex (MTC) operations) at ARNG installations, consistent with the mission commander's priorities.
 - o.* Ensuring preparation requirements for, and execution of TSS Services on ARNG installations.

p. Ensuring subordinate commands/Soldiers are aware of and understand the Institutional Training Directed Lodging and Meal (ITDLM) Program and authorized/approved Institutional Training travel entitlements.

q. Ensuring the issuance of ARNG training support funds to USACE and AMC through General Fund Enterprise Business System (GFEBS) with instructions to use the funds to support ARNG resident student lodging and directed meal requirements under the ITDLM Program.

r. Ensuring the development of an implementation plan to meet the intent of and support the ALDS and place emphasis on leader development across all cohorts (officers, warrant officers, noncommissioned officers, and Army Civilians).

s. Ensuring DCS, G-3/5/7 (Training Directorate) approval on proposed changes, which result in resource increases, such as: new courses, course length, class size and changes to prerequisites, causing additional resources for courses provided by ARNG schools.

2-7. Deputy Chief of Staff, G-1

The DCS, G-1 will—

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

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

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

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

c. Implements plans, implements policies, and programs for the administration of the junior and senior Reserve Officers' Training Corps (ROTC) programs, and the National Defense Cadet Corps (NDCC).

d. Coordinate with the Superintendent, USMA to assure standardized training in all commissioning sources.

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

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

g. Review NET and DET plans for personnel requirements and shortfalls. Provide comments and recommended solutions to materiel developer (MATDEV) and proponent (TRADOC or DA if applicable) TNGDEV, as appropriate.

h. Ensure timely and accurate MOS decisions.

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

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

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

l. Manage ATRRS in accordance with AR 350-10, in coordination with DCS, G-3/5/7,

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

n. Manage the Army's Enterprise Civilian Talent Acquisition Programs (see also AR 690-950).

o. Support The Army Distributed Learning Program (TADLP) in accordance with guidance from DCS, G-3/5/7:

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

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

p. Support DCS, G-2 and DCS, G-3/5/7, in reviewing the strategic language list for training as required (AR 11-6).

q. Under DCS, G-1 staff supervision, the CG, HRC will—

(1) Serve as the principal agent for the DCS, G-1 staff supervision, in determining regular duty peacetime and mobilization training-seat requirements.

(2) Manage the selected flow of regular Army personnel into Army schools and training centers. Select personnel to attend Army schools, non-Army schools, and training centers. Manage selected RA personnel attending Army schools, non-Army schools and training centers in ATRRS in accordance with TASS. Manage selected RA personnel to attend Army RC training institutions, as appropriate, to

leverage all means of TASS.

(3) Schedule and assign active-duty officers to captain career courses (CCCs) (except officers within the six Corps of the U.S. Army Medical Departments, Chaplain Corps, and Judge Advocate General's Corps (JAGC)).

(4) Manage quotas and select active duty AMEDD officers, warrant officers, and enlisted personnel to attend designated schools and courses. Assign active-duty officers to BOLC, AMEDD Officer Basic Leader Course, and/or the AMEDD Officer Career Course.

(5) Manage the Advanced Civil Schooling Program. Coordinate with DCS, G-3/5/7 (Training Directorate), to develop RA training requirements for specialized skill and professional military education courses.

(6) Review NET plans and DET plans for personnel requirements and shortfalls and, in coordination with DCS, G-1, provide comments and recommended solutions to MATDEVs and TNGDEVs, when appropriate.

(7) Manage the Officer Candidate School (OCS) Program.

(8) Provide administrative support for the ROTC and NDCC programs; manage branch and basic entry specialty selection and selection programs for ROTC graduates.

(9) Develop and manage training seat requirements for functional training courses for active-duty personnel.

(10) Manage WO candidate accessions and schedule attendance at Warrant Officer Candidate School (WOCS) and Warrant Officer Basic Course (WOBC). Manage quotas and schedule active-duty WO attendance at Warrant Officer Advanced Course (WOAC), Warrant Officer Intermediate Level Education (WOILE), and Warrant Officer Senior Service Education (WOSSE). Select and assign WOs to serve as WOCS training, advising, and counseling officers.

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

(12) Schedule RA Soldiers to attend ALC and SLC.

(13) Support the Sergeants Major Course (SMC), selection system (including the resident, non-resident courses) and manage active-duty training seats for the SMC.

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

(15) Exercise responsibility for AR 11-6 and—

(a) Develop personnel management systems and procedures for the Army Foreign Language Program (see AR 11-16).

(b) Coordinate with the DCS, G-2, and users of AR 11-6 to manage the career program for WOs and enlisted linguist personnel.

(16) Develop, coordinate, and issue technical and regulatory guidance concerning management of the Army Learning Center and APT programs.

(17) Schedule USAR officers for CCC, ILE and SSC Course.

(18) Schedule USAR warrant officers for WOCS, WOBC, WOAC, WOILE, and WOSSE.

(19) Manage selected USAR personnel attending non-Army schools in ATRRS.

(20) Develop and manage RA officers to attend the CCC, ILE and SSC.

(21) Develop the BOLC training seat requirements to meet Army officer accession requirements in compliance with DCS, G-1.

(22) Support TADLP—

(a) Participate in DL course reviews to validate course impact on personnel readiness.

(b) Identify through the DCS, G-1 to the training ACOMs, additional or alternative DL courses to meet personnel readiness requirements.

(c) Identify critical personnel readiness requirements that can be supported by DL and recommend prioritization of total Army manning requirements via SMDR and TRAP processes.

(d) Implements Army personnel policy and entitlement guidance for electronic-based DL compensation based on priorities set by the DCS, G-3/5/7.

(e) Identifies personnel readiness requirements supported by electronic-based DL and coordinates the prioritization of efforts with the DCS, G-3/5/7.

(f) Provides Soldiers direct access for enrollment through the ATRRS electronic-based DL website.

(g) Is responsible for appropriately annotating all approved electronic-based DL courses within the ATRRS.

(23) Ensure HRC will participate in the Training Coordination Council Workgroup (TCCW) and provide

full support for training program execution.

t. Participate in the TGOSC process.

u. The Director, SLDO will—

(1) Manage the Regular Army population of general officers, O–6s and promotable O–5s in accordance with established laws and policies, who have attended developmental opportunities at the direction of Army senior leadership to meet national security requirements, (except officers within the Medical Corps, Dental Corps, Veterinarian Corps, Chaplain Corps, Acquisition Corps and JAGC).

(2) Manage colonels and promotable lieutenant colonels and program officers in coordination with HRC and HQDA, DCS, G–3/5/7 (Training Directorate) for CSA Senior Army Fellowships, Senior Service College (SSC), USAWC Fellowships, nonmilitary education level (MEL)–1 fellowships, internships, Army schools, and non-Army schools.

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

(4) Institute future programs at the strategic level to encourage officer development; thereby, advancing the inherent talents, experiences, and leadership skills of a combined force of senior leaders at the enterprise level.

v. CHRA

(1) Formulate policies, program resources, and oversee the implementation of policy and programs for Army Civilian leader development programs to include the Civilian Education System and the Army Civilian Training, Education and Development System (ACTEDS), and career long assessments.

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

(b) Implements and manage training policy and training procedures for Army Civilians in military and civilian institutions.

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

(d) Validate Civilian functional training requirements identified by the DA Office of the Assistant G–1 for Civilian Personnel (AG–1(CP)), functional chief/functional chief advisors ACOMs, ASCCs, and DRUs. Develop programming and budget data.

(e) Allocate HQDA ECTAP training funds for competitive professional development (CPD) based on validated training requirements. Manage the execution of those funds.

(f) Validate eligibility of CP and command nominations for competitive training.

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

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

(i) Report competitive training to OSD, Office of Personnel Management (OPM) and other key stakeholders as required.

(j) Manage Army Civilian competitive professional development operations and enforcement management control procedures. Distribute HQDA central training funds for CPD based on validated training requirements. Manage and monitor the execution of funds through financial databases and provide periodic updates, as required.

(k) Serve as the Army Staff proponent for managing all mandatory Army Civilian training requirements. Serve as the Army's liaison to OPM and DOD, as delegated by the ASA (M&RA), to ensure compliance with and implementation of training and leader development policy and program development as defined by OMB directives and statutory requirements. Monitor impacting legislation and coordinate with AG–1(CP). Maintain civilian training data, an enterprise training management system, and report to OSD, OPM and congress as directed. Ensure the integration of Army Civilians into existing military leader development programs wherever practical.

2–8. Deputy Chief of Staff, G–2

The DCS, G–2 will—

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

b. Exercise HQDA oversight for developing policy related to institutional and force intelligence and security training.

c. Exercise HQDA oversight for developing policy related to opposing forces (OPFOR) training in accordance with AR 350–2.

- d.* Exercise HQDA responsibility for the Army Foundry Intelligence Training Program, AR350–32.
- e.* Serve as the HQDA representative on the Army on the Department of Defense Intelligence Training and Education Board (DITEB) in accordance with DODI 3115.11.
- f.* Exercise HQDA responsibility for developing policy related to foreign disclosure in accordance with AR 380–10, within the institutional training domain.

2–9. Deputy Chief of Staff, G–3/5/7

The DCS, G–3/5/7 exercises HQDA supervision for defining concepts, strategies, resources, policies, and programs for Army training, education, and leader development. The DCS, G–3/5/7 is delegated the authority to approve all taskings originating from HQDA that affect the training schedules of brigade and below units. The DCS, G–3/5/7 is delegated the authority to approve all training requirements originating from HQDA that affect Soldiers and Army units. The DCS, G–3/5/7 is also delegated the authority to approve specific exemptions to common mandatory training requirements in AR 350–1 and may further delegate that authority unless prohibited by law or DOD policy. The DCS, G–3/5/7 will remain responsible for any and all actions taken under the delegated or redelegated authority. All previous delegations of exemption authority for common mandatory training are rescinded. The DCS, G–3/5/7 will—

- a.* Approve Army military and Army Civilian training and education programs and serve as the Army Staff proponent for all HQDA mandatory training requirements. Approve and publish a list of general subject areas in which Soldiers and leaders must possess a required level of knowledge and skills. Approve and add to the HQDA mandatory training list all training requirements directed by law, DOD, the SECARMY, the Army Staff, and agencies that have the authority to publish directives that include training requirements.
- b.* Coordinate with CG, TRADOC; the CG, U.S. Army Cadet Command for ROTC; the Commandant, U.S. Army Infantry School (USAIS) for Federal OCS; the DARNG for state-operated OCS; and the U.S. Army Warrant Officer Career College (USAWOCC) to assure standardized training in all commissioning and appointment sources.
- c.* Approve ARTEP products HQDA standard METL for Army units. Ensure Standard METLs reflect the unit's designated, core capabilities. Ensure Army training resource requirements defined by METL-based CATS are synchronized so that training is resourced, and the Army can train to standard.
- d.* Serve as the chair of the Standards in training commission (STRAC) in accordance with DA Pam 350–38. Serve as chair of the Standards for Training Readiness Advisory Group (STRAG) in accordance with the STRAG Charter.
- e.* Serve as proponent for the Army SRP. Formulate policies for planning, programming, operating, and managing ranges and training lands.
- f.* Serve as Army policy and resource proponent for leader development (training and education).
 - (1) Establish new training strategies that accommodate the emergence of new Army-wide workforce development programs, distributed learning, delegated authority and its effect on training program data analysis, evaluation, and cost effectiveness.
 - (2) Co-chair the SMDR process with DCS, G–1 to build an executable and affordable ARPRINT.
 - (3) Co-chair the TRAP process with DCS, G-1 to adjust the ARPRINT during the budget year and year of execution.
- g.* Program resources for range modernization and major training land acquisition projects determined to be a new mission requirement in accordance with AR 140–483, AR 350–19, AR 420–1, and DA Pam 420–1–2.
- h.* Advise the Chief of Staff, Army (CSA), on unified action training programs.
- i.* Validate Joint training requirements for officer professional military education, as required by CJCSI 1800.01F.
- j.* Exercise HQDA responsibility for training Soldier and leader tasks and establishing policy for Army warrior training (AWT).
- k.* Exercise HQDA responsibility for Soldier training courses; the Army Physical Fitness Program and Holistic Health and Fitness System (H2F); weapons qualification; chemical, biological, radiological, and nuclear (CBRN) defense training; Personnel Recovery (PR) training; training in the code of conduct; survival, evasion, resistance, and escape (SERE); Army amphibious training; and Army modernization training.
- l.* Monitor Joint Airborne/Air Transportability Training (JA/ATT) Program (see Appx E).
- m.* Exercise HQDA responsibility and publish guidelines for RC pre- and post-mobilization training requirements.

- n.* Establish policy for training and education programs for military personnel in Civilian and industrial institutions.
- o.* Coordinate with the TRADOC on development of policies and programs for ACES.
- p.* Exercise HQDA responsibility for and develop policy for the G-3/5/7 Strategist Program.
- q.* Exercise HQDA responsibility and serve as the point of contact for the following:
 - (1) Defense Language Steering Committee.
 - (2) National Defense University.
 - (3) The in-country training phase of the Foreign Area Officers Program.
 - (4) Information Resource Management College.
 - (5) Institute for National Strategic Studies.
 - (6) Staff and SSCs of Other Nations program.
 - (7) Army Fellowships (see AR 621–7).
- r.* Provide HQDA representation for the Defense Management Education and Training Board.
- s.* Provide distribution plans for displaced equipment to the Army staff and the ACOMs.
- t.* Provide program and budget guidance for the operation of Army Learning Centers and the APT, to include printing and publishing language aptitude and proficiency tests for use throughout DOD.
- u.* Plan, execute, and manage foreign military training programs outside the Security Assistance Program.
 - v.* Chair the Army TGOSC, through the Director of Training to—
 - (1) Schedule COCs, and Work Groups in support of TGOSC efforts.
 - (2) Direct the training portions of the operations and maintenance, Army (OMA) program and budget.
 - (3) Monitor the training portions of the RA, ARNG and USAR budgets.
 - (4) Program funds to support approved Army training strategies and master plans.
 - (5) Approve ACOM proposals for contracted Soldier training courses in coordination with representatives from other Army staff elements and the proponent ACOM.
 - (6) Validate and integrate institutional training, unit training, and leader development requirements into unit set fielding (USF).
 - (7) Serve as the HQDA proponent for AMT and related support facilities.
 - (8) Coordinate AMT issues with HQDA staff agencies.
 - (9) Ensure NET requirements are planned and funded to support Army warfighting experiments, advanced technology demonstrations, and warfighting accelerated or urgent acquisition initiatives.
 - (10) Serve as the HQDA proponent for TADLP.
 - (11) Exercise HQDA responsibility for the Defense Foreign Language Program for military personnel.
 - (12) Supervise the resourcing, programming and assist with budgeting activities to support the institutional training except for Defense health Agency (DHA) funded medical courses.
 - (13) Develop policy for the management and operation of training support centers, except for policy governing visual information functions.
 - w.* Serve as the HQDA proponent and provide management for the Army's Institutional Training Travel Program (ITTDY) except for those funded / administered by DHA, DCS, G–1, and U.S. Army Special Operations Command (USASOC).
 - (1) Exercise HQDA responsibility for establishment of institutional training travel policies, procedures, and standards for executing institutional training travel orders.
 - (2) Program and provide management oversight of institutional training travel funds.
 - (3) Exercise HQDA responsibility for the development, coordination, and implementation of training policies, priorities, and programs in support of the Army's institutional training mission.
 - (4) Determine and direct quarters and subsistence support for Soldiers attending institutional training in coordination with HQDA Staff agencies.
 - (5) Serve as proponent and provide management oversight for ITDLM Program. Program training support funds to U.S. Army corps of Engineer (USACE) and AMC with instructions to use the funds to support RA resident student lodging and directed meal requirements under the ITDLM Program.
 - x.* Provide management oversight and funding for the ATMS programs.
 - y.* Serve as the Army's senior language authority. Assist DCS, G–2 in determining the required countries, cultures, and languages, to include reviewing the strategic language list for service concurrence.
 - z.* Support TADLP—
 - (1) Provide HQDA oversight for DL. Responsibilities include policies and procedures required to support implementation and sustainment of DL.
 - (2) Exercise HQDA responsibility for Soldier training and education courses, including those

conducted with DL, and provide guidance to the Army on training and educating Army personnel within a DL environment.

(3) Resource DL through the planning, programming, budgeting and execution (PPBE) process.

(4) Coordinate with DCS, G-1, support, and fund the development and implementation of all necessary interfaces among DL, personnel management systems, and ATMS.

(5) Support Electronic-Based DL (EBDL) training. Establishes priorities for EBDL. Serves as the proponent for the Army EBDL program, including policies and procedures required to support implementation and sustainment of EBDL. Coordinates with the DCS, G-1 in developing policies, procedures, and programs for EBDL. Provides guidance on operating an EBDL training environment and ensures that training development policies are standardized. Responsible for developing the list of authorized and eligible EBDL courses. Responsible for submission of all course waivers to ASA (M&RA). Validate the EBDL course list via the Institutional Portfolio CoC.

aa. Support Electronic-Based DL (EBDL) training-

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

cc. Participate in the Training Coordination Council Workshop (TCCW). Coordinate the resolution of all major training mission resource issues and constraints presented to the TCCW.

(1) Ensure resources follow the mission across components.

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

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

(4) Ensure DCS, G-3/5/7, DCS G-37/TR in coordination with ARNG and USAR, will account for the total instructor and training support personnel requirements for RC TASS institutions.

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

ee. As required, designate Army training and education proponents in instances where CG, TRADOC has not already appointed modernization and branch proponents responsible for the development of unit and individual training and the development of TSPs and products for approved training requirements.

2-10. Deputy Chief of Staff, G-4

The DCS, G-4 will—

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

b. Monitor, assess, and recommend to the DCS, G-3/5/7 (Training Directorate) appropriate action on AMT as part of integrated product support.

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

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

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

2-11. Deputy Chief of Staff, G-6

The DCS, G-6 will—

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

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

2-12. Deputy Chief of Staff, G-8

The DCS, G-8 is responsible for programming, materiel integration, 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 (ACP).

b. Serve as the principal advisor to the CSA on Joint materiel capabilities integration for all doctrine, organizations, training, materiel, leadership and education, personnel, facilities, and policy (DOTMLPF-P) requirements and materiel programs execution over their life cycles.

- c.* Develop and defend the Army program objective memorandum (POM), and the Future Years Defense Program; includes the independent assessment, integration, and synchronization of the Army POM.
- d.* Publish POM-build guidance that is capability-centric and based on modernizing or transforming by unit sets.
- e.* Integrate the Program evaluation group (PEG) submissions during the POM build to ensure USF success.
- f.* Serve as the USF system-of-systems manager in execution of Army transformation.
- g.* Coordinate with ACOMs to validate unit set configurations.
- h.* Approve unit set equipment lists.
- i.* Support the production, delivery and integration of training and training support for USF sustainable readiness requirements to include delivery of first production or procurement items of new equipment to proponent schoolhouses.
- j.* Develop a risk assessment and management process to gain early visibility into technical and program issues affecting program integration, interoperability, and scheduling.
- k.* Develop and maintain software-blocking policy and oversee the implementation process to establish and harmonize software upgrades across the Army.

2-13. Deputy Chief of Staff, G-9

The DCS, G-9 will—

- a.* Develop guidance based on Secretariat-promulgated policy for assistance in land acquisition and military construction (MILCON) in support of the range and training land program in accordance with AR 420-1.
- b.* Establish the guidelines for base operations support (BASOPS)/sustainment, restoration, and modernization (SRM) MILCON support of installation and unit training strategies.
- c.* Plan, program, and budget BASOPS and/or SRM at Army installations to enable training strategies and Soldier quality of life.
- d.* Identify unit set fielding (USF) facility/installation “pacing items.” In coordination with DCS, G-3/5/7, DCS, G-8, and MATDEVs; prioritize and fund these items as part of unit set fielding integration reviews.
- e.* In coordination with Installation Management Command (IMCOM) and the U.S. Army Corps of Engineers, provide support to gaining ACOMs and installations which are developing facilities, training infrastructure, and other installation support requirements for USF.
- f.* Provide program oversight, guidance, and assistance for implementing installation agreements related to training and leader development.
- g.* Through the CG, IMCOM -
 - (1) Execute training support (range operations, integrated training area management (ITAM), training support center, and Virtual and Constructive Simulations Center operations) within 48 states (CONUS): RA and USAR installations. This will be consistent with the mission commander’s priorities.
 - (2) Support Civilian leader development (training and education) within the command.
 - (3) Provide BASOPS/SRM to support the execution of institutional and unit training strategies by ACOM mission commanders.
 - (4) Provide garrison base realignment and closure plans and points of contact information to TRADOC G-3/5/7 for digital training facility coordination.
 - (5) Exercise responsibility on matters pertaining to installation readiness and family, morale, welfare, and recreation programs.
 - (6) Prepare requirements for and execute TSS Services on CONUS RA and USAR installations IAW AR 350-52.

2-14. Chief, Army Reserve (CAR)

The CAR will—

- a.* Serve dual-hatted as CAR and CG, USARC. In their role as CG, USARC, execute training responsibilities as a major subordinate commander of FORSCOM in accordance with paragraph 2-20.I.
- b.* Serve as the HQDA advisor on USAR training and leader development matters, and coordinate such with the ASCCs with USAR training responsibilities (for example, USAREUR and USARPAC).
- c.* Ensure USAR units are organized, trained, and prepared for mobilization and commitment to war and other missions in support of the CCDR or as otherwise directed in accordance with this regulation and AR 10-87.

- d.* Implement, review, and provide supplemental guidance on any DOD, HQDA, and ACOM/ASCC/DRU policies for organization, operations, training, mobilization, and deployment of USAR forces.
- e.* Review and provide input for updates to Army training strategies which include capabilities and needs of USAR forces. Strategies include training policies/resourcing of training readiness, Standard METL, ARTEP, CATS, weapons qualification, physical fitness, TSS, Distributed Learning System, and Army Training Information System).
- f.* Review and provide input for updates to ARTEP Products and Standard METL. Participate in the STRAG METL approval process.
- g.* Plan, program, budget, and execute USAR appropriations (that is, reserve pay & allowances, operations & maintenance, USAR, military construction, Army Reserve, National Guard Reserve equipment account) to support requirements of the Army Reserve Training Strategy.
- h.* Represent the USAR in the ALDP.
- i.* Review all STRAPS.
- j.* Establish priorities to support training requirements for USAR units and execute training support (the sustainable range program, training support center, MTC, and LVC integrated training environment IT (ITE) operations) at USAR funded installations (Fort McCoy, WI; Fort Hunter Liggett, CA; ASA–Dix, NJ; Devens RFTA, MA, Fort Buchanan, PR; and Camp Parks, CA) and local training areas. Develop policy, procedures, and standards for training USAR AGR Soldiers.
- l.* Conduct selection boards for professional development courses for USAR Soldiers.
- m.* Participate in the SMDR, Total Army Centralized Individual Training Solicitation (TACITS), and TCCW in accordance with AR 350–10. Identify USAR institutional training needs (for example, individual and leader education training requirements). Identify TASS support constraints in manpower, infrastructure, services, and equipment to TRADOC.
- n.* Review and provide input for updates to ARTEP Products and Standards METL. Participate in the STRAG METL approval process.
- o.* Develop, in coordination with the ACOMs, ASCCs, and/or DRUs, policy for access, use, and management of ATRRS for USAR forces.
- p.* Coordinate with ASCC for overseas deployment training (ODT).
- q.* Recommend policy on professional career development of Soldiers in the USAR.
- r.* Establish policy and procedures for the development, validation, and maintenance of the USAR non-prior service and in-service individual training requirements.
- s.* Ensure attendance of qualified officers, NCOs, and Soldiers at OES and NCOPDS courses, are consistent with Army training policies and priorities.
- t.* Determine and document institutional training force structure requirements (for example, instructors, support personnel, equipment, TADSS, MDEPs) to support the institutional training mission.
- u.* Assist with TSS planning, and monitor USAR unit use of IMCOM executed training enabler resources that support senior commander-directed training programs.
- v.* Develop an implementation plan to meet the intent of and support the ALDS with emphasis on leader development across all cohorts (officers, warrant officers, noncommissioned officers, and Army Civilians).
- w.* Ensure subordinate commands/Soldiers are aware of and understand the ITDLM Program and authorized / approved Institutional Training travel entitlements.
- x.* Issue USAR training support funds to USACE and AMC through GFEBs with instructions to use the funds to support USAR resident student lodging and directed meal requirements under the ITDLM Program.

2–15. The Surgeon General (TSG)

TSG will—

- a.* Exercise HQDA responsibility for health and medical training and identify strategies and resources for health and medical training. This includes medical training for individuals and units not in the AMEDD and medical training under special circumstances, such as chemical, biological, radiological, nuclear (CBRN), and explosive hazard conditions.
- b.* Exercise HQDA responsibility for functional aspects of officer, warrant officer, enlisted, and Army Civilian medical specialist training.
- c.* Provide technical advice and assistance to the Army Staff pertaining to the health and medical aspects of manning, training and equipping the Army, and for matters on public health, readiness of the force, warrior transition care, medical force structure and equipping, force development, medical materiel

and research and development, medical evacuation, and medical military construction.

d. Develop and coordinate the Army's position on Joint medical training. Monitor, evaluate, and provide guidance for improving the status of medical training readiness as reflected in unit status reports for AMEDD units.

e. Exercise HQDA responsibility for combat lifesaver and casualty response training, medical intelligence training, and medical mobilization training.

f. Provide guidance for medical, physiological, and health areas related to H2F / physical readiness.

g. Develop, coordinate, and monitor programs for training foreign nationals in AMEDD schools and facilities.

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

i. Approve Army doctrinal qualification, personnel policy, policies pertaining to AMEDD professional qualification, and AMEDD-specific equipment requirements, IAW AR 5-22.

j. Develop and direct the Army's planning, programming, budgeting and execution (PPBE) process for Defense Health Program requirements to support medical training and readiness, IAW AR 1-1.

k. Coordinate with AFC and TRADOC (MEDCoE) to develop Army Health System support concepts, doctrine, training, education and user tests.

2-16. The Judge Advocate General (TJAG)

TJAG will—

a. Develop and administer the curriculum, doctrine, standards, and delivery of legal education and training for attorneys (military and Army Civilian), warrant officers, legal paraprofessionals, paralegal NCOs, and specialists in the Judge Advocate Legal Service and provide input on training requirements to the DCS, G-1 in support of the SMDR and TRAP processes.

b. Advise DCS, G-3/5/7 (Training Directorate); 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. Review and provide input for updates to ARTEP Products and Standards METL. Participate in the STRAG METL approval process.

e. Assign JAGC officers to Direct Commission Course, Judge Advocate Officer Basic Course and either the Judge Advocate Officer's Graduate Course or the Reserve Judge Advocate Officer's Advanced Course.

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

g. Administer the Funded Legal Education Program IAW AR 27-1.

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

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

j. Program and budget resources to meet requirements.

2-17. Chief of Chaplains (CCH)

The CCH will—

a. Develop and publish proponent Army learning strategy that guides implementation of training, education, and self-learning and the three areas of Army learning for the Chaplain Corps.

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

c. Develop professional and educational policies and procedures for the Chaplain Corps.

d. Establish chaplain career training and professional development objectives.

e. Provide professional training for chaplains, religious affairs specialists, chaplain candidates and directors of religious education.

f. Select and schedule active-duty chaplains to attend Army and non-Army schools.

g. Assign active-duty chaplains to attend the Chaplain Basic Officer Leader Course, the Chaplains Captains Career Course (C4), and branch functional courses.

h. Direct training and function of the U.S. Army Institute for Religious Leadership.

i. Direct the training and function of the U.S. Army Family Life Chaplain Training Centers.

j. Program and budget resources to meet training requirements.

k. Ensure that the Chaplain Corps is trained to provide religious support across the full range of military operations.

l. Ensure seamless integration of religious support doctrine and training throughout the Army.

m. Develop and provide training at selected Army schools on topics to include ethics, world religions,

moral leadership, spiritual readiness, and Soldier and Family readiness.

n. Provide specialized training to chaplains in the following areas: Resource Management, and Logistics; Family Life Ministry; Family Life Ministry Supervisor; Clinical Pastoral Education; Clinical Pastoral Education Supervisor; Chaplain Clinical Ethicist; Ethics; World Religions; and relationship resilience.

o. Exercise HQDA responsibility for spiritual readiness and moral leadership in the Army.

2–18. Provost Marshal General (PMG) & U.S. Army Criminal Investigation Division (USACID)

The PMG / USACID will—

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

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

2–19. Commanders of Army commands (ACOM), Army service component commands (ASCC), and direct reporting units (DRU)

The Commanders of ACOMs, ASCCs, and DRUs will—

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

b. Develop an implementation plan to support the ALDS and place emphasis on leader development across all cohorts (officers, warrant officers, noncommissioned officers, and Army Civilians).

c. Manage NCOPDS courses taught in regional NCO academies (NCOAs).

d. Program and budget resources for operation of the basic level NCOPDS course as applicable.

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

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

g. Manage Basic Leader Course (BLC) training seats and attendance.

h. Select Soldiers to attend the BLC in accordance with the policies established in this regulation.

i. Program and budget for associated temporary duty travel costs related to attendance to BLC, ALC, SLC, and functional training.

j. Ensure Army Civilians attend grade level specific CES education at the time of selection in accordance with policies established in this regulation.

k. Support compliance with Defense Acquisition Workforce Improvement Act and DOD-directed acquisition position qualifications and certification requirements.

l. Ensure when commanders receive new, improved, or modified equipment—

(1) Develop facility, training support infrastructure, training support, and management support resource requirements to execute USF.

(2) Review, update, and provide input to the NET Plans.

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

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

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

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

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

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

(9) Notify HRC of any MOS or ASI awarded because of AMT.

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

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

m. Commands will support the Army's QA mission in evaluating and assessing the quality of the institutional Army's ability to meet the needs of the operational Army. The Army QA program provides oversight of doctrine, training and education provided by all Army schools (TRADOC and non-TRADOC, military and civilian, RA and RC). ASCCs and DRUs will identify appropriate organizations or points of contact for coordination/ oversight of institutional accreditation as appropriate.

n. Review and provide input for updates to ARTEP Products and Standards METL. Participate in the STRAG METL approval process.

o. Ensure that if the command is the training proponent for a Soldier training course per paragraph 5–13, appendix C, or otherwise designated by DCS, G–3/5/7—

(1) Develop TSPs for the course and, if requested, provide the TSP to other ACOMs. Development of course TSPs will follow the guidance published in appropriate TRADOC publications. TSPs will include standardized course prerequisites and standardized certification tests. The ACOM points of contact can secure information about TSPs developed by proponent ACOMs and Training courseware development from HQ, TRADOC.

(2) Ensure installations conduct an annual needs assessment to validate the continuing need for local Soldier training courses. When requested by DCS, G–3/5/7 (Training Directorate), summarize the needs assessment for each training course contracted by subordinate installations, including existing and proposed new courses.

(3) Provide, when requested, DCS, G–3/5/7 (Training Directorate), a projection of Soldier training course expenditures for the next fiscal year.

p. Incorporate, as applicable, ITDLM Program requirements in Command Inspection Program.

q. Develop an implementation plan to meet the intent of, and support the ALDS and place emphasis on leader development across all cohorts (officers, warrant officers, noncommissioned officers, and Army Civilians).

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

s. For any pre-deployment training in support of respective CCDR mission requirements beyond LSCO (like-type-units with standard unit METL) requests-for-forces, minimum expectations include: identification of all tasks (individual and collective) pre-deployment training requirements by an Army Task Numeric, task title, task description, doctrinal reference, and supported by a Training and Evaluation Outline in the Combined Arms Training Strategies (CATS) or training support package if appropriate.

2–20. Commanding General, U.S. Army Forces Command (FORSCOM)

The CG, FORSCOM, will—

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

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

c. Serve as the force provider for Army conventional forces and, as such, will execute the functions, duties, and responsibilities of a Service Force Provider as required by the Secretary of Defense. Specific to the Service Force Provider mission (AR 10-87), the SECARMY delegated to FORSCOM the training and readiness oversight responsibility over RC conventional forces in the continental United States (CONUS) that includes Puerto Rico and U.S. Virgin Islands, which are not assigned to a CCMD.

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

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

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

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

h. Review and provide input for updates to ARTEP Products and Standard METL. Participate in the STRAG approval process.

i. As the Army lead agent, coordinate and synchronize unit-level LSCO-training.

(1) Exercise responsibility for the CONUS Joint Airborne/Air Transportability Training (JA/ATT) Program (see appendix E).

(2) Advocate per Joint Staff directed timelines and process (CJCSI 3500.01H) for all unified action partner capabilities for Home Station Training, CTC and other Army sponsored exercises, tests, and experiments (Network Integration).

(3) Assess Security Assistance Force and Joint Task Force-North/ARNORTH requests for unified action partner training value and collaborate with U.S. Army Security Assistance Command to leverage

these events as METL relevant training.

- i.* Provide equipment support for training programs at TASS organizations, as requested and available.
- j.* Provide trained units to develop and test Army organization, equipment, and doctrine.
- k.* Assist with TSS planning, and monitor FORSCOM unit use of IMCOM executed training enabler resources that support Senior Commander directed training programs.
- l.* The CG, USARC—
 - (1) Command USAR troop program units (TPUs) and reinforcement training units in CONUS other than forces assigned in 10 USC 167 (unified combatant command for special operations forces).
 - (2) Ensure USARC units are organized, trained, and prepared for mobilization, commitment to war, and other missions in support of the CCDR or as otherwise directed.
 - (3) Publish command training guidance which addresses USAR forces.
 - (4) Implement, review, and provide supplemental guidance on any DOD, HQDA, and ACOM/ASCC/DRU policies for operations, training, mobilization, and deployment of USARC forces.
 - (5) Manage the combat support training program (CSTP).
 - (6) Participate in the TACITS, SMDR, and TRAP in accordance with AR 350–10.
- m.* Provide command and control for Troop Schools in FORSCOM.
- n.* Review the relevance of the AWT in support of theater operations, annually, in coordination with TRADOC and the USAIS.
- o.* Execute the Army's Parent Service Validation responsibilities for deploying CONUS conventional ARNG and USAR units, as HQDA responsible official.
- p.* Support, upon request, the training of ARNG/USAR units in CONUS in accordance with current guidance on RC training. CG FORSCOM, in coordination with RC components, will develop processes and procedures to prioritize, schedule, coordinate and implement RA pre-mobilization training support to RC units.
- q.* Establish criteria and oversee/validate pre-deployment training of ARNG/USAR units in CONUS.

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

The CG, TRADOC will—

- a.* Administer training functions outlined in this regulation and AR 10–87.
- b.* Serve as the Army SRO and principal lead for the training, education, and leader development processes. Develop training doctrine and execute training policies and procedures as directed by HQDA.
 - (1) Designate Army training and education proponents from among TRADOC-assigned force modernization and branch proponents responsible for the development of unit and individual training and the development of TSPs and products for approved training requirements.
 - (2) Serve as the Army's lead for training and education development products and processes.
 - (3) Develop, publish, and sustain training management doctrinal products (see ADP 7–0, and FM 7–0), supporting pamphlets, and web access (ATN).
 - (4) Develop and implement TASS policies and procedures.
 - (5) Develop and update an ALDS based on guidance from DA senior leaders; SA; ASA (M&RA); ASA (Financial Management and Comptroller); CSA; VCSA; Sergeant Major of the Army (SMA); DCS, G–1; DCS, G–3/5/7; DCS, G–8; and other HQDA principals, as required.
 - (6) Assess the ALDP and related policies to ensure they are consistent with the Army Leader Development Strategy.
- c.* Lead, shape, manage and execute leader development for the Army.
- d.* Serve as the Army lead agent for Army training information systems and ensure continuity in training management (unit and institution), DL and TSS from legacy to future capabilities; and all system interfaces as required.
- e.* Serve as the Army lead agent for DL implementation and provide oversight for DL implementation and integration throughout the life of the program. Coordinate the DL training requirements with DCS, G-1 to ensure ATRRS entries as required.
- f.* Develop, promulgate, and implement procedures to provide for quality control and quality assurance of Army training doctrine development, training products, and training management programs by—
 - (1) Serving as the Army functional proponent for training management, doctrinal products (see ADP/ FM 7–0), ATMS, Army Training Network, CATS, Standard METL, and DTMS. In coordination with DCS, G–3/5/7, G–37 Collective Training Division exercise HQDA responsibility, supervision, and management of ATMS providing, technical, functional, and operational support to the Army and DOD. Ensure that doctrinal products (ADP/ FM 7–0, ATMS Army Training Network, ARTEP, CATS, METL, DTMS) are

maintained, periodically reevaluated, synchronized and comply with and implement the guidance provided in this regulation.

(2) Developing policy and guidance for the management, planning, development, and implementation of collective training and for preparing collective training products. In coordination with DCS G-3/5/7, G-37 collective training division exercise HQDA supervision and management of the Army Training and Evaluation Program (ARTEP) for developing policy and guidance for the management, planning, development, and implementation of collective training and for preparing collective training products.

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

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

(5) Serve as an Army Organizational Point of Contract (OPOC) for the Universal Joint Task List (UJTL). Maintain the Army Universal Task List (AUTL) as the Army's Service Task List and provide to JS J-7.

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

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

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

(9) Developing training strategies for the Army by:

(a) Developing maneuver and weapons training strategies (CATS and DA Pam 350–38) for training in units and programs of instruction.

(b) Identifying training resources required by those strategies.

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

h. Design, develop, and distribute military and Civilian training and education programs and products in support of individual and unit training.

i. Integrate Army leadership doctrine in all training programs of the schools and training centers for officers, warrant officers, noncommissioned officers, and Army Civilians at progressive and sequential phases of career development.

j. Ensure TNGDEV for AMT—

(1) Work in concert with the other CAPDEV and MATDEV to identify and document training and training support product requirements.

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

(3) Document the AMT strategy and the required associated NET and training support products to provide the TRADOC proponent with the necessary material so the Generating Force is prepared to implement the new training into the Operational Force by FUE, with complete transition not later than 1 year after FUE.

(4) Enable Army training activities by ensuring training requirements are identified in the appropriate Joint Capabilities Integration and Development System (JCIDS) capability requirement documents.

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

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

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

(8) Begin the institutional training portion of AMT no later than 12 months after FUE. Exceptions to this policy 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. However, institutional training timelines must be responsive to all acquisition pathways.

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

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

(11) Assess AMT effectiveness.

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

- (13) Refer unresolved AMT issues to DCS, G-3/5/7 (Training Directorate).
- k.* Exercise responsibility for the capability development and training development aspects of the operational environment and opposing forces (OPFOR) Program in accordance with AR 350-2.
- l.* Assist HQDA with the management of TADSS requirements documentation, TADSS assets, the graphic training aid program, TADLP, DA Pam 350-38, range modernization and standardization, international military training and education under the Security Assistance Training Program, training standardization policy, and TASS.
- m.* Maintain the capability to advise DCS, G-3/5/7 on all matters regarding physical readiness research, policy recommendations, performance standards and to assist in the execution of the Army Holistic Health and Fitness (H2F) System in units, training base schools, and mobilization sites to include physical readiness for individuals/units, Future Soldier, initial-entry, pregnancy/post-partum, combatives, and water survival. The Commanding General, U.S. Army Center for Initial Military Training (USACIMT), as the specified proponent (AR 5-22) for H2F, provides guidance concerning theories and principles of human performance and exercise science as informed by empirical research, institutional best practices, and experiential learning to drive H2F doctrine including periodic individual/unit training programs and performance standards and testing.
- n.* Assist the DCS, G-3/5/7 (Director of Training), to develop, field, and sustain the capability to rapidly adapt training development and training management systems (for example ATMS).
- o.* Maintain administrative control over designated DOD schools.
- p.* Exercise responsibility and manage Army training for foreign military and Civilian personnel in the United States.
- q.* Serve as the Army's individual and collective training task manager and—
- (1) Receive external training requirements and conduct training needs analyses to determine applicability for individual and collective training.
 - (2) Designate Army training proponents responsible to develop TSPs and products for approved individual and collective training requirements.
 - (3) Manage the development of vertically and horizontally aligned officer (to include pre-commissioning), warrant officer, and noncommissioned officer training.
 - (4) Manage common Soldier shared and branch-specific individual and collective tasks.
 - (5) Review the relevance of the AWT Program in support of decisive actions, biennially, in coordination with FORSCOM; TRADOC Deputy Commanding General (DCG) IMT; and the Maneuver CoE. Provide storage of, access to, and distribution of common task information resources.
 - (6) Include common tasks in officer (to include pre-commissioning), warrant officer, noncommissioned officer, and Army Civilian training, as appropriate.
 - (7) Ensure the application of common task training throughout TASS to include the coordination of pre-commissioning tasks taught by the USMA and National Guard Academies.
- r.* Review POIs for institutional training courses to ensure compliance with established policies. (Exceptions are: AMC schools, the U.S. Army Criminal Investigation Laboratory, The Judge Advocate General's Legal Center and School, MEDCoE, John F. Kennedy Special Warfare Center and School, and Army Acquisition Center of Excellence (AACoE).) In accomplishing this responsibility, the CG, TRADOC, will—
- (1) Identify and notify DCS, G-3/5/7 (Training Directorate), of the impact of resource deficiencies on unit mission and task performance accomplishment.
 - (2) Obtain DCS, G-3/5/7 (Training Directorate) approval in cases where a course change results in a change of status from temporary duty (TDY) to permanent change of station (PCS), or vice versa.
 - (3) Obtain DCS, G-3/5/7 (Training Directorate) approval for course deletions that will have Army-wide implications or when classes are cancelled when a certified instructor or essential equipment is not available.
- s.* 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.
- t.* Develop and publish guidance for the development of training products and training support products.
- u.* Coordinate pre-commissioning military training among pre-commissioning sources.
- v.* Consult with DARNG and CAR on scheduling courses that are conducted when the preponderance of students are ARNG or USAR.
- w.* Command and manage federal OCS, ROTC, and NDCC activities except those functions and responsibilities retained by HQDA.
- x.* Exercise administrative responsibility to— Supervise, manage, operate, and fund the Defense

Language Institute Foreign Language Center (DLIFLC). Ensure AIT for language-dependent occupational specialties includes requirements for demonstrating linguistic proficiency. Validate DLIFLC resources.

- y. Supervise the development and implementation of an individual military training integration and standardization program.
- z. Develop school mobilization missions and supporting policy and guidance.
 - aa. Maintain and distribute career development models in coordination with each career management field proponent.
 - bb. Serve as the POI proponent for instructional programs at TASS training battalions.
 - cc. Through the CG, Combined Arms Center, serve as the proponent for mission command current and emerging systems and technology.
 - dd. Ensure the Army fraternization policy contained in AR 600–32 is addressed in IMT, NCOPDS and OES as appropriate. Coordinate through OTJAG.
 - ee. Research and develop the parameters of the operational environment (including the training conditions) necessary for appropriate training of Soldiers, leaders, and units in all training domains. Document the operational environment for training in a periodically updated pamphlet for use by trainers in establishing training conditions.
 - ff. Establish a special staff HQ, TRADOC Quality Assurance (QA) Office, as the lead agent for the Army's QA program, to— Develop the responsibilities, policies, procedures, and objectives for the Army's QA program in coordination with other commands and stakeholders. Develop and maintain the policy, guidance, and accreditation standards for the evaluation and assessment of Army learning institutions across the DOTMLPF–P domains. Serve as the granting authority for Army accreditation for all Army learning institutions (TRADOC and non-TRADOC, active and reserve, military and Civilian) except for the U.S. Military Academy.
 - gg. Chair the TCCW.
 - hh. Assist the TSS planning and monitor TRADOC unit use of IMCOM executed training enabler resources that support Senior Commander directed training programs.
 - ii. Identify requirements for and manage execution of USARC Mission Training Complexes under the command of the 84th Training Command.
 - jj. Support Civilian leader development (training and education) within the command.
 - kk. Develop the necessary controls to ensure all subordinate activities comply with guidance in the ITDLM Handbook. Incorporate, as applicable, ITDLM program requirements in command inspection program.
 - ll. Ensure DTMS provides necessary data to Defense Readiness Reporting System- Army (DRRS–A) in support of commander's unit status reporting.
 - Ensure all PME schools adhere to the 365-postpartum body composition exemption for all eligible PME attendees.

2-22. Commanding General, U.S. Army Futures Command (AFC)

AFC provides future warfighters with the concepts, capabilities, and organizational structures they need to dominate a future battlefield. The CG, AFC will—

- a. Act as the designated advisor of the Equipping PEG to lead efforts to define and assess the Future Operational Environment; develop and deliver operational and (warfighting) functional concepts; develop and deliver future force designs; and support the delivery of materiel solutions IAW the Army Modernization priorities generally focused on the force 5-15 years in the future.
- b. Determine required capabilities needed to fulfill Army and Joint requirements and, when delegated by the Chief of Staff of the Army, approve requirements for equipping the Army.
- c. Assist the ASA (ALT) with developing policies, processes, and procedures to support materiel integration to include TADSS within AFC's business processes.
- d. Coordinate with TRADOC (CAC and Force Modernization Proponents) to ensure the synchronization of DOTmLPF-P, in particular the identification and documentation in Army Modernization capability requirements documents, of training support requirements for all training domains.

2–23. Commanding General, U.S. Army Materiel Command (AMC)

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 DCS, G-2; PEO/PM U.S. Army Intelligence CoE; INSCOM and HQ, TRADOC to evaluate cryptology and signal intelligence, measurements intelligence, and human intelligence (HUMINT) training requirements related to tactical cryptology and national signal intelligence systems (when the Army is designated as the system developer).
- f.* Ensure, through assigned NET managers, and in coordination with, program and systems managers—
 - (1) Production of new equipment training plan (NETP) for each new, improved, or modified materiel system based upon the approved capability requirement document. Coordinate NETP with the TNGDEV, CAPDEV, gaining commands, test agencies, and other agencies, as required.
 - (2) Coordination with HQDA to ensure visibility of funds for the acquisition of the system's training subsystem.
 - (3) Resourcing and updating TADSS and TSPs to keep pace with the system engineering change proposals, technology insertions, and block improvements applied to the materiel system.
 - (4) Validation of system TSPs, to include system TADSS and embedded training, are available to support FUE.
 - (5) PM identifies ammunition and consumables necessary to support AMT.
 - (6) Review of AMT ammunition requirements semiannually with PM.
 - (7) Provide training for multiservice systems or equipment when the Army is designated as the NET manager. Provide the training upon receipt of a statement of requirements and funding.
 - (8) The responsible Army MATDEV for multiservice systems or items of equipment managed by other military departments will—
 - (a)* Identify training needs and ensure the lead military department includes the requirement in the appropriate training plan, in coordination with the Army TNGDEV.
 - (b)* Program and budget the Army portion of NET unless the lead military department is required to fund.
 - (9) Assist TNGDEV in identifying MOS and AOC affected by NET. List the affected MOS/AOC in the appropriate section of NETP.
 - (10) Submit rosters of personnel who received NET directly to Commander, HRC, in coordination with the gaining command.
 - (11) Provide TNGDEV the first production or procurement item or system and peculiar support equipment to enable institutional training by the FUE date.
 - (12) Provide NET and technical documentation and supporting training materials to units conducting AWEs and advanced technology demonstrations, in conjunction with TNGDEV, CAPDEV, or procuring agency. Coordinate AMT policy issues with DCS, G-3/5/7 (Training Directorate), Washington, DC 20310-0450.
- g.* Support Civilian leader development (training and education) within the command.
- h.* Review and provide input for updates to ARTEP Products and Standard METL. Participate in the STRAG METL approval process.
- i.* Develop the necessary controls to ensure subordinate command, U.S. Army Sustainment Command, comply with guidance in the ITDLM Handbook.
- j.* Oversee subsistence payment process for Soldiers directed meals while attending Institutional Training under the ITDLM Program.

2-24. Commanding General, U.S. Army Corps of Engineers (USACE)

The CG, USACE will—

- a.* Provide technical advice and assistance to the Army Staff pertaining to facilities, military engineering, real estate, and geospatial individual and unit training.
- b.* Coordinate with the TNGDEV, MATDEV, and ACOMs to identify MILCON & SRM 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.* Develop the necessary controls to ensure subordinate activity (Norfolk District) comply with guidance in the ITDLM Handbook.
- e.* Represents the interests of DCS, G-3/5/7, ARNG and USARC in providing Privatization of Army Lodging (PAL) for Soldiers attending Institutional Training.
- f.* Executes the PAL Lodging In-License Agreements to support of the ITDLM Program.

- g.* Oversees lodging validation process in support of the ITDLM Program.
- h.* Oversees lodging payment process with the PAL vendor.

2–25. Commanding General, U.S. Army Test and Evaluation Command

The CG, ATEC will— Assist with TSS training enabler planning and implement the sustainable range program at ATEC test centers.

2–26. Commandant, U.S. Army War College (USAWC)

Commandant, USAWC will—

- a.* Educate and develop leaders for service at the strategic level while advancing knowledge in the global application of landpower.
- b.* As the lead agent for the Army's General Officer education, execute oversight on behalf of the CSA and CG, TRADOC.
- c.* Oversee the 10-month resident course of instruction qualifying attendees for award of MEL–1, a Masters of Strategic Studies degree, and Joint professional military education (JPME II), subject to the approval of the Secretary of the Army and consistent with HQDA and CJCS policy.
- d.* Oversee a 2–year distance education course of instruction that qualifies attendees for award of MEL–1, a Masters of Strategic Studies degree, and JPME I/II, subject to the approval of the SA and consistent with HQDA and CJCS policy.
- e.* Oversees the USAWC Fellows Program (MEL1), CSA, and SMA Senior Fellow Programs IAW AR 621-7, G-3/5/7 policy and CSA Guidance.
- f.* Conducts an International Fellowship Program in support of all educational courses at USAWC.
- g.* Oversee a course of instruction that provides Army, Joint and select partners the qualifications and unique skills, knowledge, and attributes to excel as strategists subject to coordination with the FA59 proponent and consistent with HQDA policy.
- h.* Oversee courses, programs, and instruction to educate and prepare senior leaders to use data and Artificial Intelligence to enable warfighting decisions.
- i.* Oversee a course of instruction that provides ASCC Staffs the qualifications and unique skills, knowledge, and attributes to excel as Theater Army Staffs.
- j.* Execute the Army's responsibilities to provide courses and instruction on Combined and Joint Land Component Commands.
- k.* Oversee the Center for Strategic Leadership (CSL) as the Army's strategic wargaming center and a thought and education leader for strategic landpower and futures.
- l.* Oversee of the Strategic Studies Institute (SSI) and Army War College Press as the Army's premier research agency for examining strategic security challenges.
- m.* Oversee the U.S. Army Heritage and Education Center (USAHEC) to provide archives, library support and research assistance to USAWC students and faculty.
- n.* Coordinate and attain accreditation with external organizations for degree/MOS/ASI/PDSI/and Joint Military Professional Education credit producing programs for the external accreditation/review of MOS/ASI-producing courses provide by faculty for USAWC.
- o.* Oversee the Nominative Leader Course to provide a strategic education in preparation for CSMs to serve at the strategic command and organizational level.

2–27. Other commanders and leaders

Other commanders and leaders will—

- a.* Senior commanders, division commanders, state adjutants general, and USAR major commands will exercise command relationship responsibilities with regard to: assigned missions (as applicable); developing training guidance and master training plans; allocating the necessary resources to effectively implement these plans; evaluating the conduct of training; reducing training detractors; reducing personnel and unit turbulence; and providing subordinate commanders maximum time to train (see AR 600–20). To improve training, commanders will employ the ATMS (DTMS, Army Training Network, CATS) or next generation capability, to plan, resource, and manage unit training and access Army standard training products. ATMS is applicable to Garrison TDA organizations where feasible or as required by the DCS, G–3/5/7. Practice the doctrinal principles per ADP/FM 7-0, and ADP/FM 6-22.
- b.* Identify and reduce training detractors. Ensure that Army-approved training products such as the ARTEP, Standard METL, CATS, TSPs, training and evaluation outlines (T&EOs), and Soldier manuals are understood and used. Commanders are responsible for the content of any training materiel not

provided by HQDA, or ACOM/ASCC/DRU.

- c. Ensure that Army-approved management tools are used, such as ATMS (Army Training Network, DTMS, CATS) and Training Ammunition Management Information System.
- d. Conduct HQDA mandatory training requirements within their commands. Minimize on-line delivery by emphasizing face-to-face delivery.
- e. Review and provide input for updates to ARTEP Products and Standard METL. Participate in the STRAG METL approval process.
- f. Encourage and support Soldiers' participation in self-improvement and Civilian education courses.
- g. Leveraging military training for support of civil authorities. Any 10 USC Army unit training off-base will do so in accordance with DODI 1322.28 and DODI 3025.21. Actions include: coordination with law enforcement agencies (LEA) when appropriate to provide an orientation briefing to the military personnel involved in the off-base training, as well as plans for a medical evacuation plan of military personnel involved in the event; a communication plan for military elements involved in the event; and to meet other administrative and operational requirements with input from LEA and/or local military police/security force personnel. When applicable, use state installation regulations and SOPs to identify local coordination and safety requirements for ARNG training. Unless otherwise stated by DCS, G-3/5/7, all units will comply with event risk assessment criteria, approval authority levels and notification levels outlined in DODI 1322.28.

2-28. Responsibilities for programs of instruction/courses at special schools

Responsibilities concerning POI/course approval at special schools include—

- a. Defense Information School POIs/courses rests with the Office of the Assistant Secretary of Defense (Public Affairs).
- b. The CG, The Judge Advocate General's Legal Center and School approves POIs/courses for legal education courses.
- c. The Commandant, USAWC, develops USAWC curriculum and forwards it to CG, TRADOC for review. The Commandant, USAWC, and the CG, TRADOC, coordinate the curriculum to ensure that the education program is consistent with Army University and OES objectives.
- d. The Director, U.S. Army Criminal Investigation Division, supervises the Army crime laboratory system in accordance with AR 195-2 and operates the Criminal Investigation Laboratory.
- e. The President, National Defense University, approves the curriculum for National Defense University colleges and institutions.
- f. The Commandant, DLIFLC—
 - (1) Approves POIs/courses for foreign language training.
 - (2) Controls foreign language training POIs/courses, except for those of the service Academies, the National Cryptologic School, and USASOC.
 - (3) Exercises the responsibilities assigned by AR 350-20 and evaluates the Army Linguist Program and use of language tests; coordinates and provides information to the services on the use of foreign language tests and testing procedures; and programs and budgets for the development of language aptitude and proficiency tests for use throughout DOD.
- g. The CG, USACE, approves POIs/courses for training provided by the USACE Learning Center.
- h. The Director, Acquisition Career Management (DACM), approves POIs/courses for training provided by the Army Acquisition Center of Excellence (AACoE).

Chapter 3

The Army Institutional Training and Education System

Section I Introduction

3-1. Description

The Army institutional training and education system provides Soldiers, leaders, and the Army Civilian Corps, the attributes and competencies required to operate successfully in any environment. Institutional training supports every Soldier and Army Civilian in the force throughout their Army career. Contributions include pre-commissioning training and pre-appointment, IET, reclassification/MOS transition, PME, Civilian education, leader development, specialty and functional training, training development, DL, and training support products.

3-2. The Army School System (TASS)

a. TASS is the Army's institutional training architecture made up of RA, ARNG, USAR, and Army Civilian institutional training systems. TASS conducts IET; reclassification training; officer, WO, NCO and Army Civilian professional development training and education; supervisor development course (SDC); and functional training. This is accomplished through both standard resident and DL courses. The RC TASS units are functionally aligned and linked to appropriate training proponents.

b. The Army training proponents provide the structure to establish, maintain, and operate TASS from a common automated management system.

c. The USAR TASS conducts MOS reclassification, NCOPDS, OES, ASI/SQI, and functional courses.

d. The ARNG TASS conducts OCS, WOCS, MOS reclassification, NCOPDS, ASI and functional courses.

e. TASS training missions are validated during the Structure and Manning Decision Review (SMDR)+ process, reflected in the ARPRINT, and documented in ATRRS. Training missions compete for resources (personnel, facilities, equipment including OPTEMPO, supplies less training ammunition and training support) through a deliberate cross component (RA, ARNG, and USAR) affiliation program. Prior to the execution year of training, training program changes are finalized through the TRAP, co-chaired by DCS, G-1; and the DCS, G-3/5/7. TRAP training requirement changes, once approved by DCS, G-1 and DCS, G-3/5/7, are reflected in ATRRS. The Army School System provides training on a non-reimbursable basis. Schools will not cancel scheduled classes resulting from resource constraints unless all commands with quotas agree to the cancellation, or DCS, G-3/5/7 (Training Directorate) determines that necessary resources cannot be made available. Announce class cancellations due to resource shortfalls no later than 46 days before the class start date and posted in ATRRS. Course dates and locations may not be changed once they are within 45 days of the scheduled execution. Should either be necessary, the course will be treated as a non-conduct, and require the same coordination with other commands and approval from the DCS, G-3/5/7 as would a non-conducted class. A course will not be moved from a later date to one that would put them inside a 45-day window without the prior concurrence of all commands with quotas.

3-3. Army training and education proponents

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

b. Develop courses based on established training, education and unit training management goals and objectives as well as the duties, responsibilities, and missions associated with the assignments of graduates.

c. Develop, evaluate, and train leader, technical, and tactical tasks that focus on missions for the size or type units or organizations associated with the assignments of graduates.

d. Provide progressive and sequential training. Provide personnel serving at the same organizational level with training consisting of the same tasks, conditions, and standards.

e. Provide leader, technical, and tactical training that affords Soldiers and Civilians an opportunity to acquire the skills and knowledge needed to perform more complex duties and missions of greater responsibility.

f. Develop, produce, store, maintain, and distribute training, education and learning support products to institutions, units, and individuals by means and repositories directed by CG, TRADOC.

g. Coordinate development of all learning training products, enablers, and systems with CAC to ensure that tasks and LVC considerations have been considered and integrated for the most cost-effective means of training.

h. Ensure proponent meets TRADOC instructor and developer standards IAW TRADOC Regulation 350-70.

Section II Administration

3-4. Eligibility

a. The following categories of personnel are eligible to attend Army schools and DOD schools operated by the Army:

(1) Military and Army Civilian personnel who meet criteria and course prerequisites.

(2) Military personnel of other services and Civilian personnel of other military departments who meet

course criteria and prerequisites.

(3) Military and Civilian personnel from other nations that meet course criteria and prerequisites.

(a) When taking part in the security assistance program.

(b) When such training is determined to be in the best interest of the United States.

(4) Personnel employed by non-DOD Government agencies, local and state government agencies, on a space available and reimbursable basis, unless otherwise specified by formal agreement (memorandum of agreement) and/or directive.

(5) Industry or research organization personnel under contract to the Government to provide a specific service:

(a) Is not otherwise available in private sector.

(b) Is essential for fulfillment of the contract and authorized by the contracting officer.

(c) Services or Commands who have training requirements for contractors will request these requirements through the Proponent to DCS, G-3/5/7, DAMO-TRI for approval.

(d) Government provided training for contractors in rules, practices, procedures, and/or systems that are unique to the employing command is an exception and not the rule.

(e) Contractors may only be trained in skills they are not required to bring to the job, such as, command unique rules, practices, procedures and/or systems that are essential for the contractor's satisfactory contract performance.

(f) This type of training is considered mandatory/required and will be identified in the contract and the contract will get provided to the Center of Excellence for validation.

(g) Contractors are not authorized to attend Initial Entry Training courses (WOBC, BOLC B, AIT) or elective training regardless of mode of instruction (e.g., resident, troop schools, on-site, garrison/installation instruction or distributed learning) or lack of cost to the U.S. Army (e.g., not authorized even if space is available and there is no cost to the U.S. Army).

(h) Contractors attending Army training will not be charged a tuition fee for mandatory training. The command requiring or providing the training may not seek payment from the contractor. All such training will get validated as essential to satisfy contract performance. The cost of mandatory/required training is the full responsibility of the Army/command.

(6) Principal Officials of Headquarters, Department of the Army (HQDA), Army Commands, Army Service Component Commands, and Direct Reporting Units will ensure that these requirements are programmed through the Structure and Manning Decision Review (SMDR).

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

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

(9) Family members may attend or audit Army courses of instruction on a space available basis. Attendees must obtain approval from the school commandant and meet the following conditions:

(a) No additional expense will be incurred by the Army because the Family member is in attendance, except as stated above.

(b) The training or education is not available at a Civilian training or education facility within a reasonable commuting distance of the Family member's residence.

(c) Army schools will charge tuition fees for family members of another Service attending the school if required.

b. Army officers are board-selected for the following institutions:

(1) National Defense University Colleges, including:

(a) National War College.

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

(c) Joint Advanced Warfare School.

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

(e) College of Information and Cyberspace (CIC) (senior program only).

(2) Army service colleges, including:

(a) U.S. Army War College (USAWC) (Resident, Fellowships and Distance programs)

(b) School of Advanced Military Studies (SAMS) Senior Program, Advanced Strategic Leadership Studies Program (ASLSP), and Advanced Strategic Planning and Policy Program (ASP3).

(3) Command and General Staff College (CGSC).

(a) Other courses, including:

- (b) Inter-American Defense College.
- (c) Senior resident colleges of other services.
- (d) Intermediate resident colleges of other services.
- (e) SSCs of other nations.
- (f) Intermediate service colleges of other nations.
- (g) Selected DOD schools.
- c. Army Civilians are board-selected for the following resident institutions:
 - (1) Joint colleges.
 - (a) National War College.
 - (b) The Eisenhower School for National Security and Resource Strategy.
 - (2) USAWC (Resident Education Program (REP)/ Distance Education Program (DEP)).
- d. Army attendees of the Defense Senior Leader Development Program (DSLDP) are board-selected for the following resident institutions:
 - (1) Joint colleges.
 - (a) National War College.
 - (b) The Eisenhower School for National Security and Resource Strategy.
 - (2) USAWC.
 - (3) Other service colleges.
 - (a) Air War College.
 - (b) Naval War College.
- e. Army Civilians will complete the CES Advanced Course as a prerequisite for attendance at any SSC.
- f. Army graduates of one resident U.S. service college are not eligible to attend an equivalent-level resident course at another U.S. service college.
- g. Army Civilian graduates of one resident SSC or USAWC Distance Education are not eligible to attend an equivalent-level course at another service college.
- h. Officers attending other courses and schools not specifically addressed in this section or approved by the J-7 as equivalent are not eligible for constructive, equivalent, or partial credit toward any PME program.

3-5. Physical readiness and height and weight requirements for military institutional training

- a. This paragraph provides policy concerning physical readiness and body fat standards applicable to institutional training; except for: BCT, AIT, OSUT, duty military occupations specialty qualification (DMOSQ) training, and Soldiers attending reclassification training. Soldiers attending institutional training courses are expected to meet the physical readiness standards of this regulation and body fat standards in accordance with AR 600-9.
 - b. Soldiers flagged for ACFT failure or body fat composition will not be selected, scheduled, or attend institutional training. Once Soldiers meet standards, they will be considered eligible for military schools and institutional training courses.
 - (1) Soldiers who become pregnant while enrolled in the Army body composition program (ABCP) and (a) have been enrolled in the ABCP for fewer than 30 days before the start of pregnancy (the estimated date of conception as noted by a medical provider) or (b) have been enrolled in the ABCP for fewer than 90 days before the start of pregnancy, and have been demonstrating satisfactory progress every month, will have their flag removed as erroneous.
 - (2) Successful completion of the ACFT is mandatory for PME course graduation except for Soldiers who are pregnant or postpartum attending BOLC-B, Captains Career Course, Command and General Staff College, Army War College, Warrant Officer Basic Course, Warrant Officer Advanced Course, Warrant Officer Intermediate Level Education, Warrant Officer Senior Service Education, or the Sergeants Major Course (or equivalent course). Schools will use the pregnant and/or postpartum Soldier's last record height/weight screening to satisfy PME eligibility and graduation requirements.
 - (3) For recruiter, drill sergeant, airborne and ranger courses, and other schools requiring separate physical readiness standards, the CG, TRADOC will recommend physical readiness 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.
 - c. The CG, TRADOC; CG, CAC; and CG, USASOC, as applicable, will identify PME course physical requirements that cannot safely be completed while pregnant and cannot reasonably be waived. This responsibility will not be further delegated. Justification for any identified PME courses will be communicated to the Assistant Secretary of the Army (Manpower and Reserve Affairs) (ASA (M&RA))

prior to implementation. All other physical requirements for graduation will be waived in accordance with a pregnant/postpartum Soldier's temporary profile and approved physical readiness training exemption period. Postpartum Soldiers, who are no longer on profile, will be required to complete all other physical requirements necessary for graduation.

d. Height and weight screening and body composition standards.

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

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

(3) One re-screening is allowed. It will be administered no earlier than seven days and no later than 24 days after the initial failure to meet body composition standards.

(4) Soldiers, with the exception of Soldiers who are pregnant or within 365 days of postpartum, who subsequently fail to meet the body composition standards of AR 600–9 will be removed from the course.

(5) Pregnant and Post-partum Soldiers. Soldiers who attend PME are exempt from body composition requirements (reference 1s) up to 365 days after a pregnancy ends. The last record height/weight screening will be used to satisfy PME eligibility and graduation requirements, provided it is not more than 730 days (24 months) old at the time of PME course enrollment. Soldiers who do not have a record screening dated within the last 730 days (24 months) must receive a waiver from the school's commandant.

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

(1) Regular Army Soldiers.

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

(b) Soldiers in a TDY en-route status will be attached to the installation pending clarification of assignment instructions for their follow-on assignment. The school commandant and/or commander will notify HRC of the Soldier's ineligibility for training and request clarification of assignment instructions. Upon receipt of assignment instructions, the school commandant or commander will send a memorandum to the first general officer in the Soldier's chain of command at the gaining installation stating the Soldier's deficiencies and that he/she failed to achieve course standards. Upon arrival at gaining installation, the unit commander will initiate appropriate actions to include flagging per AR 600–8–2 changing the immediate reenlistment prohibition code as appropriate and/or initiate a bar to continued service.

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

(2) Army National Guard.

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

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

(c) 10 USC AGR Soldiers in a TDY and return status will return to their home unit. School commandants and/or commanders will send a memorandum to Chief of Staff, ARNG, and the first

general officer in the Soldier's appropriate chain of command stating the Soldier's deficiencies and that he/she failed to achieve course standards.

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

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

(3) U.S. Army Reserve.

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

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

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

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

f. Soldiers in the JAGC or AMEDD who fail to achieve course standards will have a memorandum sent to the first general officer in the Soldier's chain of command from the school's commandant and/or commander stating the Soldier's deficiencies and that they failed to achieve course standards. The unit commander will initiate appropriate actions, to include flagging per AR 600-8-2, changing the immediate reenlistment prohibition code as appropriate and/or initiating a bar to continued service.

(1) The requirement to meet height and weight standards or pass a record ACFT during AMEDD BOLC-B does not include those AMEDD officers who have incurred a statutory active duty service obligation (ADSO) for participating in Army sponsored education and training programs such as the Armed Forces Health Professions Scholarship program (HSSP), or the Uniform Services University of the Health Sciences (USUHS), in accordance with 10 USC, Chapters 105.

(2) To successfully complete BOLC-B, officers who access via HPSP and USUHS must complete all AMEDD HPSP/USUHS BOLC-B course requirements and common tasks, and be administered a diagnostic ACFT to determine initial levels of physical fitness. It is expected that officers will come into record ACFT and body composition (HT-WT) compliance within 6 months of their first unit of assignment. Pregnant or postpartum officers are exempt from the physical fitness testing graduation requirements per chapter 3-5, b. (2) and are exempt from body composition requirements up to 365 days after a pregnancy ends IAW chapter 3-5, d(5).

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

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

training.

i. Officer Evaluation System policy clarifications.

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

(2) Officers will meet body composition standards in accordance with AR 600-9 and will pass a record ACFT prior to graduating from the BOLC B course. Any Regular Army officer who does not meet body composition standards per AR 600-9 and pass the ACFT prior to graduation will remain at the training institution until they have met the requirements or are processed for elimination subject to the requirements and procedures of AR 600-8-24. Any ARNG or USAR officer who does not meet the body composition standards per AR 600-9 and pass the ACFT prior to graduation will be withdrawn from the course and returned to their parent unit for disposition. ARNG and USAR officers will not be allowed to apply for constructive credit once they return to their units. The only recourse will be to return to their branch BOLC B, repeat the entire course and meet the graduation standards, or be processed for elimination from the Army. In the case of any officers, whose profile prevents them from taking the ACFT or alternate ACFT, the ACFT requirement may be waived if the officer in question has passed a record ACFT within one year prior to the date of graduation from the BOLC B course. If there is no record ACFT within the one-year period, the officer will be retained at TRADOC until he/she either passes the ACFT or is processed for elimination subject to the requirements and procedures of AR 600-8-24. Pregnant or postpartum officers are exempt from the physical fitness testing graduation requirements per chapter 3-5, b. (2) and are exempt from body composition requirements up to 365 days after a pregnancy ends IAW chapter 3-5, d.(5).

(3) Candidates applying to WOCS or OCS must pass the standard six-event ACFT as an enrollment requirement. The Soldier must also be able to walk the 6.2-mile foot march for WOCS or the 12 plus miles for OCS with 48 lbs. in their rucksack within school time parameters. If a Soldier enrolling in WOCS or OCS fails the initial ACFT, the Soldier will be denied enrollment but allowed one retest with a subsequent class. Soldiers failing the second ACFT will be considered ineligible for enrollment and must reapply for OCS or WOCS selection not earlier than 1 year after denial of enrollment.

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

k. Departmental and International students. Members of other military departments and international students must meet the physical readiness standards of their service/country when attending an Army course of instruction, except for specialized courses such as Airborne, Ranger, and Special Forces courses where they will be required to meet the same standard as Soldiers attending those courses. All other international students will be encouraged to participate in physical training programs. Local commanders may require participation in formation and physical training to the best of an individual's ability.

l. Enlisted Soldier policy clarifications.

(1) Enlisted Soldiers will not be required to attend mandatory PME courses during the first 365 days postpartum. Soldiers who volunteer to attend PME within their 365-day postpartum window must meet all physical requirements mandatory for attendance and graduation, including any record physical fitness testing. To volunteer to attend PME once off their temporary profile, postpartum NCOs need only accept their PME slot.

(2) If PME is scheduled during the 365-day postpartum window, and the Soldier does not wish to volunteer to attend, the Soldier will defer attendance and will not incur any adverse administrative actions solely as a result of this action (such as a drop in OML, a flag, or removal from leadership positions).

(3) In cases of back-to-back pregnancies, before the requisite PME is completed for the grade of promotion, the required time to complete PME after a temporary promotion will reset from the expected date of birth as indicated on the Soldier's pregnancy-based profile. These Soldiers must still complete PME for the grade to which they are promoted before the temporary promotion policy can be used for the subsequent grade.

m. Birth or Perinatal Loss. For any birth or perinatal loss event during a PME course, maternity or other convalescent leave will be granted but will not exempt any Soldier from completing any course requirements not explicitly waived by the pregnancy profile. Individual school absence policies must be flexible to accommodate birth events. Barring complications, birth events are predictable. The intent of this policy is to encourage pregnant Soldiers who are enrolled in a PME course to work with their Centers of Excellence and commandants to complete all course requirements in advance of or on return from leave to the extent possible to guarantee mastery of the course material.

n. Operational and Training Deferment.

(1) To ensure that at least one parent is home with their child, all birthparents (Soldiers who physically give birth) are deferred or excused for 365 days after the birth of their child from all continuous duty events that are in excess of 1 normal duty day/shift. These include, but are not limited to:

- (a) field training
- (b) Combat Training Center (CTC) Program rotations
- (c) Collective Training Events away from home station (unit of assignment)
- (d) pre-mobilization training

(2) This 365-day deferment also applies to single Soldiers and one Army member of a dual-military couple in cases of adoption and long-term child placements (such as long-term foster care placement) when the child is a minor at the time of adoption or placement. This deferment does not apply in cases of stepparent or sibling adoption. In cases where a Soldier uses a surrogate, and the Soldier becomes the legal parent or guardian of the child, the event will be treated as an adoption, and the operational and training deferment applies.

(3) This 365-day deferment will also apply to other non-birthparents, as necessary, to ensure that at least one parent is home with their child throughout the 365-day deferment period. The approval authority for these (non-birthparent) deferments is the non-birthparent's special court-martial convening authority.

(4) Dual-military parents. Birthparents may transfer their deferment to their Army spouse or co-parent during the 365-day period. If operationally feasible, dual-Army parents can alternate based on mission throughout the 365-day period.

(5) The 365-day deferment also applies to Soldiers undergoing fertility treatment from a healthcare provider with credentials in fertility treatment and who have a fertility profile as provided by the Soldier's PCM.

(6) At any time, Soldiers may waive any portion of their 365-day deferment period without ending it early.

(7) Other than any rescheduled or excused absences due to approved parental leave, this deferment does not exempt reserve component (RC) Soldiers from attending UTAs at their normal duty station, medical readiness appointments, or annual training within commuting distance of their home of record.

(8) While breastfeeding or expressing milk, Soldiers remain eligible for field training and mobility exercises after completing their postpartum deployment deferment period, but will remain exempt from CTC rotations, deployments, or any training events where lactation accommodations cannot be provided for up to 730 days (24 months). Commanders may verify lactation through the Soldier's profiling provider.

(9) Extensions. In accordance with prevailing medical guidance, Soldiers still lactating after 365 days are authorized an extension of this deferment for the purposes of deployment, mobilization, CTC rotations, or any training events where lactation accommodations cannot be provided. Extensions will be granted in 3-month increments as long as the Soldier is lactating, for up to 730 days (24 months) after the pregnancy ends. Commanders may verify lactation through the Soldier's profiling provider.

3-6. Physical profiles

a. Profiles.

(1) Soldiers with medical profiles due to injuries occurring during an operational deployment can attend training courses, to include PME, within the guidelines of their profile. Soldiers must arrive at the aforementioned courses of instruction with a copy of their current profile and a memorandum signed by their commander stating the profile has been continuous and is a result of injuries sustained due to operational deployment.

(2) Soldiers with medical profiles due to non-operational deployment injuries can attend courses within the guidelines of their profile if they can meet all physical requirements of the course, to include any physical fitness graduation requirements and if there are no recurring physical or operational therapies needed for recovery that would cause the Soldier to miss training. The Soldier's PCM must concur on the profile with the Soldier's ability to meet the physical requirements of the designated course.

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

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

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

d. Soldiers receiving temporary or permanent physical profile limitations after starting resident training courses will be evaluated by school commandants and commanders for continued enrollment. Soldiers who:

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

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

e. Temporary profiles for fertility/pregnancy/postpartum will not restrict the eligibility for officers and warrant officers to attend and/or graduate from PME (such as BOLC B, CCC, CGSC, AWC, WOBC, WOIC, WOAC, WOSC). Nor will such temporary profiles restrict the eligibility for noncommissioned officers (NCOs) to attend the Sergeants Major Course (or equivalent course).

(1) Pregnant or postpartum officers (and NCOs attending SMC) are exempt from the physical fitness testing graduation requirements per chapter 3-5, b. (2) and are exempt from body composition requirements up to 365 days after a pregnancy ends IAW chapter 3-5, d.(5). These Soldiers are exempt from record physical fitness testing as described in paragraph 3-5. The Soldier’s most recent record physical fitness test will be used to satisfy PME eligibility and graduation requirements. Soldiers who do not have a passing physical fitness test of record dated within the last 730 days (24 months) must receive a waiver from the school’s commandant.

(2) Medical Clearance. Pregnant Soldiers will be cleared, in writing, to attend PME by a healthcare provider. Postpartum Soldiers through the end of their postpartum profile (normally 42 days) will be cleared, in writing, to attend PME by a healthcare provider. Soldiers who are no longer on a postpartum profile do not require medical clearance.

3–7. Student dismissal and disenrollment

a. Under certain conditions, students may be dismissed from courses before course completion. To protect students from unfair, illegal, or prejudicial practices, school commandants and commanders will publish policies and establish procedures to determine if students should be dismissed from training. Policy and procedures will ensure timely execution of review.

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

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

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

(3) Academic deficiency demonstrated by failure to meet course standards or lack of academic progress that makes it unlikely that the student can successfully meet the standards established for graduation. This includes the inability to overcome ACFT failure after retesting or ABCP compliance.

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

(5) Compassionate reasons.

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

c. In establishing student dismissal procedures:

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

- (2) Adhere to Army policies and standards.
- (3) Inform students of the course and training completion requirements prior to the start of the training and education.
- (4) Obtain servicing Office of the Staff Judge Advocate review of dismissal procedures prior to promulgation.
 - d. Students being considered for dismissal must have been counseled by the chain of command (usually the assigned trainer or small group leader, the course manager, and the school commandant or commander, or a designated representative who has direct responsibility for the course), with an opportunity to correct deficiencies, prior to consideration for dismissal. Counseling sessions will be documented and signed by all counselors and acknowledged by the student. All counseling forms (to include DA Form 4856) 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 school commandant, commander or designated course representative 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 student will be advised 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 counseling/written notification of dismissal action. The endorsement must indicate whether the student intends to appeal the dismissal action. The counseling/written notification must advise the student of the right to appeal within 7 duty days to the school commandant or commander.
 - (3) Army Civilian's chain of command will be notified, and they will be returned to their organization upon dismissal from class for disciplinary, academic or motivational reasons.
 - (4) Appeals will be forwarded to the school commandant or commander who will refer the proposed action and the appeal to the Office of the Staff Judge Advocate to determine legal sufficiency of the dismissal decision. All appellate actions will become part of the student's case file. Commandants and commanders will make their final decision on dismissals after considering the supporting Office of the Staff Judge Advocate recommendation. In cases where an Office of the Staff Judge Advocate is not available, the commandant or commander will forward appeals to the commander who has General Court Martial Convening authority for review and final decision; General Court Martial Convening Authorities will obtain a legal review before final action.
 - (5) Students who elect to appeal will remain actively enrolled in the course pending disposition of their appeals. When the commandant and/or commander determines that a student's continued participation with the main student body is contrary to good order, discipline or morale, the student will stay enrolled in the class and continue course work separate from the main student body. In cases where the decision of the appeal is delayed, students will participate in graduation ceremonies; however, the DA Form 1059 will be withheld until final adjudication.
 - f. Dismissals for misconduct, lack of motivation, academic deficiency, or failure to maintain physical readiness or body composition standards (for officers) will be recorded on the individual's DA Form 1059, if applicable, in accordance with AR 623-3. Foreign student dismissals will be handled in accordance with AR 12-15.
 - (1) 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.
 - (2) Soldiers disenrolled from BLC for disciplinary or motivational reasons will not be eligible for further NCOPDS training for a period of 6 months.
 - (3) NCOPDS disenrollment policy is as follows:
 - (a) Soldiers disenrolled from Basic Leader Course, Advanced Leader Course, Senior Leader Course, or Master Leader Course for other than compassionate or medical reasons may apply to reenter and be re-scheduled for the course. Application to reenroll requires General Officer endorsed Personnel Action Request (PAR). Noncommissioned Officers who fail PME a second time are not eligible to re-enroll or be re-scheduled for PME attendance a third time.
 - (b) Soldiers dismissed from the U.S. Army Sergeants Major Academy (SGM-A) 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.

(4) Soldiers eliminated from NCOPDS who later re-enroll, need only to complete the phases missed.

(5) 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.

(6) ARNG Soldiers eliminated from NCOPDS courses for other than compassionate or medical reasons may not attend another NCOPDS course unless selected by a subsequent promotion selection board.

(7) ARNG Soldiers dismissed from SMC may not re-enter the course.

g. For ARNG Soldiers on full-time National Guard duty under 32 USC, school commandants and commanders will forward an ARNG Soldier's case to the State Adjutant General for appropriate disposition.

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

i. The school will update the Soldier's Interactive Personnel Electronic Records Management System (iPERMS) record and make an appropriate ATRRS entry on all students dismissed from courses within two duty days of the day the dismissal is approved.

j. Dismissal of USAR TPU Soldiers in IADT or ADT status will be reported to the appropriate Army Reserve chain of command. Dismissal of USAR AGR Soldiers will be reported to the appropriate Army Reserve chain of command.

k. Dismissal of the ARNG AGR 10 USC Soldiers will be reported to the DARNG and to the appropriate State Adjutant General for other ARNG Soldiers.

l. The Commandant, CGSOC, will establish procedures for the dismissal and disenrollment of students from the non-resident CGSOC under the following conditions:

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

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

(3) Students who become academic failures.

(4) Students who fail to complete the academic requirements of either the Common Core or Advanced Operations Courses within published course standards (see course information on ATRRS).

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

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

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

m. The Commandant, USAWC will establish procedures for the disenrollment of students from the USAWC Resident or DEPs. Students may be disenrolled:

(1) For cause.

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

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

n. Students who have been disenrolled from the USAWC DEP may not reapply or be re-enrolled unless:

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

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

o. When dismissal of a military student of another nation is contemplated, a complete report will be provided to the TRADOC Security Assistance Training Field Activity. The USAWC will inform the DAS and VCSA and follow the reporting chain established in AR 10-87.

p. The Commandant, USAWOCC will disenroll the following students from the branch immaterial WOIC and WOAC phases under the following conditions:

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

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

successfully complete the DL upon reenrollment.

- (3) Students who enrolled in the branch-immaterial resident phase 2 and became academic failures.
- (4) Students found to have been enrolled based on false information regarding eligibility criteria.
- (5) Students who fail to comply with the USAWOCC published ethical standards.
- (6) Students who request disenrollment for compassionate reasons.

3–8. Removal from course consideration or selection lists

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

- a. A flagging, in accordance with AR 600–8–2, or removal action may be initiated by any commander in the individual’s chain of command. For course removal actions against Army Civilians, the action will be initiated by the appropriate first line supervisor.
- b. A flagging or removal action must contain a statement that the individual has been—
 - (1) Notified in writing of the proposed action.
 - (2) Informed of the consequences of flagging or removal.
 - (3) Afforded a reasonable period (generally not fewer than five duty days after receipt of the notification) in which to submit a rebuttal.
- c. The unit of assignment will report approved removal actions on RA and RC personnel to CG, HRC (appropriate career branch) Report TPU Soldier removals to the appropriate convening/promotion authority. Report ARNG removals to DARNG, and the respective State Adjutant General. The report will include: the list from which the Soldier is removed, the date of removal (not needed for flags), and a brief synopsis of the reason(s) for flagging or removal.
- d. An Army Civilian’s removal from course consideration will be determined by the individual’s supervisor or commander.

3–9. Course credit

- a. The DCS, G–3/5/7 delegates authority to approve or disapprove all RA/RC Officers, and NCOs requests for constructive and equivalent credit requests for BOLC, CCC, WOES, CGSOC, nonresident CGSOC, and NCOPDS waivers to the Director of Training, G–37/TR. The DCS, G–3/5/7 grants the Director of Training, G–37/TR authority to approve or disapprove RC Officers requests for constructive and equivalent credit for SSC / MEL 1 / JPME II when the following conditions have been met: board selected by Chief of Army Reserve or Director, Army National Guard to attend Senior Service College (primary or alternate) in their capacity as a Reserve Component Officer; completion of Intermediate Level Education (ILE); and as a federal employee or other status successfully graduated from an Army approved and recognized Senior Service College institution/venue verified with a validated transcript. This delegation of authority does not inhibit the DCS, G–3/5/7 from reviewing all decisions. The DCS, G–3/5/7 maintains authority to approve or disapprove all RA/ Officers and Army Civilian requests for constructive and equivalent credit for SSC / MEL 1 / JPME II.
- b. Prior service Soldiers who are accessed into the Army at a particular rank/grade will be awarded IET and PME credit for the courses required to hold that rank or grade. HRC will verify the rank/grade determination completed by HQDA and award PME credit accordingly.
- c. Individuals who meet the applicable course prerequisites and are otherwise eligible to attend a course may qualify for the following types of course credit:
 - (1) Constructive credit may be granted to individuals in lieu of course attendance based on previous leadership experience and/or past academic/training experiences. In all cases TRADOC, USAWC, or the proponent school will assess the individual’s past comprehensive military or Civilian experience against established course Program Learning Outcomes. Individuals must possess the same skills and qualifications as course graduates.
 - (2) Equivalent credit may be granted to individuals in lieu of course attendance based on courses possessing comparable Program Learning Outcomes. Program Learning Outcomes assessments are performed by TRADOC, USAWC, or the respective proponent school. Individuals must possess the same skills and qualifications as course graduates.
 - (3) Operational credit may be granted to individuals in lieu of course attendance based on operational experiences.
- d. Personnel awarded course credit will be considered for promotion, assignment, or other personnel actions on the same basis as graduates of the course concerned.
- e. Officers who complete courses identified in AR 350-1 or the annual ILE quota memorandum as

approved in lieu of courses for ILE or ILE-AOC proponent approved are granted the requisite MEL and JPME, if applicable. Officers do not need to apply for constructive credit; HRC will grant appropriate MEL as applicable with AR 350-1.

f. Army Reserve or National Guard officers who complete senior service college, in a civilian capacity, at a resident, JPME II accredited institution identified in AR 350-1, will be granted SSC/MEL 1/JPME II credit. SSC selection must occur in the officer's Reserve or national Guard status before they can be awarded SSC/MEL 1/JPME II credit.

g. Warrant officers who complete courses specifically identified in AR 350-1 as equivalent to WOES courses do not need to apply for constructive credit; HRC will grant appropriate MEL, as applicable.

h. Military personnel:

(1) Documentation to request credit will be submitted through an individual's career manager/talent manager to DAMO-TRI with the following:

(a) Personnel Action Request: Signed and include an outline of the individual's prior leadership and technical training and experiences as they relate to the critical Program Learning Outcomes

(b) Commander's verification of body composition DA Form 5500 (Body Fat Content Worksheet (Male) or DA Form 5501 (Body Fat Content Worksheet (Female)).

(c) Most recent ACFT DA Form 705-TEST (Army Combat Fitness Test Scorecard).

(d) Copies of OER/NCOER or academic evaluations reports for the past 3 years.

(e) Copy of the Soldier Talent Profile.

(f) Any other relevant supporting documentation.

(2) Submit the request through command channels, their component personnel command, to the DCS, G-3/5/7 (Director of Training). The component personnel commands are listed as follows:

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

(b) ARNG: CNGB/DARNG, for officer, warrant officer, and NCOPDS courses.

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

j. Unit commanders will process Operational Credit Program requests through the chain of command to the proponent school or TASS functional proponent for partial or full MOS credit. Requests should be in memorandum format with training records attached. Once endorsed by the chain of command and approved by the proponent school or TASS, the school will notify HRC of the Soldier's full credit for MOS qualification to be annotated to their personnel records.

k. TRADOC will: coordinate with TASS functional schools as the Army's lead for training; ensure quality control of implementing and managing the Operational Credit Program; and designate which MOS qualification courses are approved for the Operational Credit Program.

3-10. Early release and/or early graduation from the Officer Education System and/or noncommissioned Officer Education System courses and schools

a. Early release/early graduation will be considered from the following schools: CCC, Judge Advocate Graduate Course, CGSOC, SAMS, USAWC and SMC. Release from other courses not listed above is not authorized.

b. Early release and/or early graduation will only be authorized in support of field commanders and/or operational needs and may be granted on a case-by-case basis during a time of war, intensified operations, or other urgent need.

c. It is the Army's intent that those who are taken from a school, leave with full graduation credit or that a written plan is in place to return the Soldier to training, within the Soldier's career timeline, to achieve graduation credit. This plan should be carried out no later than 12-18 months from the time the Soldier leaves the school.

d. Process for requests for TRADOC-aligned schools:

(1) Requests for Soldiers to miss two weeks or less of a course may be approved by the commandant. The TRADOC and HRC (Force Shaping Directorate) will inform the DCS, G-3/5/7. Requests are made by the gaining unit commander or by the career manager through the Commander, HRC (Force Shaping Directorate), through TRADOC G-3/5/7 to the school commandant.

(2) Requests for Soldiers to miss more than two weeks of a course may be approved by the DCG, TRADOC with input from HRC (Force Shaping Directorate) and other agencies as appropriate, and will inform DCS, G-3/5/7. Requests are made by the gaining unit commander or by the career manager through the Commander, HRC (Force Shaping Directorate), through TRADOC G-3/5/7 (Leader

Development Directorate, G-37) to the school commandant.

e. Process for all SSC-level education or other schools and programs not aligned under TRADOC:

(1) The requests for officers to miss 14 days or less of the senior service college programs and other schools may be approved by that school's commandant or program manager. The gaining command will submit the request through HRC, which will review the request for sufficiency and forward it to the school commandant.

(2) The requests for early release of officers from the SSC course or program for more than 14 days may be approved by the Vice Chief of Staff with input from the appropriate SSC course or program, HRC, and DA G-3/5/7. Release authority for the Judge Advocate Graduate Course is the Commander, The Judge Advocate General's Legal Center and School.

3-11. Documentation of course/training completion

All course completion documentation will be completed in ATRRS (in accordance with AR 350-10) and the Soldier's individual training record (ITR) in DTMS/ATIS (in accordance with AR 350-1). Documentation of course/training completion, other than for pre-commissioning training where AR 145-1 prescribes policy, will be governed as follows:

a. Diplomas or certificates of completion will be issued to all students upon successful completion of courses. The issuance of diplomas to ROTC cadets is governed by policies of the respective colleges and universities.

(1) Diplomas and certificates issued will not reflect "nonresident," "Reserve Component," or other similar remarks, to preclude resident courses or courses taught at RA schools from being recognized more favorably than other courses.

(2) Certificates of equivalent knowledge may be issued, at the discretion of the appropriate school commandant or commander, when the required level of knowledge has been demonstrated based on tests or other appropriate means.

(3) No diploma or certificate of completion will be issued for individuals receiving constructive, equivalent, or operational credit.

b. Course certificates of completion are not awarded to individuals who are granted CES course credit.

c. Army students attending resident professional military education courses will continue self-development throughout enrollment by participating in the career long assessments program. These assessments cover three categories (leadership, cognitive skills, and personal attributes) that complement physical fitness and warfighting assessments already in place.

d. Individual-student training records will be maintained by the school in DTMS/ATIS. See the Records Retention Schedule-Army for training records disposition(s). No entry will be made on student training and personnel records that indicate the course was taken in residence or by DL.

e. Assessments are developmental and results are owned by the individual students. Feedback reports are maintained on an Army-owned, Common Access Card (CAC-) enabled website that is accessible across the span of leaders' careers.

f. Civilians will upload training certificates to their Defense Civilian Personnel Data System (DCPDS) after completion of training.

3-12. Academic Evaluation Report

Army students completing leader training, education, and development courses will be evaluated in accordance with AR 623-3, using the appropriate academic evaluation report form for Service school, DA Form 1059 (Service School Academic Evaluation Report), or civilian institution, DA Form 1059-1 (Civilian Institution Academic Evaluation Report). Graduates will be provided a copy of their academic evaluation report or informed on the processes to obtain a copy.

a. Military students of other nations will be evaluated in accordance with AR 12-15.

b. Army Civilian students completing leader training, education and development courses will be evaluated by each institution.

Section III

Initial Entry Training

3-13. Initial Entry Training (IET)

Initial Entry Training (IET) provides an orderly transition from civilian to military life. IET sets standards for

and oversees training in the competencies (knowledge, skills, abilities, attributes) and behaviors of civilian volunteers for them to become Soldiers who are physically ready, grounded in Army Values, and competent in their skills so they can contribute as leaders or members of a team upon arrival at their first unit of assignment. In accordance with 10 USC 671, a Soldier may not be assigned to active duty on land outside the United States and its territories and possessions until the Soldier has completed IET within the Army. In time of war or a national emergency declared by Congress or the President, the period of required IET may not be less than 12 weeks. This mandated period does not apply to Soldiers who have been credentialed in a medical profession or occupation and are serving in a health-care occupational specialty. IET includes the following courses:

- a. Officer: Basic Officer Leader Course (BOLC A (USMA, ROTC, OCS, and Direct Commission Course (DCC)) and BOLC B);
- b. Warrant Officer: Pre-appointment and WO MOS Certification Training (Warrant Officer Candidate School (WOCS) and the Warrant Officer Basic Course (WOBC));
- c. Enlisted: Basic Combat Training (BCT) and Advanced Individual Training (AIT) or One Station Unit Training (OSUT);
- d. Reclassification training (for example, MOS reclass and officer branch qualification).
 - (1) Army Competitive Category Officer and Warrant Officer IET consists of BOLC A and B for officers, and WOCS and WOBC for Warrant Officers. In service officers that graduated from an U.S. Army Commissioning source (OCS, ROTC, or USMA) and convert to Warrant Officer are not required to attend WOCS.
 - (2) Prior service officers that are assessed as a Warrant Officer after a 5-year break of service are required to attend WOCS.
 - (3) Intra-service transfers will either attend WOCS or request constructive credit request IAW AR 350-1 through Warrant Officer Career College (WOCC).
 - (4) Officers who graduated from the Aviation BOLC and converted to warrant officer are not required to attend the Aviation WOBC.
 - (5) WOs who attended the Aviation WOBC and converted to officers are not required to attend the Aviation Basic Officer Leader Course (BOLC B).
 - (6) Army WOs that are Direct Commissioned to an officer are required to either attend DCC or request equivalent/constructive credit for DCC IAW AR 350-1 to the Proponent of DCC to DCS G-3/5/7, DAMO-TRI for approval or disapproval.
 - (7) Non prior service Direct commissioned officers, including specialty branch officers, will attend DCC and BOLC B.
 - (a) All applicants with prior commissioned service in the U.S. Army who completed BOLC A and BOLC B with more than a 3-year break in service will attend BOLC A (DCC) and BOLC B or request an equivalent/constructive credit through the proponent to DCS G-3/5/7, DAMO-TRI for approval or disapproval.
 - (b) Prior service personnel from the U.S. Navy, U.S. Air Force, and U.S. Coast Guard will attend DCC and BOLC B regardless of the length of their break in service.
 - (c) The request for DCC equivalency credit approval of medical officers is delegated to the Commandant, U.S. Army Medical Center of Excellence.
- e. All Judge Advocates, regardless of component, will attend BOLC-A (DCC). All Judge Advocates will attend BOLC B (JAGC Officer Basic Course) unless waived by TJAG.
- f. Enlisted IET consists of Basic Combat Training and AIT, or OSUT, and any other formal Army training received prior to the awarding of an initial MOS. Graduates of AIT or OSUT will meet the standards of AR 40-501, AR 600-9, AR 611-1, and doctrine in FM 7-22. TRADOC will establish IET graduation requirements.
- g. IET training-seat prioritization:
 - (1) Priority of training seats for Basic Combat Training and OSUT for Soldiers in the training base who are waiting to enter training (hold-unders) is in the following order:
 - (a) Critical fill for RA and RC deploying units.
 - (b) Split Training Option, Phase 1.
 - (c) Hard-Start MOS (defined as class starts of one each month or less).
 - (d) Fitness Training Unit graduates.
 - (e) HQDA-designated critical MOS fill.
 - (f) Hold-unders (RC then RA) and recycles (RC then RA). A hold-under Soldier has priority over a recycle Soldier if the hold-under has been in the training base longer than the recycle. A recycle has

priority over a hold-under if the recycle has been in the training base longer than the hold-under.

(g) RC trainees.

(h) RA trainees.

(2) Priority of training seats for AIT for Soldiers in the training base who are waiting to enter training (hold-unders) is in the following order:

(a) Critical fill for RA and RC deploying units.

(b) RA reclassification.

(c) The RC Split Training Option, Phase 2; however, if the Split Training Option, Phase 2 Soldier is in jeopardy of missing their 24-month mandatory deadline to achieve the duty military occupational specialty qualification, the Split Training Option, Phase 2 Soldier has priority over RA reclassification.

(d) Hold-unders (RC then RA) and recycles (RC then RA). A hold-under Soldier has priority over a recycle Soldier if the hold under has been in the training base longer than the recycle. A recycle has priority over a hold under if the recycle has been in the training base longer than the hold-under.

(e) Prior service (RC then RA).

3–14. Initial entry training for prior Service (enlisted personnel only)

a. Prior service personnel will attend either Basic Combat Training (BCT), Advanced Individual Training (AIT), and/or One Station Unit Training (OSUT). Any exception requires approval by the Army G-3/5/7.

b. The following guidance applies to prior service personnel attending initial entry training:

(1) Prior service personnel entering the Army are not required to attend Basic Combat Training if they:

(a) Completed Army or USMC basic training, or

(b) Completed training for U.S. Air Force (USAF) or USN Special Operations Forces, or USAF

Security Forces, and

(c) Have less than a 5-year break in service.

(2) If Basic Combat Training (BCT) is required, prior service personnel entering the Regular Army will attend MOS qualification training or obtain equivalent credit for MOS qualification training before their first unit of assignment.

(3) Prior service personnel from the USAF, USN, and U.S. Coast Guard entering the Army will attend BCT regardless of the length of their break in service if they:

(a) Have not completed Army or USMC basic training, or

(b) Did not complete training for USAF or USN Special Operations Forces, or USAF Security Forces, and,

(c) (For Regular Army Only) will attend MOS qualification training or obtain equivalent credit for MOS qualification training before their first unit of assignment.

c. To meet the 12-week basic training requirement of 10 USC 671 before an overseas assignment, Commander TRADOC or Director Army National Guard will ensure all prior service recruits attend a follow-on military occupational specialty (MOS) qualification course six weeks or more in length. Prior service personnel may be awarded up to six weeks of equivalent or constructive credit for basic training based on training received or time served from previous service. Requests must be submitted pursuant to AR 350–1, paragraph 3–10b. This 12-week requirement will be met for prior service applicants enlisting in the Reserve Component, who complete BCT and are required to attend additional training because their specialty does not convert to an Army MOS.

d. Definitions—

(1) “Break in service” is defined as the end of the last period of service, including the IRR, regardless of component, through the date of reentry. For Soldiers who separate, break in service starts after completion of the military service obligation or when a Soldier (regardless of service) is no longer a member of a RC (including the IRR).

(2) Separation for Prior Service Personnel. Entry level separation procedures in AR 635–200 apply to non-prior service and prior service personnel.

Section IV Officer Training and Education

3–15. The Officer Education System

a. The OES prepares Officers and Warrant Officers (WO) for increased responsibilities and successful performance at the next higher level. It provides pre-commissioning, branch, functional area, and leader-

development training that prepares officers to lead platoon, company, battalion, and higher level organizations. WOES additionally develops warrant officers to perform technically and tactically leader-expert roles, by grade and at echelon.

b. The Army OES complies with the Chairman of the Joint Chiefs of Staff's (CJCS) officer professional military education policy, CJCSI 1800.01G. The CJCS advises and assists the Secretary of Defense in JPME matters, including the Joint curricula at Service schools. Intermediate and senior staff college Army institutions are accredited by the Chairman, JPME programs. Graduates meet the requirements for JPME.

c. The Army operates the officer PME system primarily to develop officers with expertise and knowledge appropriate to their grade, branch and occupational specialty. Embedded within the PME system, however, is a program of JPME overseen by the Joint Staff and designed to fulfill the educational requirements for Joint officer management. Incorporated throughout Army PME, officers receive JPME from pre-commissioning through general/flag officer.

d. The OES for Cadets through O-9 includes:

- (1) Basic Officer Leader Course (BOLC A)
- (2) Basic Officer Leader Course (BOLC B)
- (3) Captain's Career Course (CCC)
- (4) Intermediate Level Education (ILE)
- (5) Senior Level Education (SLE)
- (6) General officer education and training

e. The WOES for Candidates through W-5 includes:

- (1) Warrant Officer Candidate School (WOCS)
- (2) Warrant Officer Basic Course (WOBC)
- (3) Warrant Officer Intermediate Course (WOIC)
- (4) Warrant Officer Advanced Course (WOAC)
- (5) Warrant Officer Senior Course (WOSC)
- (6) Warrant Officer Master Course (WOMC)

3-16. Basic Officer Leader Course (BOLC A)

BOLC A provides initial entry training and education to potential commissioned Army officers which consists of foundational Army values, professional and personal attributes, and fundamental technical / tactical skills. BOLC A commissioning sources are ROTC, OCS, USMA, NGB OCS, and the Direct Commission Course. Appointment course for Army Warrant Officers is WOCS. Army Warrant Officers that are Direct Commissioned to an O-grade officer are required to either attend DCC or request Equivalent / Constructive Credit for DCC and submit this request through the Proponent of DCC to DCS, G-3/5/7, DAMO-TRI for approval or disapproval.

3-17. Basic Officer Leader Course (BOLC B)

BOLC B is considered initial entry training that prepares a lieutenant for their first assignment and must be completed after commissioning as soon as possible. It will train common core and technical training (specialized skills, doctrine, tactics, and techniques) associated with their specific branch specialties. Graduates will be identified by award of MEL 7.

3-18. Captain's Career Course (CCC)

Captain's Career Course (CCC) provides advanced branch-specific and branch-immaterial staff process training. Provides O-3s with the tactical, technical and leader knowledge and skills needed to lead company-size units and serve on battalion and brigade staffs. The course emphasizes the development of leader competencies while integrating recent operational experiences of the students. RA and AGR officers normally will attend their branch specific CCC in residence:

- a. As soon as possible after completing 4 years of active federal commissioned service.
- b. Prior to the 7th year of Federal commissioned service.

3-19. Intermediate Level Education (ILE)

a. Intermediate Level Education (ILE) provides advanced branch, functional area, and branch-immaterial command and staff training. ILE prepares field grade officers for leadership, staff and technical roles at the battalion level and higher. ILE courses include the Army CGSC and approved ILE credentialing courses.

b. *The Army Command and General Staff College.* The Army CGSC Program consists of the CGSOC,

CGSOC satellite, and CGSOC blended options. The Army CGSC program of PME instruction is ILE. ILE educates and trains leaders to conduct Decisive Actions in a unified action environment; and advances the art and science of the profession of arms to support the operational requirements of the Army. The CGSOC consists of a common core curriculum that includes JPME Phase 1 requirements and the required Branch or Functional Area credentialing course. Officers participating in credentialing programs approved in lieu of CGSOC Advanced Operations Course not included in the selection board process will continue to receive ILE credit and be considered by the ILE Selection Board for CGSOC Common Core Satellite attendance only.

c. Selection of Soldiers and Army Civilians for intermediate training and education

(1) The DCS, G-3/5/7 (Training Directorate) publishes annual guidance and quota memorandum for Army students to attend intermediate level PME at Army schools, foreign schools, and other service school's intermediate leader training and education.

(2) Merit based selection boards will be conducted to consider Army officers regardless of component or branch for resident and 14-week satellite campus based on ILE eligibility criteria and a best qualified basis. RA Army Competitive Category officers will also be considered for select credentialing programs approved in lieu of CGSOC, Advanced Operations Course. The selection of officers will be in accordance with the ILE quota memorandum prepared by the DCS, G-3/5/7 (Training Directorate). The DCS, G-1 will exercise general staff supervision over the ILE selection system for RA Army Competitive Category officers; the /CNGB/DARNG will exercise staff supervision over the ILE selection system for ARNG officers; and the CAR will exercise staff supervision over the ILE selection system for USAR officers. RA special branches (JAGC, Chaplains, and AMEDD) conduct separate ILE selection boards. Officers have five years from selection for promotion to MAJ to complete ILE, unless otherwise specified in the officers' relevant MILPER.

d. Intermediate-level schools and colleges are:

(1) U.S. Army, Command and General Staff College

(2) Air Command and Staff College

(3) Marine Corps Command and Staff College.

(4) Naval College of Command and Staff.

(5) Western Hemisphere Institute for Security Cooperation.

(6) Foreign equivalent schools approved by the CJCS. (See para 3-29, Schools of Other Nations)

e. Students must attend other Service colleges in resident to qualify for ILE completion.

f. *Resident sister-service ILE.* Officers must be selected by their component to attend resident sister service ILE. Officers selected must complete the Intermediate Staff College Preparatory Course prior to attendance. Functional area and special branch officers may be selected to attend sister-service schools but must still attend their respective credentialing courses to be ILE complete. Officers, to include Army Civilians who are also in the RC, will not enroll in resident Sister Service ILE without written approval of DCS, G-3/5/7 (Director of Training). *With DCS G-3/5/7 approval*, a limited number of branch-nominated officers (excluding Combat Arms Branches) may receive ILE credit through the National Intelligence University (NIU). Officers who earn a Master of Science of Strategic Intelligence (MSSI) or a Master of Science and Technology Intelligence (MSTI) with JPME concentration receive JPME I /MEL4 credit. Nominees must be qualified to enroll in NIU's in residence/full-time master's degree program.

g. *Non-resident sister-service ILE.* Officers, to include Army Civilians who are also in the RC, will not enroll in non-resident Sister Service ILE without written approval of DCS, G-3/5/7 (Director of Training). The non-resident ILE sister service courses are Air Force Command and Staff College (non-resident), College of Continuing Education/College of Distance Education (Navy Intermediate Level College) (non-resident), Air Command and Staff College (non-resident), and Marine Corps College of Continuing Education (Non-resident). The requirements for completion of non-resident sister service ILE are as follows:

(1) Officers who desire to participate in non-resident sister service ILE must obtain approval from the DCS, G-3/5/7 (Director of Training) prior to enrolling. Officers will submit their request by PAR through their chain of command and component human resources command (Army Human Resources Command, Fort Knox for active and USAR officers or the NGB for ARNG officers) to the Army G-3/5/7 for decision. If approved by the DCS, G-3/5/7, the basic branch officer must complete the non-resident sister service course and CGSOC Advanced Operations Course to be JPME I/MEL 4 complete. Functional area and special branch officers must complete the non-resident sister service course, and their respective credentialing course to be JPME I/MEL 4 complete.

h. *Foreign intermediate level education.* Officers must be selected by their component to attend foreign

ILE. Officers selected for attendance at other nations' intermediate staff colleges listed in CJCS memorandum (Program for JPME I equivalent credit) must first complete the CGSC's JPME I course, except Western Hemisphere Institute for Security Cooperation. Officers attending foreign ILE not listed in CJCS memorandum (Program for JPME I equivalent credit) must complete CGSOC Common Core to be JPME I/MEL 4 complete. Functional area and special branch officers may attend international and sister service schools but must still attend their respective credentialing courses to be credentialed JPME I/MEL 4. Officers will not enroll in other than Army schools without written approval of the DCS, G-3/ 5/7 (Director of Training).

i. The Army DCS, G-3/5/7 can approve credentialing of programs or courses in lieu of CGSOC Advanced Operations Course. Army basic branch officers selected for one of the programs approved in lieu of CGSOC Advanced Operations Course must complete all ILE requirements of the program to receive JPME I/MEL 4 credit. The DCS, G-3/5/7 in coordination with the DCS, G-1 will determine which credentialing programs approved in lieu of CGSOC Advanced Operations Course will be considered a part of the ILE Selection Board. The programs/courses to be considered by the ILE Selection Board will be included on the ILE quota memorandum. Officers selected by the ILE Selection Board for one of these programs or courses are not eligible for any other ILE 10-month resident course. Officers selected for CGSOC common 14-week satellite campus or complete non-resident CGSOC common core and all requirements of one of these programs or courses can receive JPME 1/MEL 4 credit. Functional area and special branch officers participating in these programs must also complete their respective credentialing program to be JPME 1/MEL 4 complete. The programs approved as credentialing methods in lieu of CGSOC Advanced Operations Course are as follows:

j. Army officers who attend the Naval Postgraduate School and complete the Naval Command and Staff Distance Education Course and the CGSOC Intermediate Staff College Preparatory Course while in attendance at Naval Postgraduate School. Officers at Naval Postgraduate School must not incur additional tuition costs or fees as a result. Officers not considered by the ILE Selection board for Naval Postgraduate School attendance will not be required to complete the Naval Command and Staff Distance Education and Intermediate Staff College Preparatory Course while in attendance at Naval Postgraduate School but will need to complete CGSOC common core to receive JPME 1/MEL 4 credit.

k. Army officers who complete CGSOC Common Core and all requirements of one of the following programs: the Joint Chief of Staff/Office of the Secretary of Defense Internship Program, the Army Congressional Fellowship Program (AR 1-202), the Major General (Ret) James M. Wright Memorial MBA Program, the General Wayne A. Downing Scholarship program, or the U.S. Army Cyber Command Scholarship Program.

l. Special Forces officers who complete CGSOC Common Core and the National Inter-agency and Inter-governmental Course and the Special Operations Legislative Affairs Program.

m. Civil Affairs and Psychological Operations Officers who complete CGSOC Common Core and the Stability, Security, and Development in Complex Operations Certificate Program.

n. Officers participating in the National Defense University College of International Security Affairs Strategic Studies, the National Defense University College of International Security Affairs South Central Asia Graduate Certificate, and the National Intelligence University's Master of Science of Strategic Intelligence (MSSI) or the Master of Science technology Intelligence (MSTI) Program (military intelligence officers only).

o. Advanced Military Studies Program (AMSP)

(1) AMSP provides advanced education in military arts and science for selected ILE graduates. The school emphasizes planning and executing multi-domain operations focused on linking Army operational and tactical actions in pursuit of strategic objectives.

(2) The AMSP prepares officers to plan and conduct future operations across the wide range of military operations. Successful completion of the AMSP curriculum leads to award of a Military Arts and Sciences Degree. Following graduation, students complete the final part of the program by serving utilization tours on a division or corps staff or in an operational staff position. AMSP builds effective leaders, competent, operational planners and good teammates.

3-20. Senior Level Education (SLE)

SLE prepares senior officers to be strategically minded joint leader educated in the Profession of Arms. SLE develops critical and reflective thinkers who broadly view military affairs across an array of academic disciplines, preparing senior leaders to serve at the strategic level. SLE opportunities include Senior Service Colleges (SSC).

a. Senior service colleges (SSC). The resident SSCs listed below (paragraph 3-20.g) lead to award of MEL 1 and JPME II upon completion.

b. The SSC eligibility requirements for officers are:

(1) DA Board selected (Exceptions – Superintendent, USMA, and Commandant, USAWC selected FA47 officers who are military and academic leaders within respective departments at USMA and at the USAWC. (See paragraph c. below)

(2) Must have completed MEL-4/JPME Phase 1 (ILE complete)

(3) Must be LTC/GS – 14 (or equivalent) or above with a SECRET clearance.

(4) Will have no more than 25 years of active federal commissioned service (AFCS). CG, HRC and Component G1s have ETP authority for AFCS when the officer has been chosen for 0-6 level command (except RA officers in MEDCOM and JAGC). The AFCS is the governing factor for MEDCOM officers and for other-than-regular Army officers.

(5) Army Civilians will complete the CES Advanced Course as a prerequisite for attendance at any SSC.

c. SSC provides the education for selected personnel as follows: A military member O-5 and above, or Army Civilian GS-14 (or equivalent) and above, or who occupies a leadership position (both command and staff) that requires a thorough knowledge of strategy and the art and science of developing and using elements of national power (diplomatic, informational, military, and economic) during peace and war. This knowledge is necessary to perform Army, Joint, or Defense Agency operations at the strategic level (ACOM, ASCC, DRU, Field Operating Agency, Joint Task Force or higher). On a case-by-case basis, DARNG has the authority to waive the no-more-than 25 years AFCS.

d. DCS, G-3/5/7 recognizes USMA and USAWC requirement to provide SLE for detailed/permanent faculty that have been selected to lead their respective departments. Because these FA 47 officers are not considered for selection by Army competitive boards for attendance at SSC venues, DCS, G-3/5/7 supports memorandum of agreements between USMA and USAWC and other SSC platforms but their attendance will not be part of Army SSC quotas. Additionally, USMA and USAWC will not receive additional funding to support these MOAs but use available leader development funding to conduct these opportunities.

e. DCS, G-3/5/7 will not recognize other standing MOAs which provides officers the opportunity to attend SSC unless endorsed by DCS, G-3/5/7 and supported by DCS, G-1. This requirement is designed to ensure the Army's SSC selection process is not compromised or circumvented.

f. The HQDA SSC Selection Board will select active-duty officers to attend SSCs, foreign schools and USAWC fellowships based on SSC criteria and a best-qualified basis. The DARNG and the CAR will select ARNG and USAR officers, respectively. Army Civilians will be selected to attend SSCs through the Senior Enterprise Civilian Talent Development Program (ECTDP). The use of third-party agreements by SSC Commandants that allow Army Officers to attend any SSC will not be recognized unless endorsed by DCS, G-3/5/7.

g. The Army Approved SSC venues are as follows:

(1) USAWC (both resident (awards JPME II) and distance education programs (DEPs) (only military education level (MEL) 1, awards JPME II to only Joint Studies Program (JSP) graduates)).

(2) Advanced Strategic Leadership Studies Program (awards JPME II) at the School of Advanced Military Studies (SAMS)

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

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

(5) College of International Security Affairs (CISA) (Resident senior program only) (awards JPME II).

(6) College of Information and Cyberspace (CIC) (JPME II only for senior resident program)

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

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

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

(10) USAWC Fellowships (only MEL 1). (See HRC SSC Preference website for available schools and locations) (If officer is not already JPME II qualified, Officer should attend Joint and Combined Warfare School to attain JPME II).

(11) Foreign equivalent schools approved by DCS, G – 3/5/7 Strategy, Plans and Policy Directorate.

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

h. U.S. Army War College. The U.S. Army War College (USAWC) is the Army's center for strategic thought. The USAWC's mission is to educate and develop leaders for service at the strategic level while advancing knowledge in the global application of landpower. Toward this end, the USAWC conducts a

resident education program (REP) and a distance education program (DEP). Both programs focus on strategic art-- the alignment of ends, ways, and means to support national policy objectives. Students completing either program receive a USAWC diploma and a master's degree in Strategic Studies. (USAWC is accredited by the Middle States Commission on Higher Education.) REP graduates also receive Joint Professional Military Education Phase II (JPME II) credit, while DEP awards JPME II credit only to the Joint Studies Program (JSP) graduates. The USAWC also administers the USAWC Fellowships Program (MEL1), CSA, and SMA Senior Fellow Programs IAW AR 621-7, G-3/5/7 Policy and CSA Guidance. In support of national relationship building, USAWC conducts an International Fellowship Program to integrate allied officers attending educational courses at Carlisle Barracks.

i. Advanced Strategic Leadership Studies Program. The Advanced Strategic Leadership Studies Program is a 24-month senior level course (SSC/MEL 1/ JPME II program) held at the School of Advanced Military Studies, Fort Leavenworth, KS.

(1) This senior level course is designed to develop theater level senior leaders and general staff officers for positions of significant responsibility including strategic thinkers and planners at CCMD, Joint Task Forces, and other four-star HQs. During the first year, students are in a curriculum shaped by the required learning areas for JPME II accreditation. The curriculum provides a comprehensive, multifaceted focus at the theater/strategic level across the spectrum of Joint and land force operations - during peace, crisis, and war. In their second year, designated students become members of the School of Advanced Military Studies faculty responsible to provide the coaching, mentoring, counseling, and military subject instruction for the education of the officers in the AMSPL program.

(2) Advanced Strategic Leadership Studies Program graduates are awarded MEL 1, JPME II Credit and Skill Identifier 6S (Advanced Military Studies Program Graduate). Graduates also receive a Masters in Theater Strategy through Command and General Staff College. This degree-granting program is accredited by North Central Association of Colleges and Schools.

3-21. General officer education / Nominative Sergeant Major education and training

The scope of responsibilities incurred in general officer and nominative leader positions requires post-SSC and post-SMC education, training, and individualized professional development. The Army's Strategic Education Program (ASEP) administers the Army General Officer Education and Nominative Sergeant Major programs. ASEP manages mandatory and required education by position and/or assignment, executive development, and optional education and training. Go to web site: <https://asep.armywarcollege.edu/index.htm> for information on all Army and Joint General Officer educational programs.

3-22. Warrant Officer Candidate School (WOCS)

Warrant Officer Candidate School (WOCS) is pre-appointment training to qualify individuals to serve as Warrant Officers.

3-23. Warrant Officer Basic Course (WOBC)

Warrant Officer Basic Course (WOBC) is Warrant Officer MOS Certification training within an individual's WMOS. Special Forces Branch WOs will attend Warrant Officer Technical and Tactical Certification Course (WOTTC) which is equivalent to WOBC and WOIC and will grant those WOs WOIC equivalent credit for determining OES education level and prerequisites for further OES courses in addition to the appropriate WMOS.

3-24. Warrant Officer Intermediate Course (WOIC)

Warrant Officer Intermediate Course (WOIC) is to provide intermediate, MOS specific, technical, tactical, and leader-expert knowledge and skills needed to serve in branch designated, senior W-2 assignments and roles. The curriculum includes a branch proponent administered resident technical phase and may include a branch proponent approved and administered DL phase. WOIC earns MEL M.

a. HRC will schedule RA WOs to attend WOIC not earlier than promotion to W-2 for all warrant officers and designation as a pilot-in-command for rated aviation warrant officers, and not later than four years TIG as W-2.

b. The DARNG will schedule ARNG Warrant Officers for WOIC phases appropriate to ARNG policies.

c. The CAR will schedule USAR Warrant Officers for WOIC phases appropriate to USAR policies.

d. Aviation and Special Forces Branch Warrant Officers are not required to attend or complete the branch immaterial phase(s) of WOIC. Special Forces Branch WOs will attend WOTTC which is equivalent

to WOBC and WOIC and will grant those WOs WOIC equivalent credit for determining PME education level and prerequisites for further PME courses. Aviation Branch WOs must complete all branch specific phases and equivalents to receive WOIC MEL credit. WOIC is a prerequisite to WOAC.

3-25. Warrant Officer Advanced Course (WOAC)

Warrant Officer Advanced Course (WOAC) provides advanced branch-specific technical training and staff skills. Aviation and Special Forces Branch Warrant Officers are not required to attend or complete the branch immaterial phase(s) of WOAC, but all branch specific phases and equivalents must be completed to receive WOAC MEL credit. WOAC earns MEL Q. MEL M is a prerequisite for enrollment to WOAC.

- a. HRC will schedule RA WOs to attend WOAC, except for SF branch and rated aviators (MOS 152-155), not earlier than selection for promotion to W-3 and not later than 12 months TIG as W-3.
- b. The DARNG will schedule ARNG Warrant Officers for WOAC phases appropriate to ARNG policies.
- c. The CAR will schedule USAR Warrant Officers for WOAC phases appropriate to USAR policies.
- d. Aviation Warrant Officers in WMOSs 152-155 will receive WOAC MEL Q credit upon completion of any one of the following courses, and Aviation WOIC. WOIC is not a prerequisite for the courses listed below:

- (1) Aviation Safety Officer Course
- (2) Aviation Instructor Pilot Course
- (3) Aviation Maintenance test Pilot Course,
- (4) Aviation Mission Survivability Officer Course
- (5) Experimental Test Pilot Course
- (6) Special Operations Aviation Qualification Course

- e. Aviation Warrant Officers in WMOSs 150-151 will receive WOAC MEL Q credit upon completion of MOS-Specific Aviation Warrant Officer Advanced Course.

3-26. Warrant Officer Senior Course (WOSC)

Warrant Officer Senior Course (WOSC) provides senior warrant officer level professional leader development education, and branch or WMOS specific technical training. Aviation and Special Forces branch warrant officers are not required to attend or complete the branch immaterial phase(s) of WOSC, but all branch specific phases and equivalents must be completed to receive WOSC credit. The branch-proponent determines the order in which these phases are attended. WOSC earns MEL L. MEL Q is a prerequisite for enrollment to WOSC.

- a. HRC will schedule RA and USAR warrant officers selected for, or promoted to, W-4, except for Aviation and Special Forces Warrant Officers, to attend the branch immaterial WOSC resident phase within 24 months of selection for promotion to W-4.
- b. HRC will schedule all RA and USAR warrant officers selected for, or promoted to, W-4 to attend appropriate Branch-specified WOSC resident phase(s) within 24 months of selection for promotion to W-4.
- c. The DARNG will schedule ARNG Warrant Officers for WOSC phases appropriate to ARNG policies.
- d. The CAR will schedule USAR Warrant Officers for WOSC phases appropriate to USAR policies.

3-27. Warrant Officer Master Course (WOMC)

Warrant Officer Master Course (WOMC) is a branch-immaterial resident course conducted by the ArmyU. This course will focus on the master level integration, technical and tactical knowledge, skills, and leadership select Army W-5s require to serve in senior branch-designated and senior branch-immaterial W-5 assignments and roles. MEL L is a prerequisite for enrollment to WOMC or equivalent courses.

- a. HRC will schedule RA W-5 selected by their respective branch commandant for attendance at the branch-immaterial WOMC course within 12 months of selection for attendance.
- b. The DARNG and CAR will develop policies to determine which ARNG and USAR W-5s should complete the WOMC branch-immaterial resident course.

3-28. Command Preparation Program (CPP) and Key Billet Training and Education

The School for Command Preparation (SCP) is designated as the lead agent for the Command Preparation Program (CPP). In this capacity, SCP synchronizes the total Army's Command Preparation Program and conducts resident CPP Courses at FT Leavenworth Kansas. The CPP consists of several programs and courses and attendance is tailored by both the level and the type of command each student has been selected to command or lead.

a. Company level Commander and First Sergeant program: The Company Commander/First Sergeant Pre-Command Course (CCFSPCC) is a mandatory resident course with supporting DL components. The resident experience will be conducted at the installation Troop School and address topics prescribed by the Army that require a specific company command team focus. Senior mission commanders have latitude to add topics they deem important for company team success as well as determine methods of delivery.

(1) The objective of CCFSPCC is to ensure company commanders and first sergeants know Army and command programs, policies, procedures, and command team responsibilities. The course proponent (SCP) maintains a list of mandated topics required in all CCFSPCCs. Mandated topics are derived from DAIG inspection recommendations, HQDA EXORDs, and Army Directives. SCP biennially conducts a review of the mandated topics with all stakeholders to ensure they are current and relevant. CG CAC approves changes to the mandated topics based on results of the review.

(2) The mandated topics list and associated proponent developed training materials are maintained by SCP on the Army Training Network (ATN). Senior commanders may modify proponent developed lesson materials to reflect unique aspects of their type of command. For each mandated topic lesson, a corresponding DL lesson is available on the Army Training Information System Learning (ATIS Learning). Senior commanders must cover all mandated topics in their CCFSPCC, either by resident instruction or a combination of resident and DL.

(3) Completion of the CCFSPCC is mandatory prior to assuming duties. Authority to grant an exception is granted to the first general officer in the chain of command.

(4) USAR company command teams will attend the USARC Company Command First Sergeant Course.

(5) ARNG company command teams will attend ARNG CCFSPCC. The ARNG CCFSPCCs are administered by the state/territory ARNG and the requirements for resident and DL are determined by the TAG.

b. Battalion/Brigade level Commander and Key Billet Programs: Battalion and brigade command preparation is a three-phased program consisting of two separate courses, focusing on both the BN and BDE levels of command and are designed to provide a graduate level educational experience, utilizing a self-development approach.

(1) Learning outcomes with each Phase are achieved through a combination of senior leader engagements, doctrinally based curriculum, tailored electives, and the application of academic rigor.

(2) Mandatory attendance for the Command Preparation Program (CPP) is tailored by Army Component, cohort and type of command is outlined in Table 3-1.

(3) Regular Army Commanders who cannot attend Command Preparation Program prior to assuming their position requires VCSA approval.

(4) Acquisition CSL Key Billet selectees who cannot attend Command Preparation Program prior to assuming their position require Army Acquisition Executive approval.

c. Battalion/Brigade level Command Sergeants Major (CSM) Programs: Battalion and brigade CSM preparation is a two-phased program consisting of two separate courses, focusing on both the BN and BDE levels of responsibilities, and are designed to provide a graduate level educational experience, utilizing a self-development approach.

d. Learning outcomes with each Phase are achieved through a combination of senior leader engagements, doctrinally based curriculum, tailored electives, and the application of academic rigor.

e. Mandatory CSMs attendance for the Command Preparation Program is outlined in Table 3-1.

f. RA CSMs who cannot attend Command Preparation Program prior to assuming responsibilities requires SMA approval.

g. Battalion/Brigade Level Command Team Spouse Programs: The Command Team Spouse Development Program consists of two separate courses focusing on the battalion and the brigade level of command and are taught concurrently with the first week of the CSA's Core Course at FT Leavenworth, Kansas.

(1) Learning outcome. The command team spouse development courses are executive leadership courses designed to improve informal leadership, personal and family resiliency, and increased knowledge of Army policies and programs.

(2) Attendance. Volunteer attendance is offered to the spouses of officers and Sergeants Major, regardless of Army Component, who have been centrally selected for Battalion and Brigade level commands and leadership positions.

h. Command Preparation Program (CPP) Phase Descriptions.

(1) Phase I Preparatory Courses consist of BN and BDE Branch/Warfighting courses, Transitional Courses, and the Senior Officer Legal Orientation Course (SOLO). The Phase I Preparatory Courses

tailor instruction to the type of command the selectee was slated for and focuses on key functional responsibilities. All Phase I Preparatory Courses will coordinate with SCP to synchronize programs to eliminate redundancy.

(2) Phase I: Branch/Warfighting Courses. Instruction is provided at the officer's branch school and focuses on tactical and technical aspects of command.

i Maneuver PCC. Infantry and Armor BN and BDE Commanders attend at FT Benning, GA.

ii Military Intelligence PCC. Army Military Intelligence BN and BDE Commander attend at FT Huachuca, AZ.

iii Fires PCC. Army Field Artillery and Air Defense Artillery BN and BDE Commander attend at FT Sill, OK.

iv Sustainment PCC. Ordnance, Transportation, and Quartermaster BN and BDE Commanders attend at FT Gregg-Adams, VA.

v Maneuver Support PCC. Military Police, Engineers, Maneuver Enhanced Brigade, and Chemical, Radiological, Nuclear (CBRN) BN and BDE Commanders attend at FT Leonard Wood, MO.

vi Aviation PCC. Aviation BN and BDE Commanders attend at FT Novosel, AL.

vii Signal PCC. Signal BN and BDE Commanders attend at FT Eisenhower, GA.

viii Special Forces PCC. Special Forces BN and BDE Commanders attend at FT Bragg, NC.

ix Adjutant General/Finance PCC. Adjutant General and Finance BN and BDE Commander attend at FT Jackson, SC.

x Army Medical PCC. Army BN and BDE Commanders attend at FT Sam Houston, TX.

(b) Phase I: Transitional Courses. Instruction is provided by functional area proponent for selectees slated for a Functional Commands (Training, Recruiting, Program Management, Garrison, Medical) and is focused on key functional command responsibilities.

i Garrison Command PCC. Army Garrison command selectees attend at FT Sam Houston, TX.

ii Initial Military Training. Army Initial Military Training BN and BDE command selectees attend at FT Jackson, SC.

iii Contracting. Army BN and BDE command selectees attend at Huntsville, AL.

iv U.S. Army Corps of Engineers PCC. Army District and Division command selectees attend in Washington, DC.

v Acquisition Corps PCC. Acquisition Corps Central Selection List – Key Billet (CSL-KB): Selected officers and civilians equivalents attend IAW U.S. Army Acquisition Support Center (USAASC) policy.

vi U.S. Army Recruiting PCC. Army BN and BDE Recruiting command selectees attend at FT Knox, KY.

(c) Phase I: Senior Officer Legal Orientation Course (SOLO). DA CSL selected Regular Army and Reserve Component battalion commanders with special court-martial convening authority and all DA CSL selected brigade commanders (RA/RC) and the USMOG command selectee will attend the Senior Officer Legal Orientation Course, held at The Judge Advocate General's Legal Center and School, Charlottesville, VA. All those commanders required to attend must do so prior to assumption of command at both the battalion and brigade levels. Colonels (O6) transitioning between command billets must repeat attendance of this phase if their last attendance occurred more than 3 years before assumption of command date. Regular Army commanders who cannot attend prior to assuming command must obtain the VCSA approval.

(3) Phase II: CSA's Core Courses. Instruction is provided for Total Army and branch immaterial command selectees, CCWOs, Command Sergeants Major (CSMs) selectees, and command team spouses.

(a) CSA's Core Course-BN (CSACC-BN). CSACC-BN is for selectees slated to command and CSMs slated to take responsibilities of battalion level formations and is conducted by SCP at FT Leavenworth, KS.

(b) CSA's Core Course-BDE (CSACC-BDE). CSACC-BDE is for selectees slated to command and CSMs slated to take responsibilities of brigade level formations and is conducted by SCP at FT Leavenworth, KS.

(c) Battalion Command Team Spouse Development Course (BN CTSDC). BN CTSDC is for selectees' and CSMs' spouses and is conducted by SCP at FT Leavenworth, KS.

(d) Brigade Command Team Spouse Development Course (BDE CTSDC). BDE CTSDC is for selectees' and CSMs' spouses and is conducted by SCP at FT Leavenworth, KS.

(e) USAR Battalion and Brigade Pre-Command Course (PCC). USAR Battalion and Brigade selectees, and CSMs, will attend a two-day Pre-Command Course (PCC) on the middle weekend of the CSA's Core

Course.

(f) ARNG Battalion and Brigade Pre-Command Course (PCC). ARNG Battalion and Brigade Command selectees, and CSMs, will attend a National Guard centric Pre-Command Course on the middle weekend of the CSA's Core Course.

(4) Phase III: Command Tracked Courses. Phase III consists of BN and BDE Command Type Tracked Courses (Tactical and Functional) and BN and BDE Command Sergeant Major Development Courses. The Phase III Command Tracked Courses focuses on tailored education based on the type of command the selectee was selected for and focuses on preparing Command Sergeant Majors for battalion and brigade level CSM assignments.

(a) Brigade Tactical Command Development Course (BDE TCDC). BDE TCDC is for command selectees slated to command tactical brigades and is conducted by SCP at FT Leavenworth, KS.

(b) Brigade Functional Command Development Course (BDE FCDC). BDE FCDC is for command selectees slated to command functional brigades and is conducted by SCP at FT Leavenworth, KS.

(c) Brigade Command Sergeants Major Development Course (BDE CSMDC). BDE CSMDC is for CSMs selectees slated to take responsibilities for BDE level formations and is conducted by SCP at FT Leavenworth, KS.

(d) Battalion Tactical Command Development Course (BN TCDC). BN TCDC is for command selectees slated to command tactical battalions and is conducted by SCP FT Leavenworth, KS.

(e) Battalion Functional Command Development Course (BN FCDC). BN FCDC is for command selectees slated to command functional battalions and is conducted by SCP at FT Leavenworth, KS.

(f) Battalion Command Sergeants Major Development Course (BN CSMDC). BN CSMDC is for CSMs selectees slated to take responsibilities for BN level formations and is conducted by SCP at FT Leavenworth, KS.

(5) USMOG command selectee will attend a two-phase pre-command continuing training and education program. Selectees will attend the Phase II - CSA's Core Course and Phase I – SOLO prior to assuming command and responsibility or within three months of assumption. Spouse is eligible to attend the Command Team Spouse Development Course.

Table 3-1

Army Command Preparation Program (CPP) Brigade and Battalion attendance Policy-Continued

Attendee Category	Phase I Branch/CoE Prep/Transitional Course	Phase I SOLO	Phase II CSA's Core Course	Phase III Tactical Functional CSMDC (Per CMD Type)
(RA) BDE/BN CDRs	X	X (only BN w/SPCA; all BDE CDR)	X (w/Spouse)	X
(RA) AMEDD Nominative Cmds	X	X	X(w/Spouse)	
(RA) BDE/BN CSM	NE	NE	X (w/Spouse)	X
(RA) Key Billets, (G-1, G-2, G-6, G- 8, FA50, PAO)	X	NE	X	NE
(RA/RC AGR) Acquisition Director/Program/ Product Managers Contracting Bde & Bn Cdrs (Key Billets)	X	X (only Contracting Bde w/SPCA)	X (Contracting Bn / Bde w/spouse)	X (only Contracting BDE CSMs)
(RA) CCWO	X	NE	X (w/Spouse)	NE
(RA) RCWO/CWOB Regimental	X	NE	NE	NE
(AGR) BDE/BN CDRs	X	X (only BN w/SPCS; All BDE)	X (w/spouse)	X

(AGR) BDE/BN CSM	NE	NE	X (w/spouse)	X
(USAR TPU) BDE/BN CDRs	SA	X (only BN w/SPCS; All BDE)	X (w/spouse)	X
(USAR TPU) USAR BN/BDE CSM	NE	NE	X (w/spouse)	X
(ARNG TPU) BDE/BN CDRs	SA	X (only BN w/SPCS; All BDE)	X (w/spouse)	X
(ARNG TPU) BDE/BN CSM	NE	NE	X	X
USMOG	NE	x	X (w/spouse)	NE

Note:

1 SA = Space Available only

2 X = Mandatory

3 NE=Not Eligible

3-29. Schools of Other Nations

a. *The DCS, G–3/5/7 Strategy, Plans and Policy Directorate is the proponent for the Schools of Other Nations Program.* Schools of Other Nations (SON) is a U.S. Army security cooperation program executed by, with, and through the Theater Armies (geographic ASCCs) to maintain U.S. Army presence at selected partner nation military institutions. The program’s aim is to develop closer Army/foreign army relationships by placing Army ILE and SSC eligible officers in foreign command and staff colleges, war colleges, or national defense universities on a PCS basis. These foreign military schools have a priority to fulfill the Army’s Theater Security Cooperation objectives.

b. Before attending a Foreign ILE level PME, Officers must complete the on-line Intermediate Staff College Preparatory Course offered by CGSC’s Command and General Staff School. Additionally, the Officer must complete the Joint Warfighting Concept and the Changing Character of War Course via the JKO Warrior Readiness Site on JKO-SIPR prior to attending. To obtain JPME I/MEL 4, Officers must complete other nations’ intermediate staff college and above prerequisite courses. Functional area and special branch officers may attend international and sister service schools but must still attend their respective credentialing courses to be credentialed JPME I/MEL 4.

c. Foreign SSC level PME provides MEL 1 but not JPME II. Officers who attend Foreign SSC level PME will need to attend the Joint and Combined Warfare School (JCWS) to earn JPME II, if needed.

d. *Establishing a School of other Nations position.* Incorporation of a foreign military school into SON begins with a proposal submitted by the Theater Army to DCS, G–3/5/7. HQDA approval is based upon an evaluation of the U.S. Army’s security cooperation objectives as set forth in the HQDA and Theater Army Campaign Support Plans.

3–30. Joint professional military education and training institutions

a. Joint education institutions prepare officers and DOD civilians for assignments at Joint or combined headquarters/commands. Joint Professional Military Education (JPME) is governed by the CJCSI 1800.01G Officer Professional Military Education Policy (OPMEP) and CJCSI 1805.01C Enlisted Professional Military Education Policy (EPMEP). JPME is a subset of PME; it begins at pre-commissioning institutions and progresses through general officer education. JPME provides the body of knowledge to enhance performance of duties consistent with Joint matters and in the context of joint functions – command and control, intelligence, fires, movement and maneuver, protection and sustainment. JPME is that portion of PME that supports fulfillment of the educational requirements for joint officer qualification (see 10 USC Chapter 38, Section 661(c)) and DODI 1300.19, DOD Joint Officer Program, dated 18 May 2023 for Joint officer qualifications). The education generally prepares students to accomplish Joint command and staff functions and to perform strategic and operational planning.

b. The Army’s accredited JPME programs are: the CGSC (JPME I), the ASLSP (JPME II) and the U.S. Army War College Resident Program (REP) (JPME II), USAWC Distant Education Program (DEP) (JPME II for Joint Studies Program seminars and JPME I for all other DEP seminars).

c. Other JPME institutions include: Sister Service Command and Staff level institutions (JPME I), National Intelligence University (JPME I), Sister Service War Colleges (JPME II), National Defense

University, at Ft McNair, Washington, DC, programs which include the National War College (JPME II), The Eisenhower School (JPME II), the College of International Security Affairs (JPME II senior program only), and the College of Information and Cyberspace (JPME II senior program only) as well as the Joint Forces Staff College, Norfolk, VA, (which that include the Joint Advanced Warfighting School (JPME II), Joint and Combined Warfighting School (JPME II) and Joint and Combined Warfighting School - Hybrid (JCWS-H) course (for RC primarily, JPME II credit)).

d. Officers who attend USAWC Fellowships or participate in ASP3 not previously qualified should attend the Joint and Combined Warfare School (JCWS) to earn JPME II if needed.

e. Specialized courses focused on a particular command or multi-national audiences such as the North American Treaty Organization (NATO) are also available. The NATO School Oberammergau, Germany (<https://www.natoschool.nato.int/>) offers the NATO Staff Officer's Orientations Course; this course is mandatory for all RA and AGR officers in the grade of O-4 through O-6 selected for an initial assignment to a NATO staff position. The course acquaints students with NATO missions, organizations, and procedures, preparing graduates for their NATO Assignments and ensuring effective interaction with their allied colleagues.

Section V

Noncommissioned Officer Professional Development System Guidance

3-31. Noncommissioned Officer Professional Development System (NCOPDS)

The NCOPDS establishes an organizational framework to develop the next generation of competent and committed NCOs. Noncommissioned Officers develop as leaders through their career through progressive and sequential processes which incorporate training, education, and experience across three learning domains (institutional, operational, and self-development). NCOPDS will focus on the following objectives:

- a.* Provide the Army an adaptable and resilient NCO corps capable of training and leading Soldiers in uncertain and complex unified action operating environments.
- b.* Improve the professionalism of the NCO corps.
- c.* Improve the training and education of the NCO corps to sustain leader development, support expansibility, and capacity building of the NCOPDS.
- d.* Provide challenging training, education, and practical experiences resulting in early technical mastery, increased tactical skills, adaptability, innovation, agility, and mastery of the NCO general learning outcomes.
- e.* Articulate learning responsibilities and requirements across three domains and integrate them into a synchronized, effective, and efficient professional development system.
- f.* Improve professional development models and learning curriculums to allow Soldiers and leaders to assess leader development progress, track learning events, create goals, and certify professionals.
- g.* Identify and develop NCOs to serve at operational and strategic levels.
- h.* PME completion and other required training and education will be incorporated into an individual's records, for visibility by unit leaders. Assessment tools will measure NCOs general learning outcomes and competencies to enable the identification of the best talent and encourage self-improvement.
- i.* Leaders will track Soldier training and individual task completion to certify proficiency in technical, tactical, and leadership skills. Soldiers/leaders will track certification and document acquired skills for Army Civilian credentials.
- j.* Aligned to national academic and professional-technical (occupational) taxonomies to aide in translation and holistic MOS development.)

3-32. Noncommissioned Officer Professional Development System Courses

- a.* The goal of NCO training and the NCOPDS is to prepare noncommissioned officers to lead and train Soldiers who work and fight under their supervision, and to assist their leaders in executing unit missions.
- b.* The NCOPDS provides noncommissioned officers with progressive and sequential leader, technical, and tactical training relevant to the duties, responsibilities, and missions they will perform in operational units after graduation. Training is based on the tasks, supporting skills and knowledge, attitudes, and experience needed. Courses identified below are progressive and sequential:
 - (1) Basic Leader Course (BLC)
 - (2) Advanced Leader Course (ALC)
 - (3) Senior Leader Course (SLC)

- (4) Master Leader Course (MLC)
- (5) Sergeants Major Course (SMC)
- (6) Nominative Leader Course (NLC) (selected individuals only)

c. The primary instructional method of delivery for PME training is resident training. All requests for an exception to conduct PME resident training by a mobile training team (MTT) must be approved by DCS G-3/7. Units requesting use of PME training MTT will submit a memorandum through their chain of command, through TRADOC, DCS, G-1 (DAPE-MPT), to HQDA G-3/7 (Training Directorate) for approval.

3-33. Noncommissioned Officer Professional Development System requirements

Commandants and commanders of NCOPDS training schools will enforce the following attendance and completion requirements:

a. The CNGB and CAR may request waiver authority for Soldiers in MOSs that do not have an approved Total Army Training System (TATS) POI that may be executed using the RC training model of two plus two. Each request must provide justification and analysis of risk and be forwarded through the appropriate proponent to TRADOC G-3/5/7 for staffing and adjudication of issues. TRADOC G-3/5/7 is the approval/disapproval authority.

(1) Waiver requests will be initiated using the DA Form 4187 (Personnel Action), a memorandum signed by the first O-6 within the Soldier's chain of command, and a valid ACFT scorecard submitted through the first O-6 commander within the Soldier's chain of command to the appropriate waiver approving authority.

(2) ARNG Soldiers must submit requests to DARNG.

(3) USAR Soldiers must submit requests to Commander, USARC.

b. ARNG Soldiers have up to 24 months (per course) to complete BLC, ALC, and SLC. Should the PME course have more than two phases of training, the Soldier will have an additional 12 months for each subsequent phase. These established timelines may be extended if the delay is through no fault of the Soldier. The Soldier's commander must submit a memorandum requesting an extension, with justification for the delay, through command channels to the first general officer in the Soldier's chain of command. The general officer may allow up to an additional 12 months.

c. Until proponents develop senior-level MOS transition courses, existing procedures for reclassification of senior-level Soldiers will continue to be followed. Upon development of senior-level MOS transition courses, completion of the appropriate senior-level transition course will be mandatory before the award of a new MOS above skill level 10, unless alternate methods are authorized by AR 611-1.

3-34. Noncommissioned Officer Academies

a. The NCOAs provide training at the appropriate skill level to prepare NCOs for future operational assignments.

b. The NCOAs will be established in accordance with CG, TRADOC and DCS, G-3/5/7 policies.

c. The designation of NCOAs and the division of the training base into NCOA geographic regions are discussed in appendix F.

d. Proponent schools participate in the Army accreditation process of the technical track training for their respective ALC and SLC. Final Army accreditation is determined by the TRADOC QAO and approved by CG, TRADOC.

e. All ARNG and USARC NCOAs teach and/or mentor BLC, and functional courses. RC TASS institutions teach MOS-specific courses, including ALC and SLC (Technical Track Training). All courses must be approved, validated and assessed by the appropriate branch proponent-school for inclusion in the TRADOC QAO accreditation of the learning institution, school or center.

(1) ALC and SLC Technical Track Training will be conducted via IDT, ADT, or annual training modes as authorized by applicable POI.

(2) The ALC and SLC technical phases are conducted at selected TASS institutions.

f. NCOA courses do not award an MOS, ASI, or higher skill level.

g. HRC will schedule Regular Army (RA) Soldiers for ALC based on highest promotion points and will schedule SLC and MLC based on OML. Scheduling will also be supported by most recent MILPER message for NCOPDS Course Scheduling Procedures. Attendance will be on a priority basis as allocations become available. Requests for Compassionate, Operational and Medical deferments along with justification will be processed through the first GO in the Soldiers' Chain of Command and submitted

to HRC by PAR.

h. USARC and NGB will schedule AGR Soldiers for ALC, SLC, and MLC based on OML.

3–35. Basic Leader Course

a. The BLC is a branch-immaterial course that provides basic leadership training. Soldiers acquire the leader skills, knowledge, and experience needed to lead team-level size units. The course provides both the team and squad level perspectives and builds upon experience gained in previous training and operational assignments. The BLC is the foundation for further training and leader development of noncommissioned officers.

b. BLC priorities. Unit commanders place Soldiers who qualify for BLC on an Order of Merit List (OML).

(1) First priority. Soldiers promoted to SGT without the requisite education (BLC).

(2) *Second priority.* SPC/CPL promotable. These Soldiers are prioritized as follows:

(a) SPC/CPL promotable in MOSs identified as shortage MOS by monthly HRC promotion cut-off memorandum. This pertains to Regular Army Soldiers.

(b) SPC/CPL promotable who meet the cut-off score.

(c) SPC/CPL promotable in other MOS serving in an authorized NCO position based on the highest number of promotion points.

(d) All other SPC/CPL promotable on a recommended list based on the highest number of promotion points.

(3) Third priority. SPC/CPL in leadership positions. To fill all BLC training seats, non-promotable SPC/CPL with demonstrated leadership potential may attend BLC only when all higher OML categories are exhausted.

c. ACOMs, ASCCs, USARC, and NGB establish a quota management plan to support BLC and ensure attendance of fully qualified Soldiers. To be consistent with established Army training priorities, commands will manage quotas to ensure that all Soldiers in a higher OML category attend BLC prior to Soldiers with lower priority.

d. The following courses have been evaluated against the BLC curriculum for equivalent course credit and applied against applicant leadership experience or past academic training experience when determining and granting equivalent credit. Soldiers who have completed these schools receive BLC credit and do not have to process equivalent credit requests through DCS, HQDA G-3/5/7. HRC, USAR, and ARNG will recognize these Soldiers as BLC qualified.

(1) USMC Career Course.

(2) Officer Candidate School (OCS-Active or Reserve) from any service.

(3) Officer Basic Course (OBC) from any service.

(4) Captain's Career Course or Officer Advanced Course from any service.

(5) Combined Arms and Services Staff School (CAS3) from any service.

(6) Command and General Staff Officer's Course (CGSOC) or equivalency from any service.

(7) Reserve Officer Training Corps Advance Camp (ROTC) from any service.

(8) Warrant Officer Candidate School (AC/RC Army or Marine WOCS).

3–36. Advanced Leader Course

a. The ALC is a branch-specific course designed to enhance leadership skills, technical skills, tactical expertise, and experience needed to lead squad-size units. Training builds on experience gained in previous training and operational assignments. Branch schools and selected training battalions conduct this course in a live-in learning environment. The BLC is a prerequisite to ALC.

b. Content for the ALC include materials for success at both the squad and platoon level. The scope of tasks/competencies addressed in ALC provides both the squad and platoon level perspective, where appropriate, and build upon experience gained in previous training and operational assignments.

c. Target training population is E-6 and E-5. HRC, NGB/ARNG, and USARC will determine who attends based on OML.

3–37. Senior Leader Course

a. The SLC is a branch-specific course designed to acquire the leader, technical, and tactical skills, knowledge, and experience needed to lead platoon-size units. Training builds on experience gained in previous training and operational assignments. Branch schools and selected training battalions conduct this course in a live-in learning environment, where possible. Content for the SLC includes materials

required for success at both the platoon and company level. The scope of tasks and/or competencies addressed in SLC will provide both the platoon and company level perspective, where appropriate, and build upon experience gained in previous training and operational assignments. The ALC is a prerequisite to SLC.

b. Target training population is E-7 and E-6. HRC, NGB/ARNG, and USARC will determine who attends based on OML.

3–38. Master Leader Course

a. The MLC is a branch-immaterial course for to acquire the leader skills required for success at both company, troop, and staff assignments throughout the defense establishment. Areas of study include: public speaking, other services capabilities, mission command, understanding and applying military decision making process, decisive action, organizational management, inter-agency capabilities and multinational considerations. The SLC is a prerequisite to MLC.

b. Target training population is E-8 and E-7. HRC, NGB/ARNG, and USARC will determine who attends based on OML.

3–39. Sergeants Major Course

a. The SMC is the capstone of enlisted education preparing senior noncommissioned officers for both troop and staff assignments throughout the defense establishment. The SMC is task based and performance oriented. Areas of study include leadership, combat operations, sustainment operations, team building, communication skills, training management, and professional development electives. Successful completion of the SMC is a requirement for promotion to SGM and appointment to CSM. ARNG Soldiers selected for promotion to SGM who are not graduates of the SMC will be conditionally promoted upon confirmed reservation in ATRRS for SMC.

b. Target population is E-9 and E-8.

3–40. Nominative Leader Course

a. The Nominative Leader Course (NLC) is the Sergeant Major of the Army's executive leadership and professional development course for CSMs and SGMs serving at the nominative sergeant major level.

b. Command Sergeants Major and Sergeants Majors selected for the 1-star and 2-star command-level nominative assignment pool will attend the NLC after their nominative pool selection and appointment.

c. NLC attendance is mandatory for validated RA nominative pool selectees after they have been selected for a specific nominative position. Non-RA CSMs and SGMs in nominative assignments will attend on a space and funding availability.

d. The NLC is a two-week strategic leader development course conducted by ASEP at Carlisle Barracks, PA. This course prepares graduates to immediately serve as valued senior enlisted leaders/advisors in their initial nominative assignments, equipped with the knowledge, skills, and abilities required to provide quality advice to assist their leaders and their organizations to operate more effectively.

e. Scheduling for all NLC RA attendees is through the Nominative Sergeants Major Program Office. Scheduling for non-RA attendees occurs through their component Nominative Sergeant Major Program Office.

Section VI

Military Functional, Specialty and Other Training

3–41. Military functional area and skill training

Functional courses prepare Army personnel for assignment to special units or specific duty positions and increase their value to the Army. These courses provide Soldiers an opportunity to acquire duty position-required skills and knowledge that cannot be obtained by attending other institutional courses. The courses may provide training, which qualifies Soldiers for award of an ASI, SQI, or SI. The ATRRS course catalog has a complete listing of functional and skill-qualification courses.

3–42. Ranger training

a. Ranger training, conducted by the USAIS, Fort Benning, GA, further develops leadership and combat arms-related skills of Soldiers eligible for assignment to units that primarily engage in close-combat, direct-fire battle. The course requires Soldiers to perform individual and collective tasks and missions in a realistic environment under mental and physical stress that approaches conditions 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 and Officers assigned to ranger coded positions in the 75th Ranger Regiment or Ranger Training Brigade must complete ranger training.

c. ROTC and USMA cadets are not authorized to attend ranger training.

3-43. 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. Graduates will receive an SQI of "P" for enlisted Soldiers and an SI of "5P" for officers.

b. Airborne training priorities are:

(1) *Priority 1.* RA/RC Army, USN, USMC, and USAF personnel assigned to Airborne, Ranger, or Special Operations Force units. Also included are foreign military personnel regardless of assignment.

(2) *Priority 2.* Soldiers under airborne contract (enlistment incentive) not assigned to Airborne, Ranger, or Special Operations Force units.

(3) *Priority 3.* RA Airborne volunteers.

(4) *Priority 4.* All other Army (RA, ARNG, USAR).

(5) *Priority 5.* Service academy and ROTC cadets with service commitments.

(6) All other services.

3-44. Battle Staff Noncommissioned Officer Course

The Battle Staff Noncommissioned Officers Course is a branch-immaterial functional course for E-6 through E-8 to develop for staff assignments. The course provides technical and tactical training that is relevant to missions, duties, and responsibilities assigned to staff members in battalion and higher units. Graduates of the Battle Staff Noncommissioned Officers Course are identified by award of ASI 2S. Attendance is mandatory for those Soldiers assigned to positions coded ASI 2S. RA and RC commanders of Soldiers not assigned to ASI 2S positions may request course attendance on a space available basis.

3-45. Advanced Strategic Planning and Policy Program

a. The Advanced Strategic Planning and Policy Program (ASP3) is a multi-year program that develops field grade officers, including former battalion commanders, as strategic planners and as future senior leaders through a combination of practical experience, professional military education, and a doctorate from a civilian university in a strategy related field of study. Once selected for the program, officers apply to doctoral programs at respected American universities and spend up to two years in graduate school satisfying all course and exam requirements leading to acceptance as a doctoral candidate. During these years, officers will also attend PME at SAMS studying history, strategic theory, and the practice of strategic planning. Officers will then serve a developmental assignment in a strategic planning position. After the developmental assignment, the officer will spend one year working full-time on the dissertation at SAMS or another suitable location and then be available for utilization as a strategic planner.

b. Eligible officers (HQDA SSC selectee) in ASP3 may receive MEL 1 credit when all designated MEL 1 portions of the program are completed. ASP3 will only offer HQDA SSC selectees the designated MEL 1 portion. ASP3 MEL 1 portion includes completion of successful year in graduate school, and article for publication on an Army/DOD strategic issue and completion of PME block of ASP3.

Section VII

Distributed Learning, and Electronic-Based Distributed Learning (EBDL).

3-46. Distributed Learning. TADLP implements DL policy in the Army, incorporating the guidance and priorities provided in The Army Plan.

a. DL courseware will be used for the following DA military and civilian training and education courses:

(1) MOS courses; ASI, SQI, and language identification code courses.

(2) Reclassification courses.

(3) Officer courses.

(a) Functional area courses.

- (b) Branch qualification courses.
- (c) Warrant Officer technical certification.
- (d) PME courses, for example the OES.
- (4) NCO courses, for example the NCOPDS.
- (5) Civilian courses, for example the CES.
- (6) Functional training, task-based training, self-development, and DL capable education courses.
 - b. DL courseware will not be used as the exclusive delivery method for the following courses: officer pre-commissioning training; officer basic courses; WO pre-appointment training; the WOBC; IET; and high-risk training (for example, Airborne, Ranger, and Special Forces). These courses will continue to be taught at designated training centers in accordance with existing Soldier development practices. DL can and should support initial training as appropriate and may be used as a blended instructional approach.
 - c. DL courseware should be used where practical for NET and sustainment training of IT systems and weapons systems. Organizations developing or sustaining such systems should contact TPO TADLP to identify needs for use of existing Army DL infrastructure for hosting, delivery, and management support of their training content.

3-47. Compensation of the Selected Reserve of the Ready Reserve personnel for electronic-based distributed learning (EBDL)

- a. This paragraph establishes the guidance for implementation of paid compensations for members of the Selected Reserve of the Ready Reserve not in active service or on active duty (to include State active service or active duty) who are directed by their commanders to complete training requirements by means of electronic-based DL as authorized by 37 USC 206(d) pertaining to Reserves, members of National Guard; and inactive-duty training.
- b. Soldiers directed in writing, by their commander, to complete training requirements may be compensated for completion of training.
- c. *Training priorities.* DCS, G-3/5/7 sets the priorities for EBDL. Priorities for EBDL (in priority order) are training required for pre-deployment readiness and mobilization, duty MOS qualification, critical functional, professional development, and all other functional courses.
- d. Students must be enrolled in a course designated on the approved EBDL list. Refer to ATRRS for a complete listing of Army schools and associated courses available at <https://atrrs.army.mil>.
- e. Nomination for courses to be added to the EBDL must be approved by the Institutional Training CoC.

Chapter 4 Civilian Training, Education and Development

Section I Civilian Training, Education and Development

4-1. Training and Developing the Army Civilian Corps

- a. Training and development of the Army Civilian Corps is required to sustain a mission-ready Army. Civilian employees are functionally proficient, and technically competent skilled leaders who are fully capable, adaptable, and committed to supporting the Army's mission.
- b. 5 USC 4103 provides the authority to train Army Civilian employees.
- c. Training is defined as the process of providing for and making available to an employee, and placing or enrolling the employee in a planned, prepared, and coordinated program, course, curriculum, subject, system, or routine of instruction or education, in scientific, professional, technical, mechanical, trade, clerical, fiscal, administrative, or other fields which will improve individual and organizational performance and assist in achieving the agency's mission and performance goals.
- d. Training may occur in a government facility (for example, TRADOC), other military schools, and Government-supported schools and when properly coordinated and approved, in a non-Government facility (for example, accredited universities, colleges offering accredited programs, and industry).

Section II Civilian Education

4-2. Civilian Leader Development

The Army Civilian leader development programs help to prepare agile and innovative Army Civilians who

can lead during times of change and uncertainty; who are prepared for the rigors of service as multi-skilled leaders; imbue the values, skills and mindset to serve as competent, resilient member of the Army Civilian Corps. The professional attitudes and beliefs that characterize the Army Civilian are found in the Civilian Creed (see ADP 6–22).

4–3. The Civilian Education System

a. The CES program is the Army’s leader development program for all Army Civilians. It provides grade-requisite education for Army Civilians in key positions at the point of need throughout their careers. CES education may be delivered through a mix of resident, mobile education team, and virtual instructional modalities. Course applications are completed through CHRTAS.

b. CES courses are targeted at the Army Civilian GS grade levels and equivalent pay bands and pay scales, as follows:

- (1) *Foundation Course.* GS 1–15 and equivalent pay band/scale new hires.
- (2) *Basic Course.* GS 1–9 and equivalent pay band/scale.
- (3) *Intermediate Course.* GS 10–12 and equivalent pay band/scale.
- (4) *Advanced Course.* GS 13–15 and equivalent pay band/scale.
- (5) *Continuing Education for Senior Leaders.* GS 14–15 and equivalent pay band/scale.

c. Funding.

(1) Most permanent Army Civilians (to include appropriated funds (AF), non-appropriated funds (NAFs), local nationals, and wage grade) are centrally funded for CES training by ACCMA (Talent Management Division).

(2) Military members, term and temporary Army Civilians, and non-Army employees, are funded through their organizations.

d. Supervisors and managers are responsible for setting guidelines that allow employee duty time to complete required DL training for CES courses. Guidelines can be in the form of a written or verbal agreement and should articulate a study schedule and timeline for the employee to complete the course.

Section III

Supervisor Development Program

4–4. Mandatory supervisory training for Army Civilian and military supervisors

a. The Supervisory Development Course is the Army’s single source for providing mandatory supervisory training and refresher and/or sustainment training. The Supervisory Development Course is a web-based course with lessons that focus on supervising Army Civilian employees and is required for all Army Civilian and military personnel who supervise Army U.S. Civilians.

b. Army Civilian supervisors and military members who supervise civilians must complete their corresponding grade-level CES course to meet the leader development requirement for supervisors. The Supervisory Development Course must be completed within the first year of placement in a supervisory position in accordance with the 1-year supervisory probationary period. Supervisors are required to complete this course as refresher training every 3 years. Re-certification must be complete within 3 years of previous completion.

c. Supervisory Development Course is available to all Army employees as a self-development tool.

d. Employees enrolled in the Supervisory Development Course have 120 days to complete the course from the date of registration. If course is not completed within this timeframe, employees will be required to re-register and restart the course.

4–5. Executive Level-Supervisor Development Course

Supervisor Development Course – Executive Level (SDC–EX). SDC–EX is required for experienced senior leaders (SES/GO) who have previously supervised Army Civilians. The purpose of this course is to meet the requirements of the NDAA 2010. This course is a guide and presents Army, DOD, and OPM provisions those critical areas designated in the NDAA, including: merit systems principles / prohibited personnel practices; performance management; counseling, coaching, and mentoring; hostile work environment; valuing the workforce; management-employee and labor relations; and leader development and Army Civilian education system programs.

Section IV Manager Development Course

4–6. Manager Development Course

a. The Manager Development Course is a web-based course with lessons that focus on managing and leading people. The Manager Development Course includes modules in organizational culture; time management; objectives and plans; problem solving and decision making; planning, programming and budgeting; manpower management; communications; IT applications; the Army Environmental Program; equal employment opportunity; professional ethics; internal management control; and Army family team building.

b. The Manager Development Course is available as a self-development tool for all Army employees and is recommended for Army Civilians in supervisory or managerial positions.

Section V

Competitive Professional Development

4–7. Enterprise Civilian Talent Development Program (ECTDP)

a. The ECTDP is the structured Army Civilian professional development system designed to meet the Army's long-term performance needs in a productive and efficient way. ECTDP is how the Army prepares its senior Army Civilians to assume duty positions of greatest responsibility across the Army. These programs are designed to afford selected GS–12–15 and equivalent Army Civilians an exceptional professional development, senior-level educational or experiential learning opportunity.

b. The ECTDP operates under the overall supervision and oversight of the ASA (M&RA) and will be executed by the Civilian Service Leader Management Office (CSLMO). The ASA (M&RA) and CSLMO will ensure that ECTDP complements and leverages other DOD and Army leader development programs and initiatives, while avoiding duplication.

Section VI

Records, Responsibilities Resources and Process

4–8. Training records and documentation

a. Individual Development Plans (IDP) will be developed and updated annually in the Army Career Tracker (ACT) for all Army Civilians (excluding acquisition workforce). Acquisition workforce will use CAMP/CAPPMIS IDP.

b. The Standard Form (SF) 182 (Authorization Agreement and Certification of Training), will be used to approve, procure, and certify completion and evaluation of training for Army Civilian employees obtained from Federal Government or non-Government facilities. This includes training or education courses, conventions, conferences, symposiums, meetings, workshops, and other events if the primary reason for the activity is to train or develop Army Civilians to meet mission needs. The SF 182 may not be used to procure general supplies, training equipment, or non-training services. NOTE: Organizational required/HQDA mandatory training/command directed training of less than 40 hours should be captured/documented in accordance with accompanying guidance.

c. Completion/submission of the SF 181 (Ethnicity and Race Identification), is strictly voluntary. It will be used for statistical purposes only, not for purposes of determining eligibility for participation in any training opportunity.

4–9. Supervisors and managers

a. Supervisors are responsible for the training and education of Army Civilians, identifying capability requirements and competency gaps, recommending employees for training, coaching and counseling employees and setting performance objectives that include training and educational opportunities.

b. Supervisors are required to:

(1) Ensure employees who are on performance improvement plans are not considered for competitive professional development funding.

(2) Ensure each of their supervised employees will have an updated annual individual development plan (IDP) with education and training requirements documented.

c. Observe merit principles in selecting employees for training as specified in 5 USC 2301(b) (merit system principles).

4–10. Resourcing Army Civilian training

a. Training for Army Civilians is funded through various sources including, but not limited to the following

sources:

- (1) Department of Defense Interagency funded training.
- (2) ECTAP-managed by HQDA to support leader development and functional training.
 - b. ECTAP funds may be used for permanent local national employees of comparable pay grades (when their salaries are funded with OMA dollars), USAR, ARNG, and USACE Civil Works and cemeteries funded employees registered in a career field and meeting all other eligibility requirements.
 - c. Local national employees whose salaries are funded from other appropriations may apply for competitive professional development training opportunities, but the respective organization must fund associated training costs.
 - d. ArmyIgnitED is the training management system for Army Civilians to apply for most centrally managed and centrally-funded competitive professional development training, education and leader development events. Army Civilians, supervisors, career field managers, and training managers must have active accounts in Army Career Tracker and ArmyIgnitED in order to apply for and approve training.
 - e. *Proponent-funded training.* Centralized training funds, managed by the functional proponent external to HQDA central funding;
 - f. *Command-funded training.* Command managed training funds for Army Civilians within their respective commands, irrespective of series or grade.
 - g. *Installation/locally-funded training.* Training that is normally technically/functionally oriented and supported by the individual's activity.
 - h. *Personally-funded.* Training completed during non-duty status that is funded by the employee for the purpose of their own personal and professional development.

4-11. Authorized training expenses

- a. When training is approved in advance, the following expenses may be paid.
 - (1) All or part of necessary expenses for approved training, including travel and per diem, and transportation to/from the training site in accordance with provisions of Joint Travel Regulations.
 - (2) Tuition and matriculation fees; library and laboratory services, purchase or rental of books, materials, and supplies; and other services or facility costs directly related to the training of the employee.
 - (3) Membership fees only if the fee is a condition of attending the training.
- b. Payment of application fees, registration fees, graduation fees, testing fees, evaluation fees (for example, granting course credit for life experience), is not authorized for ACTEDS funding. Commands or installations may fund these expenses when approved before the event.
- c. HQDA ECTAP funds may be used to fund one annual Career Field Planning Board meeting, to include related travel expenses, as long as the purpose of the board is to improve the conduct, supervision, or management of career field functions and activities.
- d. Only officials with budget authority may approve the use of appropriated funds or funds otherwise available to the DA to pay expenses for obtaining training courses and/or certificates.
- e. TDY and local travel for ECTAP-funded training is administered as follows:
 - (1) TDY and local travel expenses for approved competitive professional development training are centrally funded by ACCMA (Talent Development Division). Per diem allowance for travel from home station to the training site and travel back to home station upon completion of training is not authorized unless approved in advance.
 - (2) Per diem rates include a maximum amount of lodging expenses. Reimbursement may not exceed actual lodging costs or the applicable maximum amount. Receipts for lodging are required.
 - (3) Reimbursement for baggage fee is authorized. Reimbursement is limited to 1 bag for training 2 weeks or less, 2 bags for training over 2 weeks.
 - (4) Reimbursement to and from the training site is authorized. In/around mileage; public/local transportation (except for travel to/from home to training location); rental cars, vans, trucks, or limousines; and excess baggage is not authorized.
 - (5) Travelers must file a Defense Travel System settlement voucher within 5 business days upon completion of travel. Travelers on long-term training must select scheduled partial payments. Receipts for all centrally-funded authorized expenses, regardless of cost, must be provided with the voucher; lodging receipts must be provided regardless of costs.

4-12. Repayment of training expenses

- a. An employee will be required to repay all training costs, including travel, if they—
 - (1) Fail to attend or complete training already paid for by the government for which the vendor will not

refund payment,

(2) Complete training but fail to receive a passing grade (“C” or higher for undergraduate level courses and “B” or higher for graduate level courses, or “pass” in the case of pass/fail), or

(3) Fail to complete the terms outlined in their continued service agreement.

b. ACCMA (Talent Development Division) is the proponent for the waiver/recoup process for HQDA centrally-funded training instances.

c. Commands and/or activities are responsible for developing, implementing and monitoring the waiver/recoupment process for recapturing costs for training that is fully funded by the command when any of the conditions in paragraph 4-12a. Requests for waivers of repayment, to include continued service obligations, may only be granted by the first general officer or SES within the employee’s chain of command. Proper documentation must be maintained for 6 years, 3 months after the date a request for waiver is evaluated/granted.

d. The SF 182 is the Army’s official document for requesting, approving and documenting training. If an employee attends a training event prior to receiving official approval, to include a fund citation, they will be responsible for all associated training costs.

4–13. Continued service agreement

a. In accordance with 5 CFR 410.309, the head of the agency (Army) will establish written procedures which include the minimum requirements for continued service agreements. Army Civilian selected for non-Government training in excess of 40 hours, or Government training/developmental assignments in excess of 160 hours must sign an agreement to continue service in the Department of the Army before training begins. The period of service obligation will be equal to at least three times the length of the training period, at a minimum. Command or career program funding the training may require more time based on associated training costs. Calculation of the continued service obligation period will not include weekends or federal holidays. The obligation period begins on the first duty day following the completion of training, or program of study.

b. Employees who voluntarily separate from Army service (to include transfer of service to another DOD Component or other organization in any branch of the Federal Government) or are involuntarily separated, for cause or poor performance, before completing the agreed period of service will be required to reimburse the Army, on a prorated basis, for all associated training and travel cost (excluding salary or other compensation). When in the best interest of the Government, or when contrary to equity and good conscience, or the public interest, Army may transfer the service obligation to the gaining DOD Component or other organization in the federal government, or may waive any part of the employee’s obligation to pay training expenses.

c. Requests for full or partial waiver of the Army’s right to recover training cost (to include travel), or an appeal for transfer of service obligation, must be submitted in memorandum format through the employee’s chain of command and the respective Career Program to ACCMA (Talent Development Division).

(1) For consideration, HQDA must be notified at least 20 working days before the effective date of employee’s transfer of service to the new organization, in order for Army to determine recoverable costs, or request will be denied.

(2) At a minimum, the memorandum will include the name of the course/ program, date(s) of training, total cost of training (including travel costs), and a detailed explanation reflecting why the employee did not attend training, did not successfully complete the training, or failed to complete requirements of the continued service agreement. A copy of the approved SF182 (to include the continued service agreement), that authorized the training event must be included with the request for waiver of repayment.

d. ACCMA (Talent Development Division) will review requests for waivers of repayment of training expenses and determine if an employee is obligated to repay all or any portion of training costs, or transfer service to the new agency and provide a recommendation to the ACCMA (Talent Development Division) for decision. HQDA will provide timely notification of decision through the functional career representative prior to employee’s effective date with the gaining agency.

e. The functional career representative is responsible for notifying the command/employee and ensuring repayment instructions are followed, as directed. Any amount that may be due to the Army as a result of the employee’s failure to meet the terms of the CSA, may be withheld from any monies owed the employee by the Government, or may be recovered by such other methods as are approved by law.

f. Requests for waivers of repayment of training costs for command/organization funded training instances must be approved by the first general officer or SES within the employee’s chain of command.

g. The ASA M&RA is the sole approving authority for request for waiver of Academic Degree Training (ADT) cost. For command funded ADT, request for waiver of training cost must be submitted in memorandum format through the employee's chain of command and ACCMA (Talent Development Division) to ASA M&RA. For Career Field funded ADT, requests must be submitted through the respective FCR to ASA M&RA.

4-14. Credentials and certifications

a. Funds may be authorized to pay for approved training related to obtaining or maintaining credentials or certifications for a career field employee's current job position. ECTAP funds may not be authorized to pay for expenses related to obtaining or maintaining professional credentials.

b. Army commanders and the Administrative Assistant to the Secretary of the Army have been delegated authority to approve payment for expenses to obtain professional credentials, including expenses for professional accreditation, professional licenses, certification and examinations to obtain such credentials. This applies to both appropriated fund and non-appropriated fund employees. There is no special funding provision for this program; the cost of the (credential or certification) repayment will come from the approving activity's budget and will not be funded with ECTAP funds.

c. Payment for employee credential/certification documents will be conducted on a reimbursable basis, and must be officially approved, via an SF 182, prior to successful receipt of the credential/certification. Reimbursement will be through GFEBs to the local resource management office. Reimbursement of expenses may not be retroactive.

d. Payment of expenses under this authority is not an entitlement. Continued payment of expenses associated with licenses and certification is discretionary and not guaranteed.

e. Reimbursement of expenses will only be made for successful completions and may not be retroactive.

f. DCPDS will be used for recording payments for licenses, certifications, and related expenses. DCPDS will also be used to evaluate such payments.

g. ACOMs, ASCCs, DRUs, the Office of the Administrative Assistant, and functional career representative will provide Talent Development Division, ACCMA with the name, position title/series/grade, costs, and ethnicity and race identification information (from SF 181), if available, for all Army reimbursements related to professional credentials, upon request.

h. HQDA Central Training Funds will not be used to pay for licenses or credentials.

i. An employee may not be reimbursed for the cost of individual membership fees or dues in a professional organization except as authorized in 5 USC 4109 (expenses of training).

4-15. Exception to Army Civilian training policy requests

Requests for exception to Army Civilian training policy must be submitted in memorandum format to the Talent Development Division, Army Civilian Career Management Activity (ACCMA). Memorandums must be officially staffed through command channels and contain the endorsement/concurrence of the requesting individual's Army Command Headquarters (ACOM, ASSC, DRU, and OAASA), (and Functional Chief Representative, only if CP-funded) prior to forwarding to Talent Development Division, ACCMA Official response to requests (approvals/disapprovals) will be provided through the respective Army Command Headquarters or Career Program Office, as applicable.

Chapter 5

Training in Units and Organizations

Section I

Training and Leader Development in Units

5-1. General policy

a. Unit Commanders are responsible for training and leader development in their units. Commander responsibilities include:

(1) Ensuring their unit can perform its mission essential tasks (MET) the unit was designed to perform during a range of military operations in a Decisive Action Training Environment, and when assigned, other missions.

(2) Ensuring unit level leader training, education and development activities focus on leaders performing current assigned responsibilities and mission proficiency, to include leveraging: Officer Professional Development sessions, Noncommissioned Officer Professional Development System

(NCOPDS) sessions, and Sergeant's Time Training.

b. Commanders are responsible for working with Army Civilians to ensure that they receive the appropriate training at the right points in their careers. Like military personnel, civilian development blends formal training, on-the-job training, developmental assignments, and self-development activities. AR 690–950, Civilian Management and Army Civilian Training, Education and Development System (ACTEDS) are tools for commanders to support career development throughout their careers.

c. Predictable training environment. The Army implements the new tasking policy that will lock-out external taskings that affect the training schedules of brigades and their subordinate units in order to protect a 6-week (45 days) lock-in period (RA) (company level) and 13-week (90 day) lock-in period (RC) (company level) for training time for commanders at brigade and below, and discipline the tasking process for any requirement imposed on brigade and below units. DCS, G–3/5/7 is designated the approval authority for directed Army requirements that impact brigade and below MTOE unit training calendars. Additionally, DCS, G–3/5/7 will publish a consolidated listing of all enduring army requirements that impact brigade and below MTOE unit training calendars. Training requirements (collective and individual requirements) will not be published without a standard training and evaluation outline (T&EO). The following types of taskings are exempt from the tasking policy notification timelines and waiver authorities as follows: global force management or operational mission requirements, to include: SECDEF approved requests for forces, requests for support or assistance, requirements for worldwide individual augmentation in support of joint manning documents, tasks in support of civil authorities or other government agencies, and safety of use messages (SOU).

d. Regular Army. Tasks from HQDA to ACOM, ASCC, and DRU impacting training calendars for brigade and below MTOE units must be directed not later than 180 days prior to execution. Waiver authority for tasks less than 180 days prior to execution is the VCSA.

(1) Tasks from ACOM, ASCC, and DRU to Corps impacting training calendars for brigade and below MTOE units must be directed not later than 150 days prior to execution. Waiver authority for tasks less than 150 days prior to execution is the ACOM, ASCC, or DRU commander.

(2) Tasks from corps to division and command level headquarters impacting training calendars for brigade and below MTOE units must be directed not later than 120 days prior to execution. Waiver authority for tasks less than 120 days prior to execution is the corps commander.

(3) Tasks from division and command level headquarters to brigades must be directed not later than 90 days prior to execution. Waiver authority for tasks less than 90 days prior to execution is the division commander.

(4) Tasks from brigades to battalion must be directed not later than 60 days prior to execution. Waiver authority for tasks less than 60 days prior to execution is the brigade commander.

(5) Tasks from battalion to company must be directed not later than 45 days prior to execution. Waiver authority for tasks less than 45 days prior to execution is the battalion commander.

e. Reserve. Tasks from HQDA to ACOM, ASCC, and DRU impacting training calendars for brigade and below MTOE units must be directed not later than 180 days prior to execution. Waiver authority for tasks less than 180 days prior to execution is the VCSA.

(1) Tasks from ACOM, ASCC, and DRU to reserve commands impacting training calendars for brigade and below MTOE units must be directed not later than 165 days prior to execution. Waiver authority for tasks less than 165 days prior to execution is the ACOM, ASCC, or DRU commander.

(2) Tasks from reserve commands to brigades and groups must be directed not later than 150 days prior to execution. Waiver authority for tasks less than 150 days prior to execution is the reserve command commander.

(3) Tasks from brigades and groups to battalions must be directed not later than 120 days prior to execution. Waiver authority for tasks less than 120 days prior to execution is the brigade or group commander.

(4) Tasks from battalion to company must be directed not later than 90 days prior to execution. Waiver authority for tasks less than 90 days prior to execution is the battalion commander.

f. Guard. Request tasks from HQDA thru NGB to ARNG (coordination authority) impacting training calendars for brigade and below MTOE units be directed not later than 180 days prior to execution. Waiver authority for tasks less than 180 days prior to execution is the VCSA.

(1) Request tasks (notification of requirement) from NGB or ARNG (coordination authority) to TAG (JFHQ) impacting training calendars for brigade and below MTOE units be directed not later than 165 days prior to execution. Recommended waiver authority for tasks less than 165 days prior to execution is the Director, ARNG.

(2) Request tasks from JFHQ (TAG) to EAB (division and command) and brigade be directed not later than 150 days prior to execution. Recommended waiver authority for tasks less than 150 days prior to execution is the TAG.

(3) Request tasks from brigades to battalion be directed not later than 120 days prior to execution. Recommended waiver authority for tasks less than 120 days prior to execution is the brigade commander.

g. Request tasks from battalion to company be directed not later than 90 days prior to execution. Recommended waiver authority for tasks less than 90 days prior to execution is the battalion commander.

Section II

Planning Unit Training

5-2. Training Readiness

a. Unit Commanders are responsible for the training readiness of their unit. Standard METLs can be found on the ATN, DTMS and CATS. When CCDR and ASCC driven missions require tasks beyond a unit's standard METL, the unit and higher headquarters will conduct a mission analysis and adjust the METs to establish an Assigned METL in order to attain proficiency and accomplish the assigned missions. The combination of focused training tasks and conditions supports rapid assembly of force packages and minimizes required additional training for the most probable assigned missions.

b. Commander's develop annual training guidance in accordance with doctrinal products (see ADP 7-0 / FM 7-0) to provide subordinate commanders training focus and direction for the unit training plan; training and leader development guidance; and direction on the right tasks, conditions, and standards to attain unit METL proficiency.

c. CATS provide a task-based, event-driven focus on METL-based training. They are designed to train a unit to perform its missions, employment, capabilities, and functions and contain all the collective tasks designed to train the unit. Training events in the CATS provide recommendations of the methods and objective standards that must be employed to effectively train those tasks. Training events are often designed to suggest a sequential training path so that commanders can select the appropriate level of event difficulty to match the unit's level of proficiency at executing the collective tasks associated with that task set. CATS integrate DA Pam 350-38 and provide recommendations on who, what, how and the frequency to train. They provide recommendations on use of TADSS; high-quality, multi-echelon training; resources; and provide a base line purpose, outcome and execution guidance for each event. They provide a strategy from which leaders can extract a unit training plan based on the unit's assigned missions and readiness requirements.

d. Commanders will ensure the following training and Army training management system tools are understood and used:

(1) The ATN web-based portal links to Army training doctrine, processes, and resources, and is the primary access point for Standard METL, ARTEP products, CATS and DTMS, the digital job book (DJB) and small unit leader tool (SULT) available at <https://atn.army.mil>.

(2) Doctrine for planning and conducting training (see ADP 7-0 and FM 7-0).

(3) DTMS/ATIS is a web-based planning and management tool (<https://dtms.army.mil>) that facilitates an organization's ability to plan, resource, and track individual and collective training and access to Army standard training products. DTMS is the only authorized automated system for managing, recording training, and establishing unit assessments for Army units.

(4) Total Ammunition Management Information System (TAMIS) for managing training ammunition.

(5) Army published training strategies for the unit (CATS and Army Weapons Strategies/DA Pam 350-38 (STRAC)).

(6) Training support packages, drills, and Soldiers' Manuals of Common Tasks, Army published Standard METL for the unit.

(7) Training capabilities (for example, training aids devices, simulators, simulations, etc.) available to unit leaders through the TSS.

e. Commanders and leaders must manage the use of available training resources to attain required capability levels against an assigned mission. Cost-effective training techniques must be aggressively pursued, keeping in mind that every training requirement and expenditure of resources should contribute directly to combat readiness. Army-approved training strategies are designed to make best use of live-virtual-constructive training capabilities to efficiently build and sustain unit training proficiency. Army-

approved training strategies use a sequentially progressive approach to individual and collective training, gradually progressing to increasingly complex events with more realistic/resource intensive conditions. For example, Soldiers perform to standard on the conduct-of-fire trainer before proceeding to full-service gunnery.

f. Senior Commanders prioritize installation training enablers that are critical to unit commander's training program. Senior Commanders must establish a time management system for all units on their installation. The process must allocate training time, resources and protect training.

g. It is the commander's responsibility to plan, prepare, execute and assess unit training plans which not only result in a unit proficient in executing mission essential tasks, but which incorporate low-density or small section training opportunities to ensure/improve individual task proficiencies and contribute to overall unit readiness. Commanders and small section leaders should also emphasize the use of ATN to access COE network hosted products to further develop MOS based skills.

5-3. Assessments and evaluations of performance

a. Commanders will use T&EOs, with T/P/U ratings, to assess unit performance continuously, whether during training or actual operations, to identify reasons for performance success and shortfalls. T&EO assessments will be recorded in DTMS. Performance shortfalls caused by a lack of skill or knowledge are addressed by training.

b. Additionally, before developing unit training plans and before reporting unit readiness under the provisions of AR 220-1, commanders assess unit capability in mission essential tasks. To assess unit proficiency, commanders and leaders use feedback from evaluations of performance as compared to standards during training events. Proficiency shortfalls are addressed by the unit training program.

c. Every training event includes an evaluation of task performance compared to the standard, whether formal or informal, by internal or external personnel. Personal feedback is provided to those performing the task using after action reviews. The responsibility for developing evaluation plans and conducting evaluations is assigned during the planning phase for all training events. The tasks, conditions, and standards (derived from METs, T&EO, CATS, drills, Soldier's manuals, or other sources and stated as training objectives) provide performance measures for the conduct of evaluations framed against a Unified Action Training Environment. T&EO assessed during training events will be recorded in DTMS.

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. Records from the AAR will be retained at the unit level.

e. Formal, external unit evaluations (EXEVALs) are required for all units. Regular Army units will conduct EXEVALs at least annually and RC units will conduct EXEVALs during years 2, 3, and 4 of a 4-year training cycle or during years 3, 4, and 5 of a five-year training cycle. EXEVALs are used to validate readiness for operational deployment or to validate readiness for a specific mission. CTC rotations provide a training environment which enables the commander to assess readiness for future readiness requirements.

f. Commander's assessments, with approval from the next higher commander, are used to gauge unit training readiness in achieving goals and progressing through the training model.

5-4. Managing training data in units

Army Training Network supports and is consistent with Joint training management procedures. Leaders in Army units will—

a. Use FM 7-0 to manage unit training. Units manage training through the establishment of a training management cycle battle rhythm. These activities are critical to the efficient use resources to achieve required training proficiencies.

b. The ATMS provides trainers tools needed to plan and execute training in units. It includes ATN, DTMS, CATS and all individual and collective tasks. Additional information is provided on the ATMS website at: <http://dtms.army.mil/dtms> or available at the DTMS help desk by calling (913) 684-2700 or toll free: (877) 241-0347. In support of training management, units are required to maintain the following personnel capabilities:

(1) Brigades, divisions, and corps will maintain at least one DTMS Manager in order to facilitate DTMS capability and subordinate unit training management. Garrison commands will maintain at least one DTMS

Manager separate from those assigned to resident units in order to facilitate the management and training of separate brigades, battalions, companies; and garrison commands (as applicable). Corps and division commanders will enact programs, measures, and directives to communicate command emphasis on maintaining this capability. Installations, corps, and divisions will integrate inspection of unit training management capabilities into their command inspection programs.

(2) Unit commanders will maintain enough DTMS operators to ensure timely records maintenance.

5-5. Recording military training

a. All individual and collective training will be maintained in DTMS. Every military unit commander will maintain ITRs to assist in Soldier readiness and facilitate the electronic transfer of Soldier training records during reassignment and support personnel actions as required. Other Soldier or leader training records may be maintained for the purpose of assisting the commander to develop the unit training program. All individual and collective training in institutional schools will be documented in DTMS. Leaders will maintain the ITR using DTMS and the Digital Job Book (DJB), as required, to maintain administrative and personal information and Soldier proficiency in specific MOS, ASI, SI, weapons qualification, and common tasks (Appendix C) that support performance of the unit METL.

b. Pre-deployment training documentation. All pre-deployment individual and collective training must be documented using DTMS. In instances where CCDR specific pre-deployment training is not tracked in DTMS, the unit must maintain a record of completion and provide notification through the chain of command to the ASCC to validate readiness prior to deployment.

c. Units will maintain their METLs and manage their unit MET assessments in DTMS.

5-6. Headquarters, Department of the Army Common Mandatory Training (CMT) in units

a. HQDA mandatory training is required for all members of units, regardless of branch/career field or rank/grade. HQDA Mandatory training requirements are limited to those subject areas directed by HQDA. The DCS, G-3/5/7 maintains centralized control over HQDA mandatory training requirements and reviews them as necessary. Appendix C, table C-1, summarize HQDA mandatory training requirements for units.

b. CMT will be documented in DTMS on the ITR.

c. Echelons below HQDA (ACOMs, ASCCs, DRUs) can designate "command directed training" within their organizations, however, it should not be redundant of HQDA mandatory training.

5-7. Pre-deployment and redeployment training requirements

a. CCDRs, through their assigned ASCC, specify any training requirements associated with a request for forces. FORSCOM will analyze requirements and provide training guidance for forces. This process will be reviewed and updated as frequently as required to validate CCDR training requirements and ensure relevance. This process will provide the force with the most up to date pre-deployment training guidance for theaters of operation based on CCDR, ASCC, DOD, and HQDA guidance and directives.

b. Force providers (ASCCs in accordance with FORSCOM guidance) validate readiness of deploying forces to meet these requirements.

c. FORSCOM, as the primary force provider, maintains the standing pre-deployment training guidance for Army forces supporting ASCC and CCMD requirements. Published pre-deployment guidance may exceed or supersede training requirement frequency contained in table C-1. CONUS Replacement Center Individual Augmentee Training does not cover all pre-deployment training; some training must be done on-line or through self-study before reporting. All requirements listed in pre-deployment training guidance will undergo periodic reviews to identify and eliminate obsolete or duplicative requirements. This process will assist commanders in their mission analysis process and the development of unit training plans in advance of a deployment.

Section III Leader Development in Units

5-8. Leader development in units

a. Commanders are responsible for training and leader development in their units, and for fostering a climate in which learning can take place. They must prioritize, protect, deliberately plan, prepare, resource execute, and assess training and leader development as part of their overall unit training program.

b. The commander's leader development program addresses officers, WOs, NCOs, and Army Civilians. AR 600–100 provide background on the Army's leadership philosophy and policies. Doctrinal products, ADP 6-22 and FM 6-22 are the basic doctrinal manuals for Army Leadership.

c. The commander's primary responsibility is to ensure the unit can perform its mission essential tasks the unit was designed to perform during a range of military operations in a Decisive Training Environment. Accordingly, the commander primarily focuses leader training and development activities on mission performance, to include officer professional development sessions, Noncommissioned Officer Professional Development Program (NCOPDP) sessions, and sergeant's time training.

5–9. Officer professional development

- a.* Commanders at echelon are responsible for having an officer professional development program.
- 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.* DA Pam 600–3 is the Army's Commissioned Officer Professional Development and Career Management guide and should be referred to for branch and functional area information. AR 600–100 and ADP 6–22, provide doctrine and guidance on effective professional development.
- e.* DA Pam 600–4 is the Army Medical Department Officer Development and Career Management guide and should be referred to for AMEDD branch and functional area information.

5–10. Noncommissioned Officer Professional Development System in units

- a.* Units at echelon are responsible for having an NCO professional development program, and will support the unit commander's leader development program.
 - (1) The program reflects command priorities and expectations for leader training and development and is typically managed by the CSM or senior NCO in the organization.
 - (2) The NCOPDS 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.
 - (3) A successful NCOPDs will result in NCOs who can—
 - (a) Demonstrate the skills of current skill level and duty position per DA Pam 611–21 and DA Pam 600–25.
 - (b) Accept the duties and responsibilities of current rank and duty position per AR 600–20, DA Pam 611–21, and doctrinal products (see TC 7–22.7).
 - (c) Enhance combat performance for the current and next higher rank and duty position per AR 600–20 and doctrinal products (see ADP 6–22).
 - (d) Enhance combat leadership competencies for the current and next higher rank per doctrinal products (see ADP 6–22).
 - (e) Train themselves and subordinates to be proficient in individual and collective tasks and associated critical tasks per doctrinal products (see ADP/FM 7–0, TC 7–22.7).
- b.* DA Pam 600–25 is the Army's Professional Development Guide for NCOs and should be referred to for branch and functional area information.

5–11. Sergeant's time training

- a.* Squad focused training time requires dedicated time on the training schedule and must be planned, resourced, rehearsed, and executed with no external distractions. NCOs select battle focused 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, train and certify NCOs leading training, and monitor the training.

5–12. Airborne training in units

- a. Individual proficiency training.*
 - (1) All Soldiers filling paid parachute positions must perform, at a minimum, one jump per quarter to maintain currency and qualification for hazardous duty pay. In addition, these Soldiers will conduct refresher training once a month.
 - (2) Airborne infantry brigade combat teams (IBCT). Soldiers assigned to an airborne IBCT will conduct a minimum of 8 jumps per year to maintain combat proficiency. For Soldiers assigned to an airborne IBCT parachute assault echelon, the optimum training objective is one jump each month, for a total of 12

jumps per year. (Total number of jumps includes the DOD mandated four jumps per year specified in paragraph 5–12a(1) to meet pay requirements.) Commanders will determine exact jump frequency for their units based on mission and available resources. Additionally, 50 percent of jumps must be night jumps and 75 percent must be from high performance aircraft. All other training requirements will remain at the discretion of unit commanders.

(3) USASOC. Training requirements for USASOC units remains in accordance with current USASOC training policy and based on mission and available resources.

(4) Training requirements for all other airborne organizations remains as per paragraph 5–12a(1) and at the discretion of unit commanders based on mission and available resources.

b. Collective training.

(1) Airborne IBCT assault command posts and its assault battalions, with the mission to provide forces to the Army component of the IRF/CRF, will conduct at least one night airborne mass tactical assault per quarter. This training should include at least 12 heavy equipment platforms and 16 containerized delivery systems, followed by a field training exercise which includes the seizure of an assault objective. When plausible, training should also include the air-landed portion of follow-on forces and enablers.

(2) Units identified as critical enablers to the airborne IBCT IRF/CRF mission will execute at least 8 combat equipment jumps from a high-performance aircraft per year. Critical enabling units attached to an airborne IBCT preparing or assuming the IRF/CRF mission, will execute one combat equipment jump per month and participate in the airborne IBCT collective training outlined in paragraph 5–12b(1) to include heavy equipment platforms appropriate to support training objectives.

(3) Corps and division assault command posts identified as mission command headquarters for airborne IBCTs with the mission to provide forces to the Army component of the CRF will execute, at a minimum, one night airborne mass tactical assault per quarter in conjunction with IBCT airborne collective training in paragraph 5–12b(1).

(4) The Joint Forcible Entry Exercises allow outstanding opportunities for Joint training. The main goal of the Joint Forcible Entry Exercises is to enhance Army and Air Force interoperability and rehearse/validate Joint Forcible Entry Operations. The division with the mission of providing airborne IBCTs to the Army IRF/CRF component should execute 6 to 8 Joint Forcible Entry Exercises annually. The priority will go to IBCTs preparing to assume the IRF/CRF mission or sustain IRF/CRF forcible entry proficiency.

c. Joint Airborne/Air Transportability Training. JA/ATT details, procedures and CONUS JA/ATT priorities can be found in appendix E.

5–13. Troop schools training

a. Troop schools help to support training execution and training management at the command or Army installation level. Commanders will use troop schools as part of their unit training strategy to acquire, enhance, sustain, and supplement individual military skills or pre-command education not readily available through the institutional training base. These military skills should be acquired by the Soldier early enough in the unit's training cycle in order to optimize this Soldier's contribution to the unit. These military skills include but are not limited to air assault operations, arms room security, mine resistant ambush protected vehicle tactical driving, air load planning, Company Commander / First Sergeant Course, DTMS, etc. There are four types of courses offered at troop schools: (1) Proponent Courses, (2) Operational Courses, (3) Unit Courses and (4) Garrison Courses.

b. Troop schools are under the command and control of the respective ACOM, ASCC, or DRU (less IMCOM) at the installation level or a training center. Course programs of instruction and associated training support materials used at troop schools are required to be coordinated and approved with the training proponent responsible for the "taught skill" regardless of instructor type (for example, military, Army Civilian, or contractor). A comprehensive list of all training proponents is maintained by Army University. Proponent courses are developed by the proponent and delivered in support of the proponent training plan. Proponent courses are subject to AQAP accreditation reviews. Operational courses are developed by the proponent but are delivered in support of the unit training plan. Instructors for both courses must meet proponent certification requirements for the courses.

c. The garrison command does not command or control a troop school. They will not provide military skill instruction to Soldiers. However, garrison command can provide instruction through a garrison instructional program for non-military or Family support related skills, education, or information. This instructional program would include instruction such as motorcycle safety, equipment use instruction (use of snow blowers, lawn mowers, etc.), non-tactical vehicle drivers training, family readiness, morale and

recreation services (swimming, hunter safety, etc.), prevention of alcohol and drug abuse, family financial management, and so forth. Garrison courses will comply with training proponent requirements or local laws and policies as applicable. Garrison course instructors will meet proponent certification standards, or those standards set forth by local law or policy.

d. Unit courses are developed by the troop school command and conducted in support of the unit training plan when there is no existing proponent course to support the training need.

e. Troop school courses of instruction do not relieve officers, WOs, or NCOs from their roles as trainers. Accordingly, troop schools will not conduct courses of instruction in—

(1) Tactical or combat-related training that the chain of command has inherent responsibility to train (for example rifle marksmanship, physical readiness training, or rappelling).

(2) Training in warrior tasks and battle drills.

(3) Training on collective tasks (for example: training for crews, teams, squads, platoons).

f. Commands will promulgate regulatory guidance for the operation, management, and funding of Troop Schools. Guidance will include:

(1) Approval of all contractor provided courses of instruction by the applicable ACOM.

(2) Identification of infrastructure, sustainment and TSS enterprise resources required to execute troop school requirements.

(3) Programs of instruction and associated training support materials must be approved by the applicable proponent school regardless of instructor support (for example, military, Army Civilian, or contractor).

(4) Troop Schools, if required, can provide administrative, classroom and manpower support to the DL courses.

(5) Courses subject to the development and approval of a training proponent (proponent and operational courses, and applicable garrison courses) will be scheduled through ATRRS. ATRRS Course completions will be documented in ATRRS and in DTMS in the Soldier's ITR.

g. NET and language training are not governed under troop schools.

Chapter 6

Training Support System

6–1. Purpose

The Training Support System enables the Army's three training domains – operational, institutional and self-development. TSS delivers relevant live, virtual/gaming, and constructive (LVGC) training enablers through the Army's TSS products, services, and facilities. It creates /training conditions that realistically portray the Unified Action Training Environment and enables METL-based operational training strategies within the Sustainable Readiness construct, as well as institutional strategies reflected in applicable POI for IMT, PME, and functional training. TSS also provides core infrastructure that enables the self-development domain see AR 350-52).

6–2. Training support system programs

The Army's TSS provides management of training support functions and programs, and maintains fielded non-system, and approved system TADSS, world-wide, supporting Army training goals. TSS programs are managed by a series of venues. The TSS includes three major lines of effort that provide holistic development and delivery of training products, services, and facilities to TSS executors. The TSS lines of effort are:

a. Live Training: Includes the SRP, the CTC Modernization Program, and the live enablers from the TSS portfolio. The Live Training LoE establishes policy, procedures, and responsibilities for Army wide management of capabilities codified in AR 350-52, AR 350-50, AR 385-63, TC 25-1, TC 25-8, and AR 420-1 supporting range and training area management (infrastructure and maintenance).

b. Synthetic Training: Comprised of the Mission Command Training Support Program (MCTSP) and those synthetic environment portions of the Soldier Training Support Program (see AR 350-52 and AR 350-38)

c. Training Support Integration: TSS Integration LoE is comprised of (see AR 350-52 and AR 350-38):

(1) TSS management services and overhead.

(2) The Training Information Infrastructure (TII) Program consists of ATIS (products) and point of delivery (PoD) (services) capabilities.

(3) The Army TADSS Maintenance Program provides resources for the operations and maintenance of nonsystem and TGOSC approved system TADSS.

Chapter 7

Army Modernization Training

Section I

Introduction

7-1. Policies and procedures

This chapter prescribes policy for providing training and training support with the fielding or issue of new/improved/ displaced equipment. Unless specifically stated elsewhere, the information in this chapter applies to all components of the Army.

a. Critical collective and individual tasks requiring training and training support requirements that must be developed and fielded with a materiel system are identified in accordance with the Manual for the Operation of the JCIDS (hereafter referred to as the JCIDS Manual). A system training KPP is intended to ensure that the materiel system is fielded with this critical training capability. Properly describing a system training KPP also ensures that life cycle costs of training are considered for the program.

b. System training is an essential aspects of AMT and is found in the JCIDS Manual. The training is intended to ensure that materiel aspects of training capabilities, when applicable, are addressed as part of the development of the capability solution outlined in the capability development document. (The Training is applicable to all capability development documents with materiel training requirements which dictate specific operational performance characteristics of the capability solution). In order to integrate system training capabilities, training must be considered early in the capabilities development process. This begins with the analyses that support development of the ICD and continues with development of the capability development document (CDD) and Abbreviated Capability Development Document (A-CDD). To comply with the JCIDS Manual, sponsors of Army capabilities documents (Army CAPDEV, TNGDEV and system proponents) must:

(1) determine if system training is a key performance parameter.

(2) if the analysis determines that system training should not be a KPP, a summary of the justification will be provided in the CDD (usually in paragraph 5 of the requirements document entitled "System Capabilities required for the Current Increment").

(3) If analysis determines that system training should be a KPP, then sponsors must:

(a) Ensure system training and training support is addressed in analysis of alternatives and subsequent phases;

(b) Ensure projected training requirements and associated costs are appropriately addressed across the program life cycle; and

(c) Include results of sustainment training analysis in their capabilities document submission along with an overall recommendation to the Joint Capability Board and/or Joint Requirements Oversight Council on sustainment training applicability.

c. The total training concept, strategy, and training support system resourcing estimates for integrating the system or family of systems into the operational, institutional, and self-development domains are provided in an annex to the approved JCIDS capabilities document called the STRAP. Non-materiel aspects of training and training support are to be captured as part of the DOTMLPF-P considerations and program affordability paragraphs of the capability development document. The system cost-benefit analysis is a requirement for the CDD in accordance with AR 71-9. The STRAP contains the comprehensive background, justification, and details for all training and training support requirements. The STRAP will be an extension of the training information contained in the capability requirements document and will provide additional training support details. It is not a mandatory document for the capability development document, but it can be submitted to provide supporting information.

d. The STRAP is the master training plan and training tool for a new or modified system. It is prepared to support a TSS that meets the training requirements of the warfighter. It outlines the development of the total training concept, strategy, and TSS estimates for integrating the system or family of systems into the operational, institutional, and self-development domains. While the STRAP is considered supporting documentation and is not included as part of the capability development or capability production document, the key aspects of training and leader development needed, as well as necessary resources must be included in capability requirements document. The STRAP will delineate:

- (1) Required and critical collective and individual task training and training support needed in training base schools.
 - (2) Required and critical collective and individual task training and training support needed to train operators and maintainers when equipment is fielded.
 - (3) Required and critical collective and individual task training and training support needed so that unit leaders can achieve and sustain unit proficiency after fielding.
 - (4) Required and critical collective and individual task training and training support needed for web-based self-development and knowledge management tools.
 - (5) Required and critical collective and individual task capabilities for the existing TSS for schools, units, Army training centers, mobilization sites, and deployable training capability.
 - (6) Required and critical collective and individual task training and training support needed in training support units.
 - (7) Required collective and individual task integration into existing and planned system and non-system training aids, devices, simulators and simulations.
- e. Force modernization proponents staff draft STRAPs for peer staffing to the mandatory external agencies designated in the SWT. All STRAP development efforts have sustainment training equities. TRADOC approval is prior to CDD staffing packet submission to AFC for proponent worldwide staffing release.
- f. Proponents develop an initial-STRAP (I-STRAP) concurrently with an abbreviated capabilities development document (A-CDD). There is no waiver process for an I-STRAP. The intended purpose of an I-STRAP is to identify system training capabilities required across training domains (to include combat training centers' costing for the opposing forces (OPFOR)), to resource rough order of magnitude (ROM) costs based on assumptions the system will transition to a materiel program in the future. I-STRAPs (concurrent with A-CDDs) become the basis for supporting and informing materiel program STRAP development concurrent with CDD development.
- g. The following are the TNGDEV STRAP tools to support the CAPDEV efforts found in TP 350-70-13:
- (1) The STRAP Writing Tool (SWT) is the Army's system-of-record for developing, staffing, and approval of STRAPs and I-STRAPS.
 - (2) STRAPs are validated by CAC-T/TSAID and approved by CoE Branch Commander or Commandant.
 - (3) I-STRAP, and draft STRAP developed by the CoE/TNGDEVs with the CAPDEVs and MATDEVs in support of prototype system requirement document development, conveys capability assumptions and rough-order-of-magnitude (ROM) of resources of a prototyped system toward a materiel capability determination are concurred by CAC-T/TSAID and approval authority that may be delegated down to the CoE/DoT O-6/GS-15.
 - (4) The Central Army Registry (CAR) is the Army official repository for approved STRAPs and STRAP waivers.
 - (5) STRAP waivers are developed outside the SWT and are staffed to CAC-T, FORSCOM and ACOMs for determination of training requirements, equities, and concurrence.
- h. Generally, collective and individual task training and training support requirements for a materiel system are identified by the TNGDEV and are validated and prioritized, as required, by DCS, G-3/5/7 (Training Directorate).

7-2. Provision of training and training support

a. Funding responsibilities. The program manager (PM) is the total life cycle system manager, responsible for total life cycle management of all training capability embedded in a materiel system. Additionally, the PM is responsible for fielding a fully supportable system (to include the Integrated Logistic Service element - training and training support) and integrating the materiel system's training subsystem into the Army TSS. Accordingly, the PM funds operator/crew/maintainer training required to field a new/improve/displaced system as well as operator/crew/maintainer training support for fielding, for sustainment training after fielding, and for training base schools. Tables 7-1 and 7-2 clarify responsibilities for identifying, approving, funding, and/or producing various types of training support.

b. The PM should ensure that the TRADOC proponent is provided initial sets, to include prototypes of equipment, at least one year prior (goal) to FUE or as directed by respective HQDA policy, to facilitate the proponent working in parallel with the MATDEVs TNGDEV to validate training products and prepare the necessary training products for training throughout the Army. Per AR 70-1, the acquisition of a training system will have the same priority as the support (parent) system or equipment. To ensure that

the training base has the capability to train operators, maintainers, and leaders on the materiel system within one year of FUE date (goal) or as directed by respective HQDA policy, it will be necessary for the MATDEV to program for the fielding of systems or items of equipment, to the training base to enable the introduction of the new system into the LVC environments and all training domains.

c. Categories of training. The following categories of training are used to define responsibilities for the provision of training and training support:

(1) *New equipment training.* The initial transfer of knowledge on the operation and maintenance of new and improved equipment from the MATDEV to the tester, trainer, supporter, and user.

(2) *Displaced equipment training.* Training provided by the PM on the operation and maintenance of previously fielded equipment that is scheduled for redistribution within an ACOM, ASCC, or DRU or among several ACOMs, ASCCs, or DRUs or components because of the Army Modernization Process.

(3) *Doctrine and tactics training.* Training provided by the TNGDEV on employment, tactics, and interoperability of new or displaced equipment.

(4) *Sustainment training.* Individual and collective task training conducted by and within a unit, or organization, to ensure continued expertise on the operation, maintenance, and employment of fielded equipment upon the completion of NET/DET and after Soldiers who PCS, ETS, or retire from units are replaced.

d. Key players. The following agencies have distinct responsibilities for providing training and training support:

(1) *Program and/or product manager.* In accordance with DODD 5000.01 "The Defense Acquisition System "and additional applicable directives, instructions and regulations, "...the PM is accountable for achieving program life-cycle management objectives throughout the program life cycle. Planning for operations and support will begin at program inception, and supportability requirements will be balanced with other requirements that impact program cost, schedule, and performance. Performance based life-cycle product support implements life-cycle system management." They exercise leadership, decision-making, and oversight throughout a program and a systems life cycle. They need to be the leader of the program, understand requirements, balance constraints, manage contractors, build support, and put to use the basic skills of management.

(2) *Authority.* The MDA is the designated individual with overall responsibility for a program. The MDA will have the authority to approve entry of an acquisition program into the next phase of the acquisition process and shall be accountable for cost, schedule, and performance reporting to higher authority, including Congressional reporting. The Under Secretary of Defense (USD) for Acquisition and Sustainment (A&S) is the MDA for all major Acquisition Category (ACAT) 1 programs unless delegated.

(3) *Materiel developer.* The MATDEV is the research, development, and acquisition (RDA) command, agency, or office assigned responsibility for the system under development, or being acquired. The term may be used generically to refer to the RDA community in the materiel acquisition process (for example, PEO, PM, and Class I, II, and III level managers).

(a) *Capability developer.* The CAPDEV is the command or agency that formulates warfighting requirements for DOTLMPF-P. The acronym CAPDEV may be used generically to represent the user and user maintainer community role in the materiel acquisition process (counterpart to generic use of MATDEV). ACMs within AFC and USASMDC and TPOs within TRADOC are the managers of selected capability areas and ACAT I, ACAT II, or other high priority materiel systems when a need exists for management outside the normal capacity available to force modernization proponents for capability development integration, synchronization, and accomplishing user requirements in the materiel acquisition process. ACMs and TPOs working for and reporting to the force modernization proponent, are chartered by AFC or TRADOC respectively to manage and integrate DOTMLPF-P for their assigned capability area(s). Within the training area, the ACMs or TPO advise and should assist in the development of home station and institutional training for individuals, crews and units -- including the development and fielding of training aids, devices (system and non-system), simulations and simulators for use in training in the institution, home station, and CTCs.

(4) *Training developer.* TNGDEV is the Army agency or individual that determines requirements for a system's training subsystem and formulates, develops, and documents associated training concepts, strategies, plans, and required training support. The TNGDEV is a subset of and included within the TRADOC training Proponent Center or School and serves as the user's representative during development and acquisition of a system's training subsystem. TNGDEV must be responsive to all Adaptive Acquisition Pathways in accordance with AR 70-1, to include, Major Capability Acquisition / JCIDS process, Urgent Capability Acquisition (UCA), Middle Tier of Acquisition (MTA), and Software. The STRAP Writing Tool

(SWT) is the Army's system of record for developing, staffing, and approving STRAPs and I-STRAPs. STRAPs and STRAP waivers are approved by CoE Branch Commander or Commandant. CAC-T validates STRAPs and STRAP waivers prior to approval. I-STRAPs can be approved by the CoE Director of Training (DOT), CoE CG, or Commandant. CAC-T concurs with all I-STRAPs prior to approval.

(5) *NET Manager*. Official designated by the PM responsible for planning, coordinating, and conducting NET.

**Table 7-1
Responsibility for Training Development and Support If Needed for the Conduct of New Equipment
Training/Doctrine and Tactics Training**

Training Support Components for NET/doctrine and tactics training (DTT)	Identify Training Requirements For	Approve Requirements For	Program/Budget For	Develop/Produce
How-to-Fight Doctrine	CAPDEV	CAPDEV	CAPDEV	CAPDEV
Soldiers Manuals/CATS	TNGDEV	TNGDEV	TNGDEV	TNGDEV
Collective Tasks	TNGDEV	TNGDEV	TNGDEV	TNGDEV
TMs	MATDEV	PM	PM (1)	MATDEV
NET Weapon Training Strategy (2)	TNGDEV (2)	TNGDEV (2)	PM (1&2)	TNGDEV (2)
DTT Weapon Training Strategy	TNGDEV	TNGDEV	TNGDEV	TNGDEV
Ammo for NET	TNGDEV	HQDA G-3/5/7 TR	PM (1)	PEO AMMO/JMC
Ammo for DTT	TNGDEV	HQDA G-3/5/7 TR	TNGDEV	PEO AMMO/JMC
Ranges/Targetry for NET/DTT	TNGDEV thru Army Command Plans	HQDA G-3/5/7 TR	HQDA G-3/5/7 TR	PEO-STRI (4)
Training facilities (other than ranges) for NET/DTT	TNGDEV thru Army Command Plans	HQDA G-3/5/7 TR	HQDA G-3/5/7 TR	AMC, DCS G-9, ACSIM, COE, ARNG (3)
Trainers for NET	TNGDEV	MATDEV	PM (1)	MATDEV
Trainers for DTT	TNGDEV	TNGDEV	TNGDEV	TNGDEV
Training Support Packages for NET	TNGDEV	TNGDEV	PM	PM
Training Support Packages for DTT	TNGDEV	TNGDEV	TNGDEV	TNGDEV
Ground/Air OPTEMPO Integrated Log Spt	MATDEV in compliance with TNGDEV	ASA (ALT) /G-8 in coordination with G-3/5/7 TR	PM (1)	PM
Non-system TADSS for NET/DTT	TNGDEV	G-8 DAPR-FD in coordination with G-3/5/7 TR	HQDA G-3/5/7 TR (5)	PEO-STRI (4)
System TADSS for NET/DTT	TNGDEV	G-8 DAPR-FD in coordination with G-3/5/7 TR	PM (1)	MATDEV (4)

Note:

1 MDAs 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 DCS, G-3/5/7 (G-3/5/7 TR) approved resource limits and approved by DCS, G-3/5/7 (G-3/5/7 TR).

4 Design approved by TNGDEV.

5 PM is responsible for the integration of resources to ensure the interoperability of materiel systems with non-system TADSS.

**Table 7-2
Responsibility for Providing with Materiel Fielding the Training Support Components needed for Sustainment
Training after any NET/DTT—Continued**

Training Support Components After NET/DTT	Identify Training Requirements For	Approve Requirements For	Program/Budget For	Develop/Produce
How-to-Fight Doctrine	CAPDEV	CAPDEV	CAPDEV	CAPDEV
SMs/CATS	TNGDEV	TNGDEV	TNGDEV	TNGDEV
TMs	MATDEV	PM	PM (1)	MATDEV

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NOT FOR IMPLEMENTATION

Weapons Training Strategies (2)	TNGDEV (2)	TNGDEV (2)	TNGDEV (2)	TNGDEV (2&3)
Ammo for Weapons Training Strategy	TNGDEV	HQDA G-3/5/7 TR	HQDA G-8, DAPR-FD	PEO AMMO/AMC
Ranges/Targetry	ACOMs	TRADOC CAC-T (TCM TPO Ranges/Training)	HQDA G-3/5/7 TR	PEO-STRI (4)
Training facilities (other than ranges)	ACOMS	TRADOC CAC-T (TCM TPO Ranges/Training)	HQDA G-3/5/7 TR	AMC, DCS G-9, ACSIIM, COE, ARNG (3)
Combat Support Maneuver Tng Strategies (2)	TNGDEV (2)	TNGDEV (2)	TNGDEV (2)	TNGDEV (2&3)
Ground/Air OPTEMPO Integrated Log Spt \$	MATDEV in compliance with	HQDA G-3/5/7(TR)	HQDA G-3/5/7 TR	HQDA G-3/5/7 TR
Non-system TADSS	TNGDEV	G-8 DAPR-FD in co-ordination with G-3/5/7 TR	HQDA G-3/5/7 TR (5)	PEO-STRI (4)
System TADSS (2)	TNGDEV	G-8 DAPR-FD in co-ordination with G-3/5/7 TR	PM (1)	MATDEV (4)
Integration in CTC IS	TNGDEV	HQDA G-3/5/7 TR	PM (1)	PEO-STRI (4)
Integration in CT	TNGDEV	HQDA G-3/5/7 TR	PM (1)	TNGDEV (4)
Tng-Base POI Weapon Tng Strategy (2)	TNGDEV (2)	TNGDEV (2)	TNGDEV (2)	TNGDEV (2&3)
Ammo for Tng-Base POI Weapon Tng Strategy	TNGDEV	HQDA G-3/5/7 TR	HQDA G-3/5/7 TR	PEO AMMO/AMC
Tng-Base POI	TNGDEV	HQDA G-3/5/7 TR	TNGDEV	TNGDEV

Note:

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 DCS, G-3/5/7 (G-3/5/7 TR) approved resource limits and approved by DCS, G-3/5/7 (G-3/5/7 TR).

⁴ Design approved by TNGDEV.

⁵ PM is responsible for the integration of resources to ensure the interoperability of materiel systems with non-system TADSS.

7-3. Training developer determines requirements for new equipment training and doctrine and tactics training

When new/improved or displaced equipment is issued to a unit, the TRADOC Proponent TNGDEV will assess what training development and training support needs to accompany equipment fielding. In general, the PM is responsible for providing any needed operator/crew/maintainer training and operator/crew/maintainer training support via a NET and the TRADOC TNGDEV is responsible for providing any unit training and unit training support required to support the systems integration into the Army. A doctrine, training and tactics (DTT) team from the proponent may be required to incorporate the system into a unit, which is being restructured, etc. Requirements for NET and DTT are established in the program capability document and/or the STRAP.

Section II New Equipment Training

7-4. New equipment training objective

NET provides the initial transfer of knowledge on the operation and maintenance of new/improved and displaced equipment from MATDEV to the tester, trainer, supporter, and user. NET will assist commanders to achieve operational capability in the shortest time practical by training Soldiers/crews how to operate and maintain the new/improved equipment and by providing unit leaders with training support components needed to sustain proficiency of operators and maintainers on the new/improved equipment after NET. This may include actual live fire for individual or crew qualification.

7-5. 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 which conforms to the STRAP.
- c.* Include in NET, training on the training support components provided at NET that enable unit leaders to sustain operator and maintainer proficiency on the new/improved equipment after NET.
- d.* Coordinate plans for NET training and training support with MATDEV, TNGDEV, CAPDEV, testers, and user ACOMs, ASCCs, and DRUs.
- e.* Coordinate NET funding requirements with designated PEOs and PMs.
- f.* Ensure NET support components are developed in accordance with the Army Training and Education Development (ED) process and Army training support design standards.
- g.* Ensure that MATDEV developed NET training material and products comply with training and education standards and requirements in accordance with AR 350-1 and TRADOC regulations and supporting pamphlets.
- h.* Input all NET training material and products into the Training Development Capability (TDC), validated in accordance with this regulation and TRADOC 350-70 and supporting TRADOC pamphlets
- i.* Ensure embedded training requirements and computer-based instructions are developed in accordance with the system capabilities document during the initial development process.
- j.* Ensure effectiveness of NET and training support components are validated (by the responsible training proponent(s)) and on-hand before the conduct of NET.
- k.* Review basis of issue plan feeder data for new and improved equipment in accordance with AR 71-32.
- l.* Prepare a Qualitative and Quantitative Personnel Requirements Information document in accordance with AR 71-32.
- m.* Prepare a NET plan for each system requiring NET within 30 days of forwarding a Qualitative and Quantitative Personnel Requirements Information Data Interchange Package to the Army TNGDEV through the U.S. Army Force Management Support Activity.
- n.* Conform with Federal Acquisition Regulation when procuring NET services from contractor personnel.
- o.* Provide NET support for other military departments for multi-Service systems or equipment when the Army is the lead service.
- p.* When NET awards an ASI, record in ATRRS the participation of personnel in NET, including reservations for, enrollments in, and graduation from NET.

7-6. Planning for new equipment training

a. Planning for NET is based on the overall training strategy for the system as established in the STRAP. NET planning is initiated upon receipt of the capability requirement document and/or the STRAP. Key aspects of NET planning are: review of capability requirements documents and STRAP; development of budgetary requirements to support training development; and preparation of the Qualitative and Quantitative Personnel Requirements Information, NET plans, contract requirement packages, and Training Support Packages for NET events. MATDEVs provide a copy of requirements documents to the NET Manager within 30 days of receipt. The NET Manager will—

- (1) Review the requirements document to identify NET training requirements.
 - (2) Work with TNGDEV to develop a NET training strategy.
 - (3) Work with TNGDEV to develop NET activities/events for operators/crews/maintainers and associated training support.
 - (4) Work with TNGDEV to develop training support needed by field units and training base schools to sustain proficiency of operators/crews/maintainers after NET.
 - (5) Consolidate manpower and funding requirements for NET on the new/improved system and for developing/ fielding the training support needed by field units and training base schools to sustain proficiency of operators/crews/ maintainers after NET.
- b.* Basis-of-issue plan (BOIP) feeder data is prepared by the MATDEV and lists the number of items or equipment to be issued to a unit or activity. It also includes the personnel changes that may result from the introduction of new, improved, or modified equipment. A basis of issue plan may be amended at any time during system development when new or updated information becomes available. The Qualitative

and Quantitative Personnel Requirements Information describes the system, its capabilities, and the manpower and skills necessary to operate and maintain the system by occupational specialty and level of maintenance. Information contained in the Qualitative and Quantitative Personnel Requirements Information is used to project manpower requirements, personnel selections, and training requirements, and to restructure tables of organization and equipment. The NET Manager uses data contained in the Qualitative and Quantitative Personnel Requirements Information as a baseline to support the development of NET plans. The NET Manager will—

(1) Review Basis of Issue Plan Feeder Data for program milestones, system description, system deployment, recommended quantity, and submit recommended changes to the PEOs and PMs, as required.

(2) Prepare the Qualitative and Quantitative Personnel Requirements Information in accordance with AR 71-32.

(3) Forward the completed Qualitative & Quantitative Personnel Requirements Information to the Army TNGDEV through the U.S. Army Force Management Support Activity according to the time frames and guidelines established in AR 71-32.

(4) Ensure the Qualitative and Quantitative Personnel Requirements Information is forwarded to U.S. Army Force Management Support Activity through the Army Materiel Plan Modernization system.

c. The NET plan is a management tool developed by the NET Manager to plan, coordinate, project, and document NET requirements. NET plan ensures all actions are identified and implemented for successful and comprehensive training programs on new and modified equipment. The NET plan should address, as applicable, training before NET to prepare data collectors, testers, trainers, supporters, etc.; training during NET for system operators/ maintainers; and training during NET for unit leaders on sustainment training support. The NET plan is a living document. NET plan is created by the NET Manager and is based upon information contained in the capability requirements document and other documents (such as STRAP, Human Systems Integration Plan, and Qualitative & Quantitative Personnel Requirements Information) and input from other organizations that are responsible for various sections of the NET plan. The NET Manager is the NET plan owner with authority to accept and reject proposed changes to the content of NET plan. The NET Manager will—

(1) Plan for the provision of the training and training support needed to execute NET strategy, for example, the provision of how-to-fight doctrine, training support publications (Soldier's Manuals and CATS), training courses, training support packages, NET team members, facilities, and so forth.

(2) Estimate travel, per diem, and TDY costs in support of NET.

(3) Estimate contractor expenses, prepare independent Government cost estimates, and budget requirement packages.

7-7. 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. This includes and pre-use analysis to identify safety and occupational health training needs.
- 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. This included sufficient lead-time (scheduling ammo) prior to the conduct of the NET to prevent delays or cancellation of events.
- l. Foreign language requirements for foreign national and host nation personnel.
- m. The need to establish project development identifiers and project skill identifiers in accordance with DA Pam 611-21.
- n. NET live fire events, will be conducted IAW AR 5-13, and should include boresight, zero and

qualification of the weapon system as applicable.

7-8. 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. Because of the increased cost factor, every effort will be made to rapidly transition NET responsibilities from contractor-provided support to Army-provided support (in accordance with applicable contractual terms or obligations). NET course materials must be developed in TDC in accordance with TRADOC standards.

b. Properly prepared contractual documents (for example, the request for proposal, statement of work, and contract data requirements list) are essential to ensure the required services and products are procured and delivered in a timely manner. As the NET contracting officer's technical representative, the NET manager will—

- (1) Respond to data calls from the PEO and PM.
- (2) Develop the training statement of work in coordination with the TNGDEV.
- (3) Coordinate contract requirements with the contracting officer/specialist.
- (4) Participate in source selection evaluation boards as the subject matter expert for training, as required.
- (5) Conduct an initial training review conference with contractor personnel no later than 30 days after contract award unless there is a mutual agreement between the NET manager, PEO or PM, and the contractor to reschedule.
- (6) If NET is developed and conducted in-house by the Army, MATDEV or provider will train NETT at the initiation of Defense Acquisition Milestone Decision Review Milestone B.

7-9. Developing training support components

a. The NET manager coordinates for all training support components to be available to support NET, to include components required to train the NET team before NET, to train unit operators/maintainers during NET, and for unit leaders to conduct sustainment training after NET. To the extent practical, NET and training support are based on sustainment training strategies developed by the TNGDEV.

b. The NET manager will—

- (1) Evaluate training development and provide a list of required support equipment to the PEO or PM before Defense Acquisition milestone decision review milestones B and C.
- (2) In accordance with the approved capabilities document and approved program baseline, MATDEV in coordination with the proponent and gaining ACOM, ASCC, DRU, will program and budget for development of system training support for operators and maintainers.

7-10. Conducting new equipment training plan coordination

a. The NET Manager organizes the NET team that conducts NET. The NET team is a group of experienced individuals with varying specialties for initial training on the maintenance and operation of new and modified equipment. A NET team can consist of military, Government, and contractor personnel, or a combination of each. NETT instructors must meet TRADOC instructor standards. Similarly, the NET team may use one or a combination of the following techniques:

- (1) *Leader training.* Training provided to selected unit leaders from the user ACOM, ASCC, or DRU who, depending upon the complexity and density of equipment, and availability of training facilities, will train other personnel or units. This training may be conducted at a MATDEV site, or the installation receiving the equipment.
- (2) *Key personnel.* Training provided to a select number of key personnel responsible for operating and maintaining low-density systems. Training and cost effectiveness will dictate the number of locations where training will be conducted.
- (3) *Organizational training.* Training provided for personnel assembled for unit training at one location following advanced individual training. This training can be conducted at a selected station or at the training base, and thereafter, integrated into unit training.
- (4) *Unit training.* Training provided to all assigned operators and maintainers of a gaining unit for complex equipment that is critical to unit readiness. This is the least desirable strategy because it requires a large NETT for an extended period.
- (5) *Contractor NET.* Training performed by contractors and managed by the NET manager. This training may be conducted at a contractor facility, unit location, or at a resident training installation.

(6) *Institutional training.* Training performed by the Army's institutional training base providing sufficient graduates (both initial entry and first-line supervisor) in time to support the fielding of new equipment.

(7) *Distributed learning.* Delivery of training to Soldiers and units through the application of multiple means and technology. The amount and kind of training appropriate for DL application will be determined by the tasks to be trained. DL allows students, leaders, and units centralized access to essential information and training. It represents a powerful capability in which the proper balance of course content and delivery technologies are provided when and where they will have the greatest impact on force readiness. It can include print, web or DVD, or a combination of each. DL should be considered for NET when it is cost-effective. Exceptions may be required for security reasons or the need to observe hands-on performance.

(8) *Full Task Training with TADSS.* Training provided to individuals and units using a combination of TADSS (Live, Virtual/Gaming, Constructive (LV/GC) to train individual and collective tasks in preparation for NET with the operational equipment/ weapon systems. TADSS includes interactive multimedia instruction courseware, virtual simulators, and constructive simulations. When available, these TADSS should be used to conduct training prior to NET. The overall training approach is cost-effective and can reduce the time required for NET and permits the gaining unit to more rapidly transition to a state of operational readiness.

(9) *Embedded training.* Training capability hosted in hardware and/or software, integrated into the overall equipment configuration. Embedded training capabilities will be evaluated and considered as a preferred means to incorporate training subsystems into the development and follow-on product improvement programs for Army materiel systems.

b. During conduct of NET, both the NET manager and NET team are required to perform an array of tasks to ensure quality training during fielding. These tasks are coordinated with the PEO and PMs, the TNGDEV, and CAPDEV throughout the NET cycle. NET Managers will—

- (1) Review or update basis of issue plan feeder data, Qualitative & Quantitative Personnel Requirements Information data and NET plans, as required.
- (2) Review or update program source documents, as required.
- (3) Monitor contractual training efforts.
- (4) Oversee and evaluate development of training materials and ensure compatibility with applicable publications and ensure validation of all System training support products; including updating training materials in TDC.
- (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 NET plan.
- (2) Conduct pre-mission and post-mission briefings with the gaining commands.
- (3) Set up classrooms and coordinate other required training facilities with the gaining command.
- (4) Perform necessary administrative functions.
- (5) Assist the gaining command in certification and qualification training.
- (6) Update training materials as required.
- (7) Ensure operator/maintainer training support and unit employment training support is provided to the gaining command for sustainment training.

d. MATDEV will coordinate the funding requirements for conduct of NET with the proponent and gaining ACOM, ASCC, or DRU.

e. Systems are considered to have reached full operational capacity (FOC) only after institutional training organizations have received their total scheduled equipment allocation and completed instructor & key personnel training (IKPT) to proponent certified instructors to train the necessary replacements to sustain all units who have completed the NET or DET. Specifics of FOC for a particular system are defined in the system's capability documents. In the case of extended NET/DET plans, the institutional training organization can be incrementally supplied with equipment and personnel to train the necessary replacements for those units who have already completed the NET/DET; however, incremental fielding to the institutional organization will limit its capability to generate replacements to units who have completed the NET/DET and delay FOC.

7-11. Termination of new equipment training

- a. The NET manager, in coordination with the PEOs and PMs, CAPDEV, and TNGDEV, will recommend termination of NET when the training milestones and transition to Army training sustainment centers and institutions are completed.
- b. The NET manager will initiate the termination of NET for a system as follows (in sequence):
 - (1) Request written concurrence from the appropriate ACOM, ASCC, DRU, DARNG, or CAR.
 - (2) Request retirement to DCS, G-3/5/7 (G-3/5/7 TR).

7-12. Funding for new equipment training

- a. The NET manager annually prepares, coordinates, and submits NET program and budget requirements to the MATDEV until transition to Army training sustainment centers and institutions is complete.
- b. PEOs and PMs provide funding to the NET manager to support new or modified equipment training requirements. Applicable references include AR 70-1, AR 770-2, and DA Pam 770-2
- c. Paragraph 7-23 provides a list of NET support and services that are reimbursable by the PEOs and PMs.

7-13. New equipment training documentation

- a. All aspects of NET will be documented in the NET plan, including training support (excludes classified NET plan).
- b. The designated NET manager has primary oversight for NETP in coordination with the system PEO and PM.
- c. The NET manager, in coordination with the PEOs and PMs, prepares a draft NETP within 30 days of forwarding the initial Qualitative & Quantitative Personnel Requirements Information to U.S. Army Force Management Support Activity.
- d. The NET manager disseminates the NET plan for Army-wide staffing.
- e. The NET manager, TNGDEV, CAPDEV, and HRC update designated sections of the NET plan accordingly.
- f. NET plan changes as equipment, operations, maintenance and fielding concepts are developed.
- g. NET Managers convene training support work group meetings to address NET related issues.
- h. Coordinate all NETP with DCS, G-3/5/7 (G-3/5/7 TR and DCS, G-8). Approval authority on all NETP is DCS, G-3/ 5/7.

7-14. Agencies requiring new equipment training

A variety of agencies may require training on new equipment, as listed below.

- a. Instructor and key personnel training (IKPT) is the technical training provided by NET personnel or system-contractor personnel to support the initial transfer of knowledge on the operation and maintenance of new equipment as a means of establishing a training capability within proponent schools and NET team. The IKPT will take place as close as possible to the date that a unit or school is scheduled to receive new or improved equipment. As a goal, IKPT should be conducted early enough that the training base is established and producing sufficient graduates (both initial entry and first line supervisors) in time to replace Soldiers who PCS, ETS, or retire from the units who have already completed NET. However, IKPT must be conducted not later than 90 days after equipment is issued to the training base. IKPT usually occurs during the production contract execution phase of the life cycle management model. The IKPT courses update skills of personnel already qualified in the appropriate MOS. The PEOs and PMs program and budget for conduct of IKPT. The NET manager will—
 - (1) Plan and coordinate IKPT.
 - (2) Monitor the conduct of IKPT.
 - (3) Program and budget travel and per diem for NET team personnel to attend IKPT.
 - (4) Provide program and budget projections to MATDEV.
- b. The Staff Planner's Orientation Course is conducted for staff personnel who are engaged in planning, programming, budgeting, and approving programs for the development, production, distribution, support, and use of new or modified equipment. Normally the orientation is conducted during the research and development phase of system acquisition. For non-developmental item acquisition, this orientation occurs during the production phase. The PEO and PM will fund the Staff Planner's Course. The NET manager conducts a staff planner's orientation when warranted by the density, population, and complexity of the new equipment.

c. The new materiel introductory briefing (NMIB) provides advanced information on NET capabilities, fielding procedures, and scheduled NET for a gaining ACOM, ASCC, or DRU. A new materiel introductory briefing team provides the NMIB. The PEO and PM fund the conduct of the NMIB. The NET manager will—

- (1) Provide subject matter experts to conduct the training briefing.
- (2) Provide budgetary projections and funding requirements to the PEO and PM to support the conduct of the NMIB.

d. The NET team instruction is provided to key operators, maintainers, and supervisory or training personnel at a centralized location or individual units. The concept for each NET team will be based on one or more of NET strategies and the program acquisition strategy. The NET team consists of technical personnel that provide the initial transfer of knowledge on the operation and maintenance of new or modified equipment. Use of a NET team does not replace the need for formal resident school training on systems. The PEOs and PMs will provide distribution data to the NET manager, provide a NET support package, and program and budget for NET team requirements. The NET manager will—

- (1) Determine NET team composition.
- (2) Coordinate NET team deployment with the PEOs and PMs, CAPDEV, TNGDEV, and gaining units as required.

(3) Plan and provide program and budget input to MATDEV for NET team requirements. Consider the Instructor Certification requirements outlined by the TNGDEV in the STRAP.

e. Test support training is provided to support the initial transfer of knowledge on the operation and maintenance of new equipment. This training is provided to personnel supporting developmental and operational tests of the equipment. It includes training for data collectors, testers and evaluators, test players, and technical specialists. The PEOs and PMs fund for test support training. The NET manager will—

- (1) Provide training input to MATDEV.
- (2) Plan, coordinate, and provide training (or monitor contractor training) for test support players.
- (3) Review and provide input to the test and evaluation master plan.

f. Logistics assistance representative (LAR) technical training is provided on the operation and maintenance of new or modified equipment. The PEOs and PMs will program and budget for LAR course development, presentation or course material, and travel and per diem of NET team that will conduct LAR training. The NET manager will—

- (1) Plan, coordinate, and develop LAR training courses.
- (2) Monitor and conduct LAR training, as applicable.
- (3) Plan, coordinate, and provide program and budget input to the PEO and PM for LAR training.

g. Sustainment-level maintenance training is provided to establish a depot-level repair capability for new or modified equipment and depot maintenance plant equipment. The PEOs and PMs will provide funding for depot-level maintenance training development and the presentation of course materials, to include test, measurement, and diagnostic equipment, provide the depot maintenance work requests to the NET developer for evaluation of training, and fund for depot level maintenance training when the establishment of an organic sustainment capability is part of the program acquisition strategy. The AMC will fund sustainment-level maintenance when such capability transfers from contractor logistics support to organic support and AMC has been designated as MATDEV. The NET manager will—

- (1) Review depot maintenance work request or best commercial practice contractor material for training impact, as required.
- (2) Develop, plan, program, coordinate, and monitor depot-level maintenance training, to include training for test, measurement, and diagnostic equipment.
- (3) Provide program and budget input for depot level training to the PEOs and PMs.

h. New materiel operation and maintenance training is provided, when needed, to NET managers and NET team instructors on the initial working knowledge of operation and maintenance for new or modified equipment. The NET manager will—

- (1) Plan, coordinate, and provide program and budget input to the PEOs and PMs for conduct of new materiel operations and maintenance training.

(2) Ensure training is provided to a minimum of two NET team members. Training should be provided after milestone decision review Milestone B, but sufficiently early for NET team to develop a training program prior to the start of the staff planners' course and test support training.

i. Technical orientation training addresses topics relative to the description of end items, technical parameters, technical test operations and considerations, maintenance concepts, and logistics support.

Although technical in nature and systems oriented, it does not provide in-depth, detailed operation and maintenance skills to the target audience. The duration of training is typically two to five days. This training provides Government personnel with the skills and knowledge necessary to support program management operations, engineering, logistics, and readiness management efforts during and subsequent to fielding. Technical orientation training is normally conducted by contractor personnel. The PEOs and PMs fund for NET support, and coordinate acquisition strategies, maintenance concepts, and schedules with NET managers. The NET manager will—

- (1) Develop, plan, program, conduct, and evaluate technical orientation training.
- (2) Coordinate training requirements with the PEOs and PMs.
- (3) Plan, program, and provide budgetary input to the MATDEVs.

7-15. Reserve Component considerations

a. New equipment training will consider the unique challenges inherent in modernizing RC units. Detailed NET planning is essential between MATDEV (PEOs and PMs and NET Managers), and DARNG, CAR, and the gaining commands to ensure that objectives are met.

b. Specific RC NET planning considerations include, but are not limited to, the following:

- (1) Sufficient time to ensure adequate planning.
- (2) Leader training at RC unit locations.
- (3) Sufficient time to program and budget funds to support training.

c. Due to the limited number of training days available to RC units, complex systems may require that NET be extended. A new equipment training strategy that extends beyond two consecutive annual training periods requires DCS, G-3/5/7 approval. Mobilization personnel are eligible for concurrent training with the gaining unit.

Section III Displaced equipment

7-16. Displaced equipment training determination

Displaced equipment and software, while not new to the Army, may be new to a receiving unit. As a result of displaced equipment, training base schools for operators and maintainers have been established. Consequently, units receiving displaced equipment may not need extensive training and may not need extensive formalized planning for that training. This determination will be made by the TNGDEV, identified in the STRAP, in coordination with the gaining command and the PM of the displaced system.

7-17. Reserve Component displaced equipment determination

Displaced equipment training will consider the unique challenges inherent in resetting RC units. Detailed DET/NET planning is essential to mitigate effects of displaced equipment between MATDEV (PEOs and PMs and DET/NET Managers), and DARNG, CAR, and the gaining commands. Due to the limited number of training days available to RC units, complex systems may require that DET/NET be extended. A displaced equipment training strategy that extends beyond two consecutive annual training periods requires DCS, G-3/5/7 approval.

Section IV Doctrine and Tactics Training

7-18. Doctrine and tactics training summary

Doctrine and tactics training provides guidance to commanders, leaders, staff, and crews/operators on how to employ the combat capabilities of new or improved materiel or organizations. When required, DTT is conducted in accordance with the STRAP. When required and feasible, DTT should be conducted prior to NET/DET. For complex systems requiring NET, DTT may be required to be taught during or directly after NET.

7-19. Doctrine and tactics training policy

a. The requirement for DTT will be based on two determinations: Does the new/improved system significantly change the unit's how-to-fight doctrine, and does the unit need help learning how to employ the new/improved system to accomplish its wartime/design mission?

b. TNGDEV will identify the requirement for DTT upon receipt of the draft NET plan or DET plan. This will be accomplished by:

(1) Conducting reviews of the applicable operational concepts generated by the requirements determination process and the organizational and operational plan prepared by CAPDEV for the specific system.

(2) Ensuring timely submission to MATDEV of identification of requirements and the concept for DTT for inclusion in NET plan.

c. If, required, TNGDEV will develop a training strategy to accomplish DTT. In cases where NET may not require DTT, TNGDEV will ensure that NET plan is annotated to show "DTT not required."

7-20. Planning for doctrine and tactics training

a. Planning will be initiated concurrently with the development of NET plans and/or DET plans. NET plan or DET plan will include DTT concept and execution for training ACOM, ASCC, and DRU personnel.

b. DTT planning covers the uses and functions of a new system or organization that must be transmitted to user personnel, so they can fully exploit the new capabilities and improve combat effectiveness.

c. The DTT planning considerations include:

(1) Threat.

(2) Changes to current doctrine or tactics.

(3) Changes in new system or organization.

(4) Technical complexity of the new system.

(5) Fielding rates.

(6) Training strategy for the new system or organization.

(7) Planned density for the system or organization.

(8) Number of personnel to be trained.

(9) Available personnel to provide DTT.

(10) Environment and location where DTT will be executed.

(11) Capabilities and limitations of units to execute DTT.

(12) Funding.

(13) Sustainment training following DTT.

(14) Software Section V Sustainment Training.

7-21. Sustainment training coordination

This section provides policies and planning considerations for the support of sustainment training upon termination of NET or DET. Sustainment training is a major challenge at all echelons of the Army. The training community may experience difficulty in sustaining or increasing knowledge gained as a result of NET, DET, and other Army training programs. The ACOM, ASCC, DRU, CAPDEV, TNGDEV, MATDEV, and HQDA collectively ensure effective training programs exist or are developed to help sustain the capability of units to conduct training and will be identified in the STRAP.

7-22. Sustainment training policy

Sustainment training sustains the proficiency of operators, maintainers, and unit leaders to employ the new/improved system achieved during NET/DET or during Generating Force schools. Accordingly, sustainment training leverages the training support materials used for NET/DET and DTT.

a. The MATDEV designs, develops, and provides the training support needed by leaders to sustain proficiency of system operators, and maintainers. During NET, the MATDEV train leaders on how to use training support for operators, and maintainers.

b. The TNGDEV designs, develops, and provides the training support needed by leaders to sustain proficiency of leaders on employment, and tactics. During DTT, the TNGDEV trains leaders on how to use training support for system employment.

c. The TNGDEV is responsible to integrate operating/maintaining/employing sustainment into an integrated unit strategy for maneuver training (that is, a CATS for each type of MTOE) and for weapons training (that is, a weapons training strategy for each type of MTOE).

7-23. Sustainment training planning and execution

Units must plan to begin sustainment training upon completion of NET/DET and any DTT. A list of reimbursable new equipment training support and services include:

- a. Automated data processing support: equipment and maintenance.
- b. Army modernization training automation system: Contract support, Hardware and software and Training.
- c. Test support training: Test support packages, Follow-on test and evaluation, Initial operation test and evaluation.
- d. New equipment training related instruction: Instructor and key personnel training, Staff planners course, NET team instruction, New materiel introductory briefings, Logistics assistance representative training, New materiel operations and maintenance training, Technical orientation training.
- e. Army Civilian support: Salaries, Travel and per diem.
- f. New equipment training team support: Salaries (Army Civilian and contractor), Travel and per diem.
- g. Contractor support: Salaries, Travel and per diem.

Appendix A

References

Section I

Required Publications

ADP 7-0

Training Units and Developing Leaders (Cited in para 1-8.)

AR 1-50

Army Conference Policy (Cited in .)

AR 5-13

Total Army Munitions Requirements Process and Prioritization System (Cited in para F-7a(5).)

AR 5-22

The Army Force Modernization Proponent System (Cited in para 2-31a.)

AR 10-87

Army Commands, Army Service Component Commands, and Direct Reporting Units (Cited in para 2-31a.)

AR 11-6

Army Foreign Language Program (Cited in para 2-7v(15).)

AR 11-33

Army Lessons Learned Program (ALLP) (Cited in para 1-19e.)

AR 12-15

Joint Security Cooperation Education and Training (Cited in para 2-46h.)

AR 20-1

Inspector General Activities and Procedures (Cited in para 3-10n.)

AR 25-22

The Army Privacy Program (Cited in para 2-21v.)

AR 25-400-2

Army Records Management Program

AR 25-55

The Department of the Army Freedom of Information Act Program (Cited in para 2-22v.)

AR 27-1

Legal Services, Judge Advocate Legal Services (Cited in para 2-17f.)

AR 40-5

Army Public Health Program

AR 40-501

Standards of Medical Fitness (Cited in paras 3–27*d*.)

AR 40-502

Medical Readiness

AR 59-9

Special Assignment Airlift Mission Requirements (Cited in para G–1*b*(4).)

AR 70-1

Army Acquisition Policy (Cited in para 2–1*a*(1).)

AR 71-9

Warfighting Capabilities Determination (Cited in para 7– 5.)

AR 71-32

Force Development and Documentation (Cited in para 7–5.)

AR 95-1

Flight Regulations (Cited in para E–1*h*(1).)

AR 135-91

Service Obligations, Methods of Fulfillment, Participation Requirements, and Enforcement Procedures (Cited in para 3– 11*c*.)

AR 135-155

Promotion of Commissioned Officers and Warrant Officers Other Than General Officers (Cited in para 2–12/(13).)

AR 135-175

Separation of Officers (Cited in para 3–15*f*(1).)

AR 135-178

Enlisted Administrative Separations (Cited in para 3–15*f*(1).)

AR 135-200

Active Duty for Missions, Projects, and Training for Reserve Component Soldiers (Cited in para 3–11*e*.)

AR 140-1

Mission, Organization, and Training (Cited in para 1–11*a*(2).)

AR 140-10

Assignments, Attachments, Details, and Transfers (Cited in para 3–15*n*(1) .)

AR 140-111

U.S. Army Reserve Reenlistment Program (Cited in para 3–15*f*(1) .)

AR 140-185

Training and Retirement Point Credits and Unit Level Strength Accounting Records (Cited in para 3–25*h*.)

AR 140-483

Army Reserve Land and Facilities Management (Cited in para 2–9*h*.)

AR 145-1

Senior Reserve Officers' Training Corps Program: Organization, Administration and Training (Cited in para 3–25.)

AR 190-11

Physical Security of Arms, Ammunition, and Explosives (Cited in para F–7*a*(5) .)

AR 195-2

Criminal Investigation Activities (Cited in para 2–47*e* .)

AR 195-3

The Criminal Investigation Command Special Agent Program (Cited in para 3–30*f*.)

AR 220-1

Army Unit Status Reporting and Force Registration- Consolidated Policies (Cited in para 5–3*b*.)

AR 350-2

Operational Environment and Opposing Force Program (Cited in para 2–22*m*.)

AR 350-10

Management of Army Individual Training Requirements and Resources (Cited in para 2- 23z(3) .)

AR 350-19

The Army Sustainable Range Program (Cited in para 2-9h.)

AR 350-20

Management of the Defense Foreign Language Program (Cited in para 2-47g(3).)

AR 350-32

Army Foundry Intelligence Training Program (Cited in para 2-8e.)

AR 350-50

Combat Training Center Program (Cited in para 2 -9z(6) .)

AR 350-51

United States Army Officer Candidate School (Cited in para 3-31a.)

AR 350-52

Army Training Support System

AR 350-66

Small Arms Competitive Marksmanship Program (Cited in para F-7g.)

AR 350-100

Officer Active Duty Service Obligations (Cited in para 3-11c.)

AR 351-9

Inter-service Training (Cited in para 1-28d.)

AR 380-5

Department of the Army Information Security Program (Cited in para 2-46h.)

AR 380-10

Foreign Disclosure and Contacts with Foreign Representatives (Cited in para 2-8j.)

AR 381-12

Threat Awareness and Reporting Program (Cited in paras J-4f.)

AR 385-10

The Army Safety Program (Cited in para 4 .)

AR 385-63

Range Safety (Cited in para 2-5a(2) .)

AR 420-1

Army Facilities Management (Cited in para 2-5a.)

AR 525-13

Antiterrorism (Cited in para 5.)

AR 600-8-2

Suspension of Favorable Personnel Actions (Flag) (Cited in para 3-13e(1)(a).)

AR 600-8-19

Enlisted Promotions and Reductions (Cited in para 3-11e.)

AR 600-8-22

Military Awards (Cited in para F-5h.)

AR 600-8-24

Officer Transfers and Discharges (Cited in para F-5k.)

AR 600-8-104

Army Military Human Resource Records Management (Cited in para 5-3e(7).)

AR 600-8-105

Military Orders (Cited in para C-4c.)

AR 600-9

The Army Body Composition Program (Cited in para 3-13a.)

AR 600-20

Army Command Policy (Cited in para 1-18h(4).)

AR 600-55

The Army Driver and Operator Standardization Program (Selection, Training, Testing, and Licensing) (Cited in para 2- 9ii.)

AR 600-100

Army Leadership (Cited in para 5-8b.)

AR 601-280

Army Retention Program (Cited in para 3-11e.)

AR 611-1

Military Occupational Classification Structure Development and Implementation (Cited in para 3-27d.)

AR 611-5

Personnel Classification Testing (Cited in para 9-2.)

AR 614-200

Enlisted Assignments and Utilization Management (Cited in para 1-11a(2).)

AR 621-5

Army Continuing Education System (Cited in para 3-25i.)

AR 621-7

Army Fellowships & Scholarships (Cited in para 2-7u(7).)

AR 623-3

Evaluation Reporting System (Cited in para 3-26a.)

AR 635-200

Active Duty Enlisted Administrative Separations (Cited in para 3-28c(3).)

AR 690-400

Total Army Performance Evaluation System (Chapter 4302) (Cited in para E-2c.)

AR 690-950

Career Management (For Civilian Personnel, not military personnel) (Cited in para 2-7s.)

AR 700-127

Integrated Logistics Support (Cited in para 7-3.)

AR 700-131

Loan, Lease, and Donation of Army Materiel (Cited in para 3-3g(3).)

AR 770-2

Material Fielding (Cited in para 7-3)

AR 770-3

Type Classification and Materiel Release (Cited in para 7-3)

ATP 5-19

Risk Management (Cited in para 1-20e.)

DA Pam 350-38

Standards in Weapons Training (Cited in para 1-20b.)

DA Pam 420-1-2

Army Military construction and Non-Appropriated Funded Construction Program Development and Execution (Cited in para 2-9h.)

DA Pam 600-3

Commissioned Officer Professional Development and Career Management (Cited in para 5-9e.)

DA Pam 600-4

Army Medical Department Officer Development and Career Management (Cited in para 5-9f.)

DA Pam 600-8

Military Human Resource Management Administration Procedures (Cited in para 2–21m(6).)

DA Pam 600–25

U.S. Army Noncommissioned Officer Professional Development Guide (Cited in para 5–10c(1).)

DA Pam 611–21

Military Occupational Classification and Structure (Cited in para 5–10c(1).)

DOD 5500.07–R

Joint Ethics Regulation (JER) (Cited in para 2– 21o(7).)

DODD 1322.18

Military Training (Cited in paras 8–6c(2).)

DODD 2311.01E

Department of Defense Law of War Program (Cited in table F–1.)

DODI 1300.21

Code of Conduct (CoC) Training and Education (Cited in table F–2.)

DODI 1322.34

Financial Readiness of Service Members (Cited in C-7)

FM 7–0

Training (Cited in para 1–8.)

FM 7–22

Holistic Health and Fitness (Cited in para C-5b)

TC 7–22.7

The Army Noncommissioned Officer Guide (Cited in para 5–10c(2).)

ATP 7-22.01

Holistic Health and Fitness Testing

ATP 7-22.02

Holistic Health and Fitness Drills and Exercises

ATP 7-22.04

Running a Pregnancy and Postpartum Performance Training (P3T) Program

AR 25–30

The Army Publishing Program

AR 350–38

Policies and Management for Training Aids, Devices, Simulators, and Simulations

AR 380–67

Personnel Security Program

AR 525–28

Personnel Recovery

AR 525–29

Force Generation - ReARMM

AR 600–32

Conduct between Soldiers of Different Grades

AR 690–12

Equal Employment Opportunity and Affirmative Action

ADP 6–22

Army Leadership

DODI 1400.25

Department of Defense Civilian Personnel Management System (Volume 410 (Training Education and Professional Development, and Vol 412 (Civilian Leader Development))

DODI 2200.01

Combating Trafficking in Persons (CTIP)

Joint Travel Regulations

(Available at <http://www.defensetravel.dod.mil/site/travelreg.cfm>.)

5 CFR

Administrative Personnel

10 USC

Armed Forces

10 USC 101(e)(1) (A) and (B)

Definitions

10 USC 671

Members not to be assigned outside United States before completing training

10 USC 7013(b)

Secretary of the Army

32 USC (Section 502 (IDT/AT))

National Guard

Section II

Prescribed Forms of Appendix A

Unless otherwise indicated, DA forms are available on the Army Publishing directorate (APD) website <http://www.armypubs.army.mil>.

DA Form 87

Certificate of Training (Prescribed in paras 3–54b, 5–4a, and E–2.)

DA Form 705

Army Physical Fitness Test Scorecard

DA Form 1059

Service School Academic Evaluation Report

DA Form 2028

Recommended Changes to Publications and Blank Forms

DA Form 3349

Physical Profile (Available at:

<HTTPS://MEDPROS.MODS.ARMY.MIL/EPROFILE/DEFAULT.ASPX?RETURNURL=%2FEPROFILE%FADMIN%2FUSERMANAGER.ASPX>).

DA Form 3479

Training and Proficiency Record - Air Traffic Controller

DA Form 4187

Personnel Action

DA Form 4856

Developmental Counseling Form

SF 182

Authorization, agreement and Certification of Training

Appendix B

Training Records

B–1. Military training records

a. Training Records for all military personnel and units will be maintained in DTMS as part of ATMS unless otherwise directed by DCS, G–3/5/7.

b. All Training records will be inspected by a unit's immediate higher headquarters, to ensure compliance in standards of training and readiness as part of an OIP / command inspection program or

separately, to include: training schedules, training plans, METL, AAR, and EXEVAL evaluations and assessments.

B-2. Individual training record

a. The Soldier's ITR will be maintained in DTMS / ATIS. The ITR will contain the date and score (if applicable) for completion of common mandatory training requirements in accordance with appendix C of this regulation; and the completion of other requirements as approved and directed by the DCS, G-3/5/7 and published in appropriate supplemental publications.

b. The ITR will contain information weapons qualification scorecards, and physical fitness test scorecards (DA Form 705). There is no requirement to scan and upload supporting documents into DTMS to validate the commander's input into the Soldier's ITR. Commanders may maintain other individual or leader training records to build and sustain unit readiness.

c. The ITR is part of military records in accordance with AR 600-8-104 and will be transferred to the gaining unit upon reassignment. DTMS / ATIS ITRs will be automatically transferred to the gaining unit upon reassignment.

d. DTMS will accept both individual and collective training data either via manual entries and/or electronic data transfer from other information systems.

e. Additional guidance is as follows:

(1) Individual Flight Training Records and Aircrew training records will be maintained per AR 95-1.

(2) Army Drivers Training and Equipment Operator's training records will be maintained in accordance with AR 600-55, TB 600-1, and TB 600-2; and will be annotated in the ITR.

f. Records exempt from inspection include:

(1) Body Composition Program records.

(2) DA Form 3479 (Training and Proficiency Record -Air Traffic Controller).

g. All ITRs will be maintained in accordance with AR 25-22.

h. Course completions will be recorded in military personnel records in accordance with AR 600-8-104. Civilian completions will be recorded in any system that interfaces with DCPDS so that the course completions will go into an employee's personnel record.

B-4. Managing training records in institutional schools

a. The CG, TRADOC ensures that training records required to be maintained on each student are completed and recorded in DTMS to allow for visibility by the gaining unit.

b. The Commandant, MEDCoE, maintains appropriate training records on those Soldiers who undergo AIT at the Academy of Health Sciences.

c. All institutional training requirements, schedules, quota assignment, and student management (reservations, enrollment, and completion entries) will be documented in ATRRS.

d. Completion of all institutional training courses (IMT, PME, functional course) will be entered into ATRRS and DTMS by the institution conducting the training.

B-5. DA Form 87, Certificate of Training

a. The DA Form 87 is used to document the completion of a class or POI not covered by a DA Form 1059, Academic Evaluation Report, Diploma, or permanent orders.

b. The DA Form 87 is authorized for use on information systems (ATRRS, ATIS Learning, or ATMS) intended to document and reflect the completion of training or downloaded from the APD website and filled out locally as an output for completed training. While a completed DA Form 87 may be uploaded to DTMS/ATIS as a training completion artifact, it does not replace the requirement to record the training data to support data reporting and analytics within the training enterprise.

c. DA Form 87 will not be used for collective training or in lieu of T&EOs.

Appendix C

Mandatory Training and Other Requirements

Section I

Headquarters, Department of the Army Mandatory Training

C-1. Headquarters, Department of the Army Common (Individual) Mandatory Training Program and Oversight

a. HQDA common (individual) mandatory training (CMT) topics, and requirements are applicable to all Department of the Army (Soldiers, Army Civilians, Contractors) (Regular Army, Reserve, Guard) (MTOE or TDA) (units and institutions) unless other stated.

b. CMT is defined as individual training derived from Congressional legislation, from the President and prescribed by a DOD publication; or directed by the SecArmy. CMT has a periodicity for refresher training (annual, semi-annual, biennial) and is required for all personnel (unless otherwise stated).

c. The purpose of common (individual) mandatory training/education/topics is to minimize and limit the number of topics to those directed and supported by Army policy or higher authority (DODI, DODD, and law) or directed by the DCS, G-3/5/7 and essential to individual or unit readiness.

d. The DCS, G-3/5/7 retains authority to realign topics in tables C-1 to ensure flexibility for commanders and maintain emphasis on matters essential to individual or unit readiness for all Soldiers, Army Civilians, and contractors.

e. The DCS, G-3/5/7 determines which topics will be conducted as discrete training requirements versus as a commander's responsibility, thus extending flexibility to unit commanders to determine when and how the topic is addressed based on the needs of the unit and Soldiers.

f. DCS G-3/5/7, in coordination with HQDA functional proponents, reviews, validates and approves all training and education topics identified in tables C-1 on a biennial basis or as determined by the DCS, G-3/5/7.

g. ACOM, ASCC, and DRU commanders may establish additional command-directed training requirements for Soldiers, Civilians, and contractors within their organizations. Commanders are responsible for the content of any training materiel not provided by HQDA, or ACOM/ASCC/DRU.

h. Units (including organizations and activities). Requirements listed in table C-1 will be completed as prescribed. They may be completed by the individual or in a group setting. Completed training will be recorded in the ITR for military and Army Civilians (see table C-1). Personnel assigned to organizations who are not assigned specific pieces of equipment, (specifically for CBRN training, AWT and weapons qualification), may be exempted by the first O-5 in the chain of command, except when required as a pre-deployment training requirement. Other training and/or education topics not contained in appendix C but necessary to support a duty position (non-MOS) or be required of only selected Soldiers will be in proponent publications.

i. Institutions. Mandatory training subjects taught to students in training institutions are shown in table C-1. Completed training will be recorded in the ITR. The CG, TRADOC determines subject instruction at specific courses within each training system (IET, OES, NCOPDS, SCP). Training subjects in a training system represent the presence of that subject in at least one course in that training system, not necessarily in all courses within that training system. Training resources and information for training subjects can be found on ATN.

Table C-1

HQDA, Common Mandatory Training (CMT)						
	Topic	Unit / Organizational / Activity	Note: Delivery method	Institutional Training	Authority Reference (Army & DOD levels)	HQDA point of contact
WARFIGHTER SKILL SUSTAINMENT & PROFICIENCY						
1	Army Warrior Training (Warrior Task & Battle Drills) including Tier-1 TCCC	RA – (A) RC – (B) See paragraph C-3		IET	AR 350-1 (C-3) DODI 1322.24	DCS, G-3/5/7
2	Individual Weapons Qualification	RA – (A) RC – (A) See paragraph C-4		IET	AR 350-1 (C-4) / DA Pam 350-38	DCS, G-3/5/7

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3	Physical Readiness Training Program (ACFT/P3T)	RA – (S) RC – (A) See paragraph C-5		IET PME	AR 350–1 (C-5)	DCS, G–3/5/7
4	Driver's Selection, Training Testing, Licensing, and Review	RA – (A) RC – (B)		IET (MOS specific only)	AR 600–55 (DODI 6055.04)	DCS, G–3/5/7
PREVENTION OF HARMFUL BEHAVIORS						
5	Sexual Harassment / Assault, Response, and Prevention (SHARP) Program	RA – (I/A/P) RC – (A / P) CIV – (I/A) CTR – (OPT)	Leader led with SHARP professional assisting-	IET PME SCP	AR 600–20 (AR 600-52) (DODI 6495.02)	DCS, G-9
6	Suicide Prevention	RA – (A/P) RC – (A/P) CIV – (I/A)	Face-to-Face using ACE Base +1 Modules, or Engage	IET PME SCP	AR 600-92 (DODI 9490.16)	DCS, G-9
7	Substance Misuse Prevention	RA – (A / P) RC – (A / P) CIV – (I/A)	ASAP SME (face-to-face for Soldiers)	IET	AR 600–85 (DODI 1010.04)	DCS, G–9
8	Military Equal Opportunity (MEO) (includes treatment of persons)	RA – (A) RC – (B)	SME (EO)	IET PME SCP	AR 600–20 (DODD 1350.2)	ASA M&RA
9	Family Advocacy Program Prevention and Education Training for Soldiers (includes domestic abuse)	RA – (A) RC – (A)	IAW AR 608-18	IET	AR 608-18 (DODI 6400.06)	DCS, G-9
10	Financial Literacy Training / Education Modules	RA – (FL) RC – (FL)	On-line or SME (ACS / FMP)	IET PME	AR 608-1 (DODI 1322.34)	DCS, G-9
11	Combatting Trafficking in Persons	RA – (B / P) RC – (B / P) CIV – (C) CTR – (C)	Online or SME	IET	(DODI 2200.01)	ASA M&RA
PROTECTION						
12	Cyber Awareness Initial & Refresher Training	RA – (I/A) RC – (I/A) CIV – (I/A) CTR – (A)	Online only - JKO or US Army School Cyber Leader College websites	ONLY IF NOT ALREADY CURRENT	AR 25–2 DODI 8599.01)	G–6

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13	Anti-terrorism (AT) Training (Level 1)	RA – (A)/3yr RC – (A)/3yr CIV – (I/A) CTR – (A)	SME (ATO) or online (ATIS Learning) or JKO (Annual for first 3-yrs of service, then every 3 yrs)	IET PME SCP	AR 525–13 DODI 2000.1 2)	PMG
14	Threat Awareness & Reporting Program (TARP)	RA – (A) RC – (A) CIV – (A) CTR – (A)	SME (CI (RA), TARP (RC)) or online (ATIS Learning) as exception	IET	AR 381–12 (DO DD 5240 .06)	DCS, G–2
15	Controlled Unclassified Info refresher training	RA – (A) RC – (A) CIV – (I/A) CTR – (A)	Absorbing InfoSec		(DODI 5200.48)	DCS, G-2
16	Information Security (InfoSec)	RA – (A) RC – (A) CIV – (I/A) CTR – (A)	SME (Sec Off) or online (ATIS Learning)		AR 380–5 / AR 380–67 (DODI 5200.48)	DCS, G–2
17	Operations Security (OPSEC)	RA – (A) RC – (A) CIV – (I/A) CTR – (A)	SME (OPSEC Officer) or online (ATIS Learning)	IET PME SCP CES	AR 530–1 (DOD D 5205.0 2E)	DCS, G–3/5/7
CIV Only	Equal Employment Opportunity (EEO) (Anti-harassment, and No fear Training)	CIV – (I / A)	In accordance with AR 690–12, chapter 8		AR 690–12, The Notification and Federal Employee Antidiscrimination and Retaliation Act	ASA M&RA

HQDA, Additional Individual Training Requirements

Topic	Unit / Organizational / Activity	Note: Delivery method	Institutional Training	Authority Reference (Army & DOD)	HQDA point of contact
CBRN Training (Individual and Unit level)	RA – (A / P) RC – (A / P) See paragraph C-6			AR 350-1 (C-6)	DCS, G-3/5/7
Combat Lifesaver Training / Certification (TCC TIER II)	RA – (C / P) RC – (C / P) See paragraph C-7d-f			AR 350-1 (C-7) & ATP 4.02-11 DODI 1322.24	DCS, G-3/5/7
Safety and Occupational Health: Basic Risk Management, Army Traffic Safety Training Program (Driver Training for under 26 yrs old drivers), blast overpressure, and additional duties	RA – (C) RC – (C) CIV – (C)		IET BOLC NCOPDS OES SCP CES	AR 385–10 DODI 6055.01	ASA IE&E
Law of War (MTOE units) (to include Soldiers Rules / Detainee Operations)	RA – (C / P) RC – (C / P)	SJA	IET PME	DODD 2311.01E	TJAG

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Code of Conduct	RA – (C / P) RC – (C / P)	SJA	IET	AR 525– 28	DCS, G–3/5/7
Personnel Recovery & SERE	RA – (C / P) RC – (C / P)			AR 525–28	DCS, G–3/5/7

Legend

A: Annual frequency requirement

B: Biennial frequency requirement. Trained once per two years.

C: Commander's Responsibility (Also see AR 600–20). For the topics characterized as "C" in Table C–1, it is the unit commander's responsibility to conduct education/training needed by all Soldiers necessary to maintain the policy / program standards specified in the authority reference for the topic. For these topics, the commander determines the frequency, method of delivery, duration, tracking, and if information/education is sufficient, or training is required in the context of being common to all Soldiers in the unit. Certification / education / training for subject matter experts (SME) is still required as specified in the authority reference.

I: In processing. Required within 30 days whenever Soldiers in-process to a new installation or Civilians in-process to the workforce.

O: Ongoing. Continuous training, not a single event.

P: Pre-deployment frequency requirement.

R: Redeployment. Addressed upon redeployment from an operational mission.

S: Semiannual frequency requirement. Trained twice per year.

OPT: Optional.

IET: Initial Entry Training (Basic Combat Training, AIT, OSUT, BOLC, WOBC).

PME: Officer Education System (officer and warrant officer Professional Military Education) (not including BOLC, or WOBC).

SCP: School of Command Preparation (PCC branch-immateral and branch-specific phases)..

CES: Civilian Education System.

FL: Financial Literacy –Specific training requirements (milestones) are event-based defined by (1) initial entry, (2) First Duty Station, (3) Promotion, (4) Permanent Change of Station, (5) Pre-Deployment, (6) Post-Deployment, (7) Vesting in the Thrift Savings Plan, (8) Continuation Pay, (9) Marriage, (10) Divorce, (11) Birth of Child, (12) Disabling Sickness or Condition and/or Enrollment in Exceptional Family Member Program, (13) Transition Assistance Program, (14) Lump Sum, and (15) Leadership Training

Note: Published pre-deployment training guidance may supersede training requirement frequency contained herein

Note: Although RA weapons qualification is (A), RA units are resourced for semiannual qualification to support personnel turnover.

C–2. Establishing, modifying, and maintaining Headquarters, Department of the Army common mandatory training

a. Training and education requirements resulting from new regulations or other policy directives impacting Soldiers must be approved by the DCS, G–3/5/7 prior to inclusion as HQDA CMT. Emerging and additional training requirements should be incorporated into Soldier's manuals, drills, collective tasks or existing CMT products before competing them for consideration as a HQDA mandatory training subject.

b. Requests for inclusion or deletion as a HQDA mandatory training requirement must be forwarded to DCS, G–3/5/7 (DAMO–TR), Pentagon, Washington DC 20310–0450. Requests will include: an explanation of the training and/or education requirement, draft training and/or education and/or learning objectives, draft training and/or education and/or learning products or resources, target audience(s) and environments (unit and/or institution), implementing instructions, required resources, and justification for making the task a HQDA mandatory training / education requirement or a reason to remove HQDA mandatory training when no longer required. The same information is required to modify a current product/resource.

c. For HQDA mandatory training requirements directed to the institutional training environment, TRADOC (ICW applicable non-TRADOC institutions if applicable) determines implementing methods for incorporating HQDA mandatory training into common core training for institutional courses, unless otherwise specified by regulation.

d. No duplication of content between unit annual CMT and IET/PME content; or duplication of content between two different HQDA proponents because of not coordinating content to eliminate duplication.

e. HQDA agencies responsible for topics listed in tables C-1 or as emerging topics/requirements will comply with TRADOC Training Development policy and procedures. All training products and resources in support of HQDA CMT for Soldiers, units, and institutions will be maintained by TRADOC and accessible through ATN.

C–3. Army Warrior Training (AWT)

Army warrior tasks and battle drills (WTBD) provide the foundation for Soldier proficiency in supporting the unit's METL. The AWT is integrated into the unit collective training strategy. Revisions to the WTBD will be reviewed biennially and published as necessary. The Army will include Medical Readiness Training Tier-1

TCCC tasks in the AWT IAW tasks in DODI 1322.24.

a. AWT are selected from skill levels 1 through 4 as found in the Soldier's Manual of Common Tasks Warrior Skills Level 1 (STP 21-1-SMCT) and Soldier's Manual of Common Tasks, Warrior Leader, Skill Levels 2, 3, and 4 (STP 21-24-SMCT).

b. All RA Soldiers (E-1 to E-7, W-1, W-2, O-1, and O-2), on active duty (regardless of component) will complete AWT annually, unless waived by 2-star commander. All RC Soldiers, (E-1 to E-7, W-1, W-2, O-1, and O-2), not on active duty, will complete AWT biennially, or more frequently as directed by the unit commander unless waived by 2-star commander.

c. The first line leader is responsible for ensuring the completion of tasks are recorded in DTMS.

d. Leaders assess WTBD during field training, weapons qualification, Sergeant's Time Training, and other training events through the year; it is not necessary to conduct the whole of WTBD during a single training event. Units will conduct a WTBD engagement at least quarterly to ensure all tasks are covered IAW component frequencies prescribed in para b above.

e. A list of AWT is available on ATMS (DTMS, Army Training Network).

C-4. Weapons qualification training

a. Weapons qualification is the commander's tool for measuring the effectiveness of their weapons training program. Commanders ensure individuals and crews are proficient in the safe and effective use, maintenance, and employment of weapons and weapon systems. Individual, crew-served and collective weapons standards described in DA Pam 350-38, AR 350-1, and TC 3-20.40 must be met by individuals and crews. The standards and frequency for weapons qualification are mandatory.

(1) Preliminary marksmanship instruction will be conducted before instructional or qualification firing of weapons. Weapons qualification training will be conducted per the appropriate doctrinal and training publication for the weapon.

(2) Exemptions from weapons qualification are as follows:

(a) Army Medical Department (AMEDD) personnel and non-medical 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, AMEDD MEDCOM personnel attending training at NCOPDS 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 not qualified to possess firearms or ammunition IAW AR 600-20; 18 USC 922-Lautenberg Amendment, and DD Form 2760.

b. Before completing IET, personnel not excused by proper authority will qualify on a standard record fire range with the standard type U.S. Army rifle or the weapon with which they will typically be assigned.

C-5. Physical Training and Testing

a. Applicability. The physical readiness training program policy applies to all Soldiers Army-wide. Unit readiness begins with the physical readiness of the individual Soldier and the NCOs and officers who lead them. Commanders or the senior military supervisors will establish physical training programs consistent with FM 7-22, ATP 7-22.01, and ATP 7-22.02. Commanders will leverage the expertise of Soldiers awarded the H2F-Integrator (P5/6P H2F ASI) in planning, executing the unit's physical readiness training program.

b. Army physical training and testing. The overarching goal of the H2F System (see FM 7-22) is Soldier readiness – optimized through the training, education and application of acquired abilities across the five H2F domains (mental, sleep, nutritional, physical, spiritual).

c. The Army Combat Fitness Test (ACFT) is the Army's official record physical fitness test. The ACFT is the standard by which the Army will assess the physical readiness domain for each Soldier in the Army. The ACFT incorporates components of physical fitness, general occupational tasks, human structural capability and movement skills. Physical readiness standards are developed by TRADOC and approved by DCS, G-3/5/7.

d. ACFT design. The ACFT is performance-normed by sex and age groups. The ACFT has 6 events: 3-rep maximum dead lift (MDL), standing power throw (SPT), hand-release push-up (HRP), sprint/drag/carry (SDC), plank (PLK), and 2-mile run (2MR). The ACFT consists of six events performed in sequence IAW the administrative information / protocols published in ATP 7-22.01. Events are

conducted on the same day and within the prescribed time.

e. Alternate Events and Profiles. Soldiers will take all events not prohibited by a permanent profile. If a permanent profile prohibits the 2-mile run, permanent profile directed alternate aerobic events can include: the 5,000-meter row, 12,000-meter stationary bike, 1,000-meter swim and 2.5-mile walk. If a Soldier is unable to take a single aerobic event, the Soldier cannot take a test. Alternate events are not authorized during IMT. The alternate aerobic events are only for Soldiers with permanent physical profiles that prevent them from running two miles. Soldiers with temporary profiles of long duration (more than six months) may also take an alternate test if approved by the commander. Soldiers on temporary profiles will not take the ACFT but will recover and recondition prior to taking the ACFT. Test/event modifications are not available for temporary profile soldiers.

f. ACFT Scoring. To pass the ACFT, Soldiers must attain a score of at least 60 points on each test event taken and a "GO" on the alternate aerobic event, if taken. If the Soldier does not attain a minimum of 60 points in an event or a "GO" on an alternate aerobic event, the event is a failure. Failure of one or more events results in ACFT failure.

g. Acclimatization. Commanders will develop procedures to ensure all assigned Soldiers have sufficient time to properly acclimate to a duty station prior to taking any record ACFT. At the very least, commanders will consider: weather cycles, high/low temperatures, altitude, general health of an individual if not feeling well and lengthy field exercises / deployments in developing local policy on this matter. Trainers must be alert to symptoms indicating that a Soldier's strength and endurance limits have been reached or exceeded, or a serious condition exists and medical attention is required. Soldiers will be administered a record ACFT no earlier than 90 days following redeployment.

h. Recordkeeping. When administering the ACFT, each Soldiers' performance should be recorded on a Form 705, prior to officially recording the performance data in the authoritative data system (currently DTMS).

i. Unit Commander's responsibility to administer ACFT.

(1) Frequency of record testing. RA and AGR(ARNG/USAR) Soldiers are required to take two record ACFT per calendar year, with no less than 4 months between record tests. RC Soldiers (less AGR), includes TPU and IMA, are required take one record ACFT per calendar year, with no less than 8 months between record tests. The no-less-than 4 month / 8-month rule does not apply to personnel performing a re-test (for previously failed test). Commanders may administer the ACFT as often as they wish; however, they must specify beforehand when the ACFT is for record and in keeping with the guidance in this paragraph.

(2) ACFT Failures. If a Soldier fails a record ACFT, the commander will flag the Soldier (suspend favorable personnel actions) until such time the Soldier retests and passes a record ACFT. When an enlisted soldier or officer fails, or has failed, two consecutive record ACFTs, the unit commander or other authorized initiating official will initiate separation actions IAW AR 635-200 (CH13), AR 135-178 (CH 4), AR 600-8-24 (CH 4) or AR 135-175 (CH 2), as applicable. Commanders have the discretion to initiate a bar to continued service in lieu of initiation of separation for enlisted personnel. If applicable, the unit commander will remove a Soldier who fails the ACFT from parachute, diving, and flight crew status to ensure the safety of that Soldier and other unit members.

(3) Retesting. RA and AGR (ARNG/USAR) Soldiers who fail a record ACFT will retest no more than 90 days from the test failure. RC (less AGR) Soldiers who fail a record ACFT will retest no more than 180 days from the test failure. If the commander and Soldier agree that sufficient reconditioning has occurred, the Soldier may retest at any time prior to the no later than retest dates (90-day / 180-day). The time a Soldier is on a temporary profile does not count toward the retesting timelines. These retesting timelines do not apply to IMT, PME or functional training courses.

(4) Soldiers who fail to take a record ACFT within 12 months due to their own inaction will be flagged, unless taking the ACFT is prohibitive due to: (1) temporary or permanent profile, (2) operational deployment or remote duty assignment and the unit commander is not capable of administering or equipped to administer the ACFT, or (3) P3T exemption.

j. Institutional Training Environment (IMT and PME).

(1) Initial Military Training (IMT): All enlisted personnel and officers must pass the ACFT as a graduation requirement for IMT. This requirement applies to all components. Commandants will establish retesting guidance for their courses. The CG, TRADOC retains current authorities to approve initial entry training waivers for basic training; and the TSG, JAG and CCH retain current authorities to approve waivers for special branches.

(2) Direct Commission Courses (DCC): Direct commissioned officers (including judge advocates,

chaplains, medical officers, and those appointed under AD 2019-27 are expected, but not required to pass an ACFT until six months after reaching their first unit of assignment. Commandants will establish retesting guidance for their courses.

(3) Professional Military Education (PME): All Soldiers must pass the ACFT as a graduation requirement for all PME courses. If a Soldier fails a record ACFT and then fails the retest during PME, they will be removed from the course, IAW AR 350-1, para 3-5. Commandants will establish retesting guidance for their courses. Unit commanders may be required to attest to their assigned soldier's physical ability to take and pass the ACFT prior to attending a course when passing an ACFT is requirement.

(4) Functional training courses: Proponents of functional training courses and troop schools may require an ACFT as either an entrance or graduation requirement, regardless of course length. These requirements apply to all components. If a Soldier fails a record ACFT and then fails the retest during a functional training course, they will be removed from the course, IAW AR 350-1, para 3-5. Commandants will establish retesting guidance for their courses. Unit commanders may be required to attest to their assigned soldier's physical ability to take and pass the ACFT prior to attend a course when passing an ACFT is a course graduation requirement.

k. Use of additional physical training or exercises will not violate the Army's hazing policy prescribed in AR 600-20.

l. Soldiers 55 years of age and older have the option of taking the regular six-event ACFT or a six-event ACFT with an alternate aerobic event (without a permanent profile for the aerobic event). The commander will determine the alternate aerobic events based on the Soldier's physical abilities, preference and availability of equipment and input from the healthcare provider when a profile exists. Recalled retirees are not required to take the ACFT. However, retirees must maintain a personal physical readiness program. Soldiers 60 years of age (Medical, Chaplain, JAG special branch officers only) and older have the option of not taking the ACFT; however, they must maintain a personal physical readiness program approved by a physician.

m. TRADOC recommends physical readiness standards for entry into Ranger and Airborne training and into other schools having separate physical readiness standards. USASOC, in conjunction with TRADOC, sets the readiness standards for entry into Special Forces training. The DCS, G-3/5/7, reviews and approves these standards.

n. Ready Reserve Soldiers (less IRR) are authorized to take the ACFT while in an active duty (AD) or inactive duty (ID) status. RC Soldiers assigned or attached to RA, USAR or National Guard units and organizations for 30 consecutive days or more will follow the physical readiness program for that unit or organization. If the IRR Soldier is going to perform an ACFT in an IDT status, they must first be attached to a unit. Individual mobilization augmentee and IRR Soldiers who are on tours of annual training, ADT, or active duty for operational support will take the ACFT when they are placed on tours of duty for 12 or more consecutive calendar days.

o. Administrators of the ACFT must be Soldiers currently serving in the military to include the RC, senior ROTC cadets, and senior USMA cadets. The following personnel are prohibited from administering the ACFT: Civilians, retired Soldiers, and IRR Soldiers who are not on tours of duty for 12 or more consecutive calendar days for annual training, active-duty training, or active duty for operational support. One exception to this paragraph is granted to Soldiers in isolated locations (such as an embassy) where there exists an insufficient number of Soldiers to administer the ACFT. In this case, military members from other Services or civilians, who are working in the Soldier's chain of command, may administer the ACFT after reviewing protocols in ATP 7-22.01.

p. The Army Morale, Welfare, and Recreation (MWR) physical fitness facilities (gymnasiums, tracks, and swimming pools) will be available to support unit training programs for weight training, circuit training, unit H2F activities, and swimming and water survival training.

q. The Pregnancy and Postpartum Performance Training (P3T) Program is designed to maintain health and fitness levels of Soldiers during pregnancy and assist them in returning safely to physical activity postpartum supporting the Army Combat Fitness Test (ACFT) and Army Body Composition Program (ABCP).

(1) TRADOC will oversee program execution and ensure all information pertaining to P3T remains current, accurate, and accessible to all COMPOS. TRADOC will provide medical consultative support and educational support to all P3T programs. TRADOC will oversee training of P3T Program Coordinators (PC) including the development of training curriculum and facilitation of all phases of P3T training.

(2) Installation senior commanders and garrison commanders are responsible for establishing P3T

program capabilities and will retain oversight and execution. Commanders are authorized to delegate P3T authority to an appropriate P3T OIC. MTF Commanders, Rear Detachments, and Directors of Health Services will facilitate a robust P3T education program facilitated by subject matter experts from local resources to include DHA, ACS, AFWC, and other community services.

(3) Enrollment in the P3T Program is mandatory for all pregnant and postpartum Soldiers who do not elect delayed notification to Commanders. Once Commanders are notified of pregnancy, a Soldier must enroll in the program. Participating pregnant and postpartum Soldiers must be cleared by a credentialed healthcare provider familiar with the American College of Obstetrics and Gynecologist (ACOG) guidelines (Physical Activity and Exercise during Pregnancy and Postpartum Period) and military duty prior to participating in any physical fitness training program.

(4) Once profiled and enrolled, Soldiers will attend P3T as their place of duty in place of regular unit physical training for the duration of their pregnancy. During pregnancy and for 365 days after termination of pregnancy Soldiers are exempt from meeting AR 600-9 body composition standards. Prior to the commencement of postpartum convalescent leave, Soldiers will be issued a temporary profile for 365 days, or in accordance with childbirth and perinatal loss guidance which begins on the day of discharge from hospital to allow safe and deliberate physical training. Temporary profile exempts Soldier from regular unit physical training and ACFT and body composition testing. Soldiers should use the at-home component of the Army P3T program while on convalescent leave. The at-home P3T program is available at h2f.army.mil/p3t.

(5) Soldiers are required to participate in the P3T program for at least 180 days postpartum, but are encouraged to participate for up to (but no more than) 365 days postpartum to ensure they are prepared to meet ACFT and Army body composition standards. Soldiers are not authorized to extend in the program after 365 days postpartum. If a Soldier requests to be disenrolled from P3T after 180 days postpartum, or in accordance with childbirth and perinatal loss guidance, they must do so in consultation with a health care provider and provide a signed medical release to the program lead. Soldiers released from the program at 365 days postpartum are not required to submit a medical release to the program lead but are encouraged to consult with their health care provider as needed. Disenrollment from the P3T program does not nullify a postpartum profile. A Soldier may still elect to postpone record ACFT and body composition assessments until 365 days postpartum. Reserve Component, not on active duty, geographically remote Soldiers, and those assigned to installations without a pregnant and postpartum Soldier population may use the specifically designed P3T program materials available at h2f.army.mil/p3t.

C- 6. CBRN Training

a. Reference AR 350-1 / Proponent G-3/5/7.

b. Unit CBRN defense training will ensure Soldiers, leaders, and units achieve and maintain proficiency in combat operations under CBRN conditions. Individual Soldiers, leaders, and units will achieve and maintain the standards for CBRN defense tasks described in CATS, drills, Soldier training publications (STPs), and Civilian training plans, FM 3-11 and ATP 3-11.32. CBRN defense tasks, such as assessments, protection and contamination mitigation, will be integrated into unit individual and collective training.

c. To enhance CBRN defense training, every tactical company, battery, or troop will have a CBRN defense officer and NCO (MOS 74D). The CBRN NCO is the unit commander's principal trainer and advisor on CBRN defense operations, training, and equipment maintenance. If a 74D CBRN NCO is not assigned, an NCO should be designated to perform this function as an additional duty.

d. A unit's CBRN proficiency will be assessed by having the unit accomplish its mission under simulated CBRN conditions during external and internal evaluations using 0-chlorobenzyl denemalononitrite (CS).

e. Units will conduct individual and crew-served weapons training using the Engagement Skills Trainer wearing a minimum of protective mask and chemical protective gloves. Units not equipped with Engagement Skills Trainers will conduct weapons firing in a minimum of protective mask and chemical gloves. Weapons qualification under simulated CBRN conditions in full mission oriented protective posture will be conducted in accordance with DA Pam 350-38.

f. Protective mask confidence is accomplished by Soldiers operating in a CS contaminated environment. This may be accomplished in a field environment or in a unit operated CS chamber. Commanders are required at a minimum to conduct a mask confidence exercise annually and prior to deployment. CS capsules are classified as ammunition and must be forecasted by the using unit.

g. Medical personnel require basic, advance and refresher CBRN training to recognize, and treat CBRN

casualties.

C-7. Tactical Combat Casualty Care (TCCC)

- a. Reference DODI 1322.24 and AR 350-1. Proponent DCS, G-3/5/7.
- b. Far-Forward Casualty Care. Unit Casualty Response Training ensures non-medical personnel are prepared to stabilize and protect casualties while maintaining operational lethality. Casualty response consists of multiple intervention levels based on unit size and organization:
 - (1) Tier 1: All service members in deployable positions are required to hold a valid Tactical Combat Casualty Care (TCCC) Tier 1 certification within 12 months prior to deployment. Recertification is conducted through common tasks and warrior battle drills completion every 12 months.
 - (2) Tier 2: Each squad, crew, or equivalent-sized deployable unit must have at least one member certified as a Combat Lifesaver (CLS), trained to TCCC Tier 2 standards within 12 months prior to deployment. Recertification must be completed every 12 months.
 - (3) Tier 3: Combat Medic Specialists (68W) and other personnel assigned as dedicated medical responders must maintain certification to TCCC Tier 3 standards within 12 months prior to deployment. Recertification must be completed every 24 months.
 - (4) Tier 4: Personnel responsible for providing advanced medical care, such as advanced Combat Medics, Paramedics, and medical providers, must complete TCCC Tier 4 training tailored to their specific roles and operational requirements within 12 months prior to deployment. Combat Medics must recertify every 24 months in line with the Combat Medic Home Station Training Strategy. Medical providers must recertify every 36 months.
 - (5) Units without qualifying medical personnel will request training instructor support from the next higher command surgeon or local medical treatment facility.
 - (6) Training support packages containing student and instructor materials for units and organizations are printed by the ATSC and shipped to the primary instructor can be found on the Central Army Registry web site at https://rdl.train.army.mil/catalog/#/search?search_terms=combat%20lifesaver. Unit training managers are not authorized to augment correspondence course material or change the length of the course.
 - (7) Proof of CLS course completion will be placed in the Soldier's MPF in accordance with AR 600-8-104 or, if necessary, records are submitted to the U.S. Army MEDCoE Training Support Branch Distance Learning Help Desk (TSB dL Help-Desk) at phone 1-(210)221-6888 or 1-(888)263-3356 or email usarmy.jbsa.medical-coe.mbx.online-help-desk@army.mil. Soldiers who successfully complete CLS in IMT will be issued certificates of training in accordance with this regulation and awarded course credit in ATRRS. The CLS course allows for retests following failed examinations, with a minimum of one retest opportunity provided. However, course managers may establish guidelines for retesting based on individual circumstances.
 - (8) Unit personnel are not authorized to increase or delete items contained in the CLS aid bag. As an exception, USASOC surgeons are authorized to modify items contained in First Responder aid bags, in accordance with validated mission requirements and with approval of the USASOC DCS, Surgeon. All Class VIII supplies and materials required for combat lifesaver training will be requisitioned through normal supply channels.

Appendix D

D-1. Army Permissive Parachuting and Training Program

- a. The Army Permissive Parachuting and Training Program is for experienced Army Airborne qualified Soldiers assigned to non-airborne duty positions. Approved permissive parachuting status may be authorized for Soldiers who have a need to perform static-line parachuting in conjunction with the performance of their current duties and/or have a desire to maintain their parachuting skills in preparation for future airborne assignments. To participate in the program, Soldiers must volunteer by submitting a request through command channels for the signature approval of a general officer at general court-martial convening authority level. Requests from general officers and promotable colonels are forwarded through the HQDA General Officer Management Office for action by the VCSA.
- b. Approving authorities.
 - (1) ACOM/ASCC and DRU commanders; Unified & Special Command commanders; CNGB and the CAR. Theater Army authority may be delegated to the first general officer in the command G3 for members of the Personnel Exchange Program, foreign area officers, and SON.

(2) Director of Defense Human Intelligence for qualified Army personnel assigned to its overseas locations.

(3) Superintendent, USMA for assigned Army personnel and airborne qualified Cadets undergoing Cadet Troop Leader Training.

c. Approving authorities may delegate approval authority to subordinate commanders that exercise general court-martial convening authority. A copy of the delegation will be forwarded to DCS, G-1 (DAPE-MPE).

d. A copy of each permissive parachute approval will be forwarded to DCS, G-1 (DAPE-MPE) 300 Army Pentagon, Washington, DC 20310-0300.

e. The Permissive Parachuting and Training Program has no provisions for waiver of selection criteria or restrictions; however, approval authorities may forward favorable recommendations for exceptions to policy to DCS, G-1 (DAPE-MPE).

f. Prerequisites and restrictions:

(1) An eligible experienced static line parachutist must have completed airborne training and at least 36 cumulative months of parachuting duty in an airborne position.

(2) Enlisted Soldiers must possess SQI of "P" (Parachutist), "S" (Special Operations Support Personnel), or "V" (Ranger Parachutist), ASI 5W (Jumpmaster), or MOS 18 (Special Forces)

(3) Officers must have a skill identifier (SI) of either "5P" (Parachutist), "5S" (Ranger Parachutist), "5W" (Jumpmaster), or an AOC of 18A (Special Forces).

(4) WOs must be either SQI "P," ASI "5W," MOS 180A (Special Forces Warrant Officer), or MOS 921A (Airdrop System Technician).

(5) Must meet airborne physical qualifications in accordance with AR 40-501 chapter 5.

(6) Must have completed airborne refresher training course conducted by a qualified and current U.S. (see TC 3-21.220) military jumpmaster within 30 days of planned parachute activity. If the course requires a parachute jump, permissive parachute status must be conditionally approved prior to attending refresher training.

(7) Permissive parachuting status will not be approved for longer than 6 months. Renewals for qualified personnel may be submitted in accordance with paragraph D-1a.

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

(9) Permissive parachuting is not permitted if related to, or motivated by, personal reasons, or for recreational or ceremonial purposes.

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

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

(12) Permissive parachute jumps may be counted to meet requirements for senior or master parachutist ratings.

(13) No hazardous duty pay is authorized and no orders are published for permissive parachute jumping.

Appendix E

Joint Airborne/Air Transportability Training

E-1. Continental U.S. Joint Airborne/Air Transportability Training Program

a. Air Mobility Command provides JA/ATT support to CONUS. EUCOM and INDOPACOM have their own JA/ATT programs that are adjacent to Air Mobility Command and supported by USAFE and PACAF. The objectives of the Air Mobility Command CONUS JA/ATT Program are to:

(1) Enhance readiness of Army forces through improved Joint Air Force and Army training.

(2) Practice strategic and tactical airlift planning, air loading, airdrops, air deployment, and assault air-land techniques and procedures.

(3) Improve the quality and quantity of airdrop (heavy equipment and personnel) techniques and assault air-land training.

(4) Strengthen the Air Mobility Command Affiliation Program.

b. The following policy guidance pertains to Army involvement in JA/ATT missions:

(1) In planning, requesting, and conducting JA/ATT missions, all ACOMs, ASCCs, and HQDA agencies will comply with the policies contained in this regulation and appropriate Air Mobility Command guidance.

- (2) The following missions are authorized in the CONUS JA/ATT Program:
 - (a) Airdrop personnel and cargo, to include basic airborne qualification jumps.
 - (b) Assault air-land operations.
 - (c) Static load training for units tasked to perform air transportability missions.
 - (d) Joint development or certification of new and modified equipment or operational procedures.
 - (e) Combat support training, examples of which include flare drops, leaflet drops, unconventional warfare activities, and Joint airborne communications and command postemployments.
 - (f) Other missions as agreed to by the Air Mobility Command and the supported commander.
- (3) The following missions are not authorized under the CONUS JA/ATT Program:
 - (a) Unilateral Army training using airlift primarily as a mode of transportation from one location to another.
 - (b) Point-to-point air transportation not involving airdrop, assault air-land, or air transportability training.
- (4) Transportation of personnel and equipment to and from CTCs will be programmed and budgeted as a transportation requirement and not under the CONUS JA/ATT Program. Procedures for requesting a Special Assignment Airlift Mission for transportation purposes are in AR 59–9.
- (5) Requests for commercial transportation will not be submitted unless all actions to obtain military airlift are terminated.
- c. Army priorities for the CONUS JA/ATT Program, in conjunction with the Air Force's Air Mobility Command, are:
 - (1) *Priority A*: Mission Critical. Joint Collective and Critical Individual Requirements.
 - (a) Individual Readiness Proficiency (Basic Airborne Course, Jumpmaster Course, U.S. Army John F. Kennedy Special Warfare Center and School, and the Military Free-Fall Parachute Course (MFFPC)).
 - (b) Joint/Collective Readiness Training & Exercises, to include HQDA directed Emergency Deployment Readiness Exercises (EDRE).
 - (2) *Priority B*. Mission Essential.
 - (a) Priority B1: Institutional Test & Evaluation (Army Airborne and Special Operations Test Dir).
 - (b) Priority B2: Mission Line (C1/C2 targeted readiness levels).
 1. U.S. Army Special Operations Command.
 2. Units designated or training as GRF.
 3. Airborne units in the Mission Line (usually PTDO C1/C2 targeted readiness levels).
 - (c) Priority B3: Units in Prepare Line (C3/C4 targeted readiness levels).
 1. Test and Evaluation missions in support of long-range acquisition strategy.
 2. Air load and deployment training.
 - (3) *Priority C*. Mission Enhancement.
 - (a) CTC observers/controllers.
 - (b) Early Entry Force in support of GRF training.
 - (4) *Priority D*: Demonstrations - air shows, sports events, Army parachute team.
 - (5) *Priority E*: OCONUS utilization of Air Mobility Command JA/ATT Program. USAFE and PACAF support EUCOM and PACOM JA/ATT Programs with Air Mobility Command only providing support if USAFE and PACAF cannot support the mission.
- d. ACOMs, ASCC, and DRUs will implement these policies within their regulations. Further, ACOMs and ASCCs will establish procedures by which JA/ATT programs will operate in accordance with U.S. Air Force Air Mobility Command. Additionally, Air Mobility Command's procedures have precedence during crisis situations.

E–2. Joint Airborne/Air Transportability Training requirements and requests

- a. All JA/ATT missions will maximize training for both Army forces and mobility aircrews. JA/ATT requests are filed via the JA/ATT website: <https://jaatt.amc.af.mil/>. Computers on military domains and CAC are required for JA/ATT website access. Unit airlift scheduling representatives will be assigned appropriate website permissions to submit JA/ATT mission requests. This online process allows users to submit requirements for airlift support, request mobility mission support, and coordinate mission details. Requirements must be verified by the FORSCOM representative/validator prior to the bi-monthly Headquarters, Air Mobility Command JA/ATT validation period. With six validation periods per year, the online validation process usually occurs approximately 50 days prior to the first day of the two months during which the missions will take place. Detailed instructions on the validation process and Website functions can be found on the website links & downloads section.
- b. The FORSCOM representative/validator performs initial reviews of Army requirements to verify

accuracy of information and that mission request meet Air Mobility Command programmatic minimums for JA/ATT validation. Successful reviews result in JA/ATT requirements posted on the Website where flying wings can view and allocate airlift assets for support. Requesting users are also encouraged to solicit support by direct contact with flying wing schedulers. Once flying wing and mission support are obtained, mission details must be thoroughly coordinated prior to airlift headquarters review. Upon successful review, the 618th Air Operation Center's Airlift Allocation Directorate – Tactical Airlift (AADC) will issue a JA/ATT sequence number with authorization to operate the mission. The originating user serves as the focal point for all coordination details and is ultimately responsible for all management aspects of a JA/ATT mission prior to and after validation.

c. Missions submitted to the website that will occur in a previously validated month are considered add-on missions. The requesting airlift user must provide justification and coordination references with the supporting flying wing, contingency response element, or special tactics team, as applicable. Changes to approved JA/ATT missions can be requested through the website at any time prior to the mission start date. Coordination with 618th Air Operation Center's Airlift Allocation Directorate – Tactical Airlift (AADC), the supporting flying wing, contingency response element, or special tactics team, as applicable, is required.

d. Air Mobility Command has ultimate oversight of the JA/ATT Program, as the program is funded from its training operation authorizations and provides overall planning and execution guidance for JA/ATT missions conducted by Air Mobility Command and Air Mobility Command-gained CONUS-based airlift aircraft and crews. At the completion of every JA/ATT validation period, all approved JA/ATT mission taskings will be posted on the JA/ATT web page.

E-3. Air Mobility Command Affiliation Program

a. This program matches numbered air forces with Army corps, division, and non-divisional 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. The affiliation and JA/ATT programs are separate but complementary. Most affiliation training activities will take place in conjunction with scheduled JA/ATT missions.

Appendix F

Noncommissioned Officer Academy Designations and Regions and Regular Army Regional Quota Managers

F-1. Noncommissioned Officer Academy (NCOA) designations

The NCOAs are designated as follows:

- a.* NCOAs operated by TRADOC and overseas ASCC commands will be designated as a U.S. Army (command or division/corps/army) Noncommissioned Officer Academy (for example, U.S. Army 3rd Infantry Division Noncommissioned Officer Academy, Fort Stewart, GA).
- b.* The Chief, NGB and CAR may designate NCOAs as appropriate.

F-2. Noncommissioned Officer Academy regions

- a.* To ensure that all Soldiers have an opportunity to attend available BLC and ALC, the training base has been divided into geographic NCOA training regions. Sixteen NCOA regions are established worldwide. Alaska, Hawaii, Europe, and Korea are considered as separate regions, with the remaining 12 regions designed to accommodate Soldiers in CONUS and Puerto Rico.
- b.* Each NCOA will provide NCOPDS training for Soldiers in its assigned geographic region to include administrative and logistical support.
- c.* If certain NCOPDS training is not available within a region, that region's student population will receive training at the nearest NCOA that offers the training.
- d.* Locations of NCOAs and Regions are listed at Table F-1.

**Table F-1
 Noncommissioned Officer Academy regions**

	SCH CODE	LOCATION	STATE & INSTALLATION COMPOSITION
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NOT FOR IMPLEMENTATION

Region 1	680 and 633	Fort Bragg, NC	Fort Bragg Installation Population & State of North Carolina (Code 633 for USASOC personnel only]
Region 2	698	Fort Benning, GA	Fort Benning Installation Population
Region 3	682	Fort Stewart, GA	Fort Stewart Installation Population
Region 4	685	Fort Campbell, KY	Fort Campbell, Fort Knox Installation Population, State of Kentucky
Region 5	963	Camp Cook, LA	Ft. Polk, LA Installation Population and State of Louisiana
Region 6	635	Fort Sill, OK	Fort Sill Installation Population, Arkansas, Oklahoma
Region 7	690	Fort Cavazos, TX	Fort Cavazos Installation Population, State of Texas (Less Fort Bliss Installation Population)
Region 8	400	Fort Bliss, TX	Fort Bliss/White Sands Installation Population
Region 9	675	Fort Lewis (Joint Base Lewis-McChord (JBLM)), WA	Oregon, Washington, California (Less Fort Irwin Installation Population) and Idaho
Region 10	652	Fort Leonard Wood, MO	Fort Leonard Wood Installation Population & State of Missouri, and Kansas (less Fort Riley)
Region 11	687 & 1019 (ARNG)	Fort Drum, NY	Fort Drum Installation Population, Maine, New Hampshire, New York, and Vermont
Region 12	955	Camp Ashland, NE	Fort Riley Installation Population, Nebraska, North Dakota, South Dakota
Region 13	956	Camp Williams, UT	Utah and Nevada
Region 14	1012	Fort Indiantown Gap, PA	Walter Reed Army Medical Center, Fort Belvoir, Military District Washington, Maryland, Pennsylvania, Virginia, and West Virginia
Region 15	E400	Fort McCoy, WI	Minnesota, Wisconsin, Iowa

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Region 16	A400	Fort Dix, NJ	New Jersey, Connecticut, Rhode Island, Delaware, and Massachusetts
Region 17	998	Camp Shelby, MS	Mississippi, Alabama, and Tennessee (less Fort Campbell)
Region 18	1014	Camp McCrady Training Site, Eastover SC	Fort Jackson, SC Installation Population, South Carolina, and Georgia (less Fort Benning, GA; and Fort Stewart, GA)
Region 19	979	Fort Carson, CO	Fort Carson, CO Installation Population, Colorado, Wyoming, and Montana
Region 20	983	Camp Blanding, FL	Florida and HQ SOC South, Homestead AFB, FL
Region 21	1009	Newton Falls, OH	Ohio, Michigan, Illinois, and Indiana
Region 22	1005	Santa Fe, NM	New Mexico (less White Sands), Arizona
Region 23	G400	Camp Parks, CA	Fort Irwin, CA Installation Population
Region 30	696 & 975 (ARNG)	Fort Richardson, AK	Alaska
Region 31	692 & 985 (ARNG)	Hawaii	Guam, Hawaii, Johnston Island, and American Samoa
Region 32	693	Korea	Korea and Japan
Region 33	695	Europe	Europe (including United Kingdom, Italy, Turkey, Africa, and Southwest Asia)
Region 34	1026	Fort Allen, PR	Puerto Rico and Virgin Island

Appendix G
Internal Control Evaluation

G-1. The function of this evaluation is to ensure effective implementation of Army training.

G-2. Purpose

The purpose of this evaluation is to provide feedback to unit commanders regarding compliance with the training and reporting procedures specified in this regulation.

G-3. Instructions

Answers must be based upon actual testing of key internal controls such as document analysis, direct observation, interviews, sampling, and simulation. Answers that indicate deficiencies must be explained and corrective action indicated in supporting documentation. These internal controls must be evaluated annually and each time a Command Inspection Program occurs. Certification that this evaluation has been conducted must be accomplished on DA Form 11-2 (Internal Control Evaluation Certification).

G-4. Test questions

- a.* Are units conducting and recording the completion of HQDA mandatory training requirements as prescribed in proponent regulations in the individual training record in DTMS; or elsewhere (see app F)?
- b.* Are units conducting and recording the completion of command directed training (ACOM, ASCC, DRU or below commands) in the individual training record in DTMS; or elsewhere?
- c.* Are units managing their unit METs within DTMS using the T/P/U assessment process within DTMS?
- d.* Are units recording individual and crew-served weapon qualifications and collective live-fire proficiency within DTMS?
- e.* Are units developing unit training plans and conducting unit training management IAW AR 350-1, FM 7-0 and ATMS?
- f.* Additionally, the following proponent regulations contain internal controls related to HQDA mandatory training topics identified in this regulation: AR 600-20 for SHARP training; AR 600-92 for Suicide Prevention Program; AR 525-28 for PR; AR 381-12 for Threat Awareness & Reporting Program; and AR 525-13 for AT training.

G-5. Supersession
Not applicable.

G-6. Comments
Help make this a better tool for evaluating internal controls. Submit comments to the DCS, G-3/5/7, 450 Army Pentagon, Washington, DC 20310-0450.

Glossary

Section I Abbreviations

ACCMA

Army Civilian Corps Management Agency

ACOM

Army command

ADT

active duty for training

ACM

Army Capability Manager

ACFT

Army Combat Fitness Test

AFCS

active federal commissioned service

AGR

Active Guard Reserve

AIT

advanced individual training

ALC

Advanced Leaders Course

AMC

U.S. Army Materiel Command

AMEDD

Army Medical Department

AMSP

Advanced Military Studies Program

AMT

Army modernization training

AOC

area of concentration

APT

Army Personnel Test

ARNG

Army National Guard

ARPRINT

Army Program for Individual Training

ASA (ALT)

Assistant Secretary of the Army (Acquisition, Logistics, and Technology)

ASA (IE&E)

Assistant Secretary of the Army (Installations, Energy and Environment)

ASA (M&RA)

Assistant Secretary of the Army (Manpower and Reserve Affairs)

ASCC

Army service component command

ASI

additional skill identifier

AT

antiterrorism

ATMS

Army Training Management System

ATN

Army Training Network

ATRRS

Army Training Requirements and Resources System

ATIS

Army Training Information System

AWT

Army warrior training

BCT

brigade combat team

BLC

Basic Leader Course

BOLC

Basic Officer Leader Course

CAC

Combined Arms Center

CAPDEV

capability developer

CAR

Chief, Army Reserve

CATS

combined arms training strategy

CBRN

chemical, biological, radiological and nuclear

CCC

Captains Career Course

CCDR

combatant commander

CES

Civilian Education System

CFR

Code of Federal Regulations

CG

commanding general

CGSOC

Command and General Staff Officer Course

CHRA

Civilian Human Resources Agency

CHRTAS

Civilian Human Resources Training Application System

CIO

chief information officer

CJCS

Chairman, Joint Chiefs of Staff

CJCSI

Chairman, Joint Chiefs of Staff Instruction

CJCSM

Chairman, Joint Chiefs of Staff Manual

CoC

Council of colonels

CoE

Center of Excellence

CONUS

continental United States

CSA

Chief of Staff, Army

CSL

centralized selection list

CSM

command sergeant major

CTC

Combat Training Center

DA

Department of the Army

DARNG

Director, Army National Guard

DCG

deputy commanding general

DCPDS

Defense Civilian Personnel Data System

DCS

Deputy Chief of Staff

DEP

distance education program

DET

displaced equipment training

DL

distributed learning

DOD

Department of Defense

DODD

Department of Defense Directive

DODI

Department of Defense Instruction

DOTMLPF-P

doctrine, organizations, training, materiel, leadership and education, personnel, facilities and policy

DRU

direct reporting unit

DTMS

Digital Training Management System

DTT

doctrine and tactics training

ECTAP

Enterprise Civilian Talent Acquisition Program for the US Army

ECTDP

Enterprise Civilian Talent Development Program

EPMS

Enlisted Personnel Management System

FA

functional area

FM

field manual

FORSCOM

Forces Command

FUE

first unit equipped

GS

general schedule

HQ

headquarters

HQDA

Headquarters, Department of the Army

HRC

Human Resources Command

IBCT

infantry brigade combat team

IDT

inactive duty training

IET

initial entry training

IKPT

instructor and key personnel training

ILE

intermediate level education

IMCOM

U.S. Army Installation Management Command

IMT

initial military training

INSCOM

U.S. Army Intelligence and Security Command

IRR

individual ready reserve

ITDLM

Institutional Training Directed Lodging and Meals Program

ITE

integrated training environment

ITR

individual training record

JA/ATT

Joint Airborne/Air Transportability Training Program

JAGC

Judge Advocate General's Corps

JCIDS

Joint Capabilities Integration and Development System

JCS

Joint Chiefs of Staff

JMRC

Joint Multi-national Readiness Center

JPME

Joint professional military education

JPMRC

Joint Pacific Multinational Readiness Center

JRTC

Joint Readiness Training Center

LAR

logistics assistance representative

LVC

live, virtual, constructive

MATDEV

materiel developer

MCTP

Mission Command Training Program

MCTSP

Mission Command Training Support Program

MEL

military education level

MET

Mission-Essential Task

METL

Mission-Essential Task List

MILCON

military construction

MOS

military occupational specialty

MTC

mission training complex

MTOE

modified table of organization and equipment

NCO

noncommissioned officer

NCOA

Noncommissioned Officer Academy

NCOPDS

Noncommissioned Officer Professional Development System

NDCC

National Defense Cadet Corps

NET

new equipment training

NETP

new equipment training plan

NETT

new equipment training team

NGB

National Guard Bureau

NMIB

new materiel introduction briefing

NTC

National Training Center

OAC

Officer Advanced Course

OBC

Officer Basic Course

OCONUS

outside the continental United States

OCS

Officer Candidate School

OES

Officer Education System

OML

order of merit list

OPTEMPO

operational tempo

OSD

Office of the Secretary of Defense

OSUT

one station unit training

OTJAG

Office of The Judge Advocate General

PCC

pre-command course

PCS

permanent change of station

PEG

program evaluation group

PEO

program executive office

PM

program manager

PME

professional military education

PMG

Provost Marshal General

POI

program of instruction

POM

program objective memorandum

P3T

Pregnancy and post-partum performance training

QA

quality assurance

QAO

quality assurance office

ReARMM

Regionally Aligned Readiness Modernization Model

RC

reserve component

ROTC

Reserve Officers' Training Corps

SCP

School for Command Preparation

SECARMY

Secretary of the Army

SES

senior executive service

SHARP

Sexual Harassment/Assault Response & Prevention

SI

skill identifier

SLC

Senior Leaders Course

SMC

Sergeants Major Course

SMDR

structure and manning decision review

SON

schools of other nations

SQI

special qualification identifier

SRM

sustainment, restoration, and modernization

SRP

Sustainable Range Program

SSC

senior service college

STP

Soldier training publication

STRAC

Standards in Training Commission

STRAP

system training plan

TACITS

Total Army Centralized Individual Training Solicitation

TADLP

The Army Distributed Learning Program

TADSS

Training Aids, Devices, Simulators and Simulations

TASS

The Army School System

TB

technical bulletin

TCCW

Training Coordination Council Workshop

TDA

table of distribution and allowance

TDY

temporary duty

TGOSC

Training General Officer Steering Committee

TJAG

The Judge Advocate General

TNGDEV

training developer

TPO

TRADOC proponent office

TPU

troop program unit

TRADOC

U.S. Army Training and Doctrine Command

TRAP

Training Resources Arbitration Panel

TSG

The Surgeon General

TSP

training support package

TSS

Training Support System

UJTL

Universal Joint Task List

USACE

U.S. Army Corps of Engineers

USAF

U.S. Air Force

USAIS

U.S. Army Infantry School

USAR

U.S. Army Reserve

USARC

U.S. Army Reserve Command

USARCENT

U.S. Army Central Command

USAREUR-AF

U.S. Army Europe-Africa

USARNORTH

U.S. Army North

USARPAC

U.S. Army Pacific

USARSO

U.S. Army South

USASMDC

U.S. Army Space and Missile Defense Command

USASOC

U.S. Army Special Operations Command

USAWC

U.S. Army War College

USAWOCC

U.S. Army Warrant Officer Career College

USC

United States Code

USF

unit set fielding

USMA

U.S. Military Academy

USMC
U.S. Marine Corps

USN
U.S. Navy

VCSA
Vice Chief of Staff of the Army

WO
warrant officer

WOAC
Warrant Officer Advanced Course

WOBC
Warrant Officer Basic Course

WOCS
Warrant Officer Candidate School

WOILE
Warrant Officer Intermediate Level Education

WOSSE
Warrant Officer Senior Service Education

WTBD
warrior tasks and battle drills

Section II Terms

Academic Degree

A post-secondary education including an associate's, a bachelor's, a master's, or a doctoral degree or a specialist degree resulting in a distinct education (that is, not a certificate program). Institutions granting this type of education must meet standards and accreditation criteria from an entity recognized by the U.S. Department of Education. Courses may be class- room-based, web-based or a blend of both (see DODI 1400.25–V410).

Academic Degree Training

Training or education with the stated objective of obtaining a degree from a college or university that is accredited by a regional, national, or international accrediting body recognized by the U.S. Department of Education, and listed in its Database of Accredited Post-Secondary Institutions and Programs. The academic degree MUST be related to the performance of the employee's official duties; part of a planned, systematic and coordinated program of professional development; endorsed by the Army; and support organizational goals with results that are measurable in terms of individual and organizational performance.

Accreditation

A disciplined approach to ensuring standardization across the Army in ensuring that training institutions meet accepted standards, and are in accordance with higher headquarters guidance. It is the result of an evaluative process that certifies an institution meets the required percentage of TRADOC Accreditation standards with a focus on quality currency and relevant training and education that meets the needs of the Army. It is also the voluntary process of evaluating institutions or programs to guarantee acceptable levels of quality, including recognition by the U.S. Secretary of Education (see DODI 1400.25–V410).

Active duty for training

A tour of ADT for RC Soldiers. The Soldier must be on orders to return to non-active duty status when the training period is completed.

Additional skill identifier

Code added to a Soldier's MOS which identifies a specialized skill that is closely related to, and an addition to, those required by a Soldier's MOS.

Administrative control

Direction or exercise of authority over subordinate or other organizations in respect to administration and support (see ADP 1–0 / JPH1). Includes: organization of Service forces, control of resources and

equipment, personnel management, unit logistics, individual and unit training, readiness, mobilization, demobilization, discipline, and other matters not included in the operational missions of the subordinate or other organizations.

Advanced individual training

Training given to enlisted personnel subsequent to completion of basic training, so as to render them qualified for award of an MOS. Also, training conducted at training centers, at Army service schools, and, when so directed, by U.S. Strategic Army force units which qualifies an individual to perform in an entry or higher MOS.

After action review

A guided analysis of an organization's performance, conducted at appropriate times during and at the conclusion of a training event or operation with the objective of improving future performance. It includes a facilitator, event participants, and other observers. Also called AAR (see ADP 7-0 and FM 7-0).

Analysis of change cell

The process addressing issues, impacting training in the budget and execution years too expansive to address in a TRAP or the SMDR.

Annual training

The minimum period of annual ADT or annual field training a member performs each year to satisfy the annual training requirement associated with a Reserve Component assignment. It may be performed during one consecutive period or in increments of one or more days, depending upon mission requirements.

Army Career Tracker

ACT is a single aggregated source for assignment history, experience, skills, education, civilian acquired skills, interests and extended relationships. As a leader development tool, it integrates data on training, education, and experiential learning from a number of source systems into one personalized and easy to use interface, provides users a more efficient and effective way to monitor their career development, allows supervisors to track and advise employees on their leadership development and career program managers the ability to reach their geographically dispersed careerists. ACT is the Army's authoritative source for the Individual Development Plan (IDP). The Army's leader development tool that integrates training, education and experiential learning into one personalized and easy-to-use interface. ACT provides users with a more efficient and effective way to monitor their career development while allowing leaders to track and advise subordinates on personalized leadership development.

Army Centralized Individual Training Solicitation

The process by which DOD agencies, the total Army, other services, foreign military, and Army Civilian agencies are requested to submit their individual training requirements by fiscal year for input into the ATRRS (see AR 350-1).

Army Collective Task List

The Army Collective Task List consists of the total list of collective within the Army and from which mission essential tasks and supporting collective tasks are derived in order to develop METL for Army units.

Army Continuing Education System

Integrated system of voluntary and self-development educational opportunities.

Army modernization training

Required training to support Army modernization, includes new equipment training, displaced equipment training, doctrine and tactics training, and sustainment training. Modernization training ensures the skill proficiency required to effectively and efficiently take proper advantage of the new capability.

Army Program for Individual Training

A mission, planning, and resourcing document produced by ATRRS that identifies by fiscal year projected individual training requirements for established courses and for skills where new courses are necessary.

Army Training Management System

ATMS is a Army-wide (RA/RC), integrated, training management enterprise system that incorporates the DTMS, Army Training Network, and CATS development tool to provide units and institutions the capability to plan, prepare, execute, assess, manage and report training.

Army Training Requirements and Resources System

The Department of the Army's major online information system for support of institutional training missions during peace-time, 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-wide doctrinal and training literature

Publications that are DA numbered, indexed, and published. Products included are: field manuals, training circulars, CATS, Army Training Network, Soldier training publications, non-equipment training manuals, selected DA pamphlets (see 350 and 351 series), and posters.

Assessment

The process for determining the current or projected training proficiency status of units, leaders and Soldiers and for identifying how to improve training proficiency, education/training products and the training process. It involves evaluating training and training support, providing feedback, conducting training assessments, conducting organizational assessments and taking corrective action to improve future training.

Assistance visit

A visit to an organization by a person or team having expertise in a particular area to help the organization identify its strengths and weaknesses and to make recommendations for improvement. Within the TRADOC Quality Assurance Program, an assistance visit is a visit to a training or education institution by a person or team representing the accrediting agency to assess the institution's strengths and weaknesses in terms of the Army's Accreditation Standards and to make recommendations for improvement.

Basic combat training

Training in basic military subjects and fundamental skills used in combat, given to newly inducted and enlisted AC and RC personnel without prior military service, or service members with greater than a three year break in service.

Blended learning

A blended approach combines DL with some form of in-residence program. The in-residence phase or phases are typically at an institution, but can be conducted at satellite facilities.

Capability developer

A person who is involved in analyzing, determining, prioritizing, and documenting requirements for doctrine, organizations, training, leader development and education, materiel and materiel-centric DOTMLPF-P requirements, and personnel, facilities and policy implications within the context of the force development process. Also responsible for representing the end user during the full development and life cycle process and ensures all enabling capabilities are known, affordable, budgeted, and aligned for synchronous fielding and support. The CAPDEV is the command or agency that formulates warfighting requirements for DOTMLPF-P. The acronym CAPDEV may be used generically to represent the user and user maintainer community role in the materiel acquisition process (counterpart to generic use of MATDEV). See AR 70-1.

Certification

Individual Soldiers & Civilians: Certifications are formal procedures or official designations that attest in writing, to a Soldier or Army Civilian's possession of certain attributes, characteristics, quality, qualification, or status in accordance with established requirements or standards. Confirmation of a certification is often provided by some form of external review, education, assessment, exam, or audit. It is also the recognition or credential given to individuals who have met predetermined qualifications set by an agency of government, industry, or a profession (see DODI 1400.25-V410).

Civilian Education System

CES is the foundation of the Army's leader development program for all Army Civilians, providing progressive and sequential education course opportunities that employees can take throughout their career.

Collective training

Training either in institutions or units that prepares cohesive teams and units to accomplish their missions in decisive actions.

Command directed training

Any other task (vs HQDA Mandatory Training) directed by a commander in a given chain of command. Unit level individual, leader and collective tasks for which the commander determines additional training is required in order to be proficient against the unit METL; or other document such as the HQDA recognized FORSCOM Pre-Deployment Training Requirement supporting CCDRs.

Common core

The combination of common military tasks, common leader, and directed or mandated tasks for specific courses, grade levels, or organizational levels regardless of branch or career management field or program.

Common Mandatory training (HQDA mandatory training)

Mandatory training requirements are limited to those subject areas directed by law, DOD and HQDA (May be applicable to Unit, Institutions and Civilians; and may be applicable to all persons or selected persons).

Competitive Professional Development

Competitive, functionally tailored, significant developmental opportunities that occur in academic (university) programs, Training-With-Industry (TWI), Short-Term Training, and or planned developmental assignments that have been documented in the respective ACTEDS plans.

Constructive environment

The constructive training environment uses computer models, tools, and interfaces to exercise mission command functions. It involves simulated people operating simulated systems in computer-generated environments. Constructive training provides an 'immersive' command/staff training experience for the collective training of mission command tasks and processes, and can be conducted by units from platoon to echelons above corps and in a Joint or Combined environment. A Mission Command Training Program 'Warfighter Exercise' is an example of training enabled by constructive simulations.

Continued service agreement

A contract between the employee and Army/DOD Component, signed prior to the commencement of training, education, and professional development activities, requiring the employee to either continue Federal service as determined by the DOD Component or repay training expenses incurred (see DODI 1400.25-V410).

Core competencies

Technical areas of knowledge skill, abilities as well as other characteristics (non-technical competencies such as interpersonal skills) that cross all specialties that are required by the majority of the positions in an occupational series or career program for the successful execution of critical tasks associated with the duties and responsibilities of positions. (AG-1CP)

Course

Complete series of instruction units identified by a common title or number.

Crew-served weapon

A weapon system for which a crew of at least two members is required.

Currency

The condition of an education/training product containing relevant content that is based on the newest approved doctrine, validated lessons learned, policy and procedures.

Defense activity for nontraditional education support

Program that offers, by DL, a wide variety of graduate, undergraduate, and vocational courses from leading educational institutions.

Developmental assignments (Civilians)

Training assignments which provide activities as a way to enhance competencies by giving employees an opportunity to perform duties in other occupational, functional, or organizational elements to enhance the employee's understanding of other operations, systems, and relationships. (Available at <http://www.civiliantraining.army.mil/professional/pages/default.aspx>).

Displaced equipment training

Training on how to operate, maintain, and employ on displaced or cascaded equipment provided to the receiving unit and assigned personnel.

Displaced equipment training plan

The plan detailing all the training required to support the redistribution of equipment within a MACOM or

between MACOMs as a result of an Army equipment modernization action. The DET plan describes training to be provided when the equipment is transferred to units that have not had previous experience on that equipment.

Distributed learning

The delivery of standardized individual, collective, and self-development training to Soldiers, Army Civilians, units, and organizations at the right place and time through the use of multiple means and technology. DL may involve student- instructor interaction in real time (for example, via two-way audio/video television) and non-real time (for example, via computer-based training). It may also involve self-paced student instruction without benefit of access to an instructor (for example, Army Learning Management System courses).

Education

A structured process to impart knowledge through teaching and learning to enable or enhance an individual's ability to perform in unknown situations. Instruction with increased knowledge, skill, and/or experience as the desired outcome for the student. This is in contrast to training, where a task or performance basis is used and specific conditions and standards are used to assess individual and unit proficiency. It is also developing an employee's general knowledge, capabilities, and character through exposure of learning theories, concepts, and information. Education is traditionally delivered by an accredited institution, and may relate to a current or future mission-related assignment (see DODI 1400.25–V410).

Embedded training

A function hosted in hardware and/or software, integrated into the overall equipment configuration. Embedded training supports training, assessment, and control of exercises on the operational equipment, with auxiliary equipment and data sources, as necessary. Embedded training, when activated, starts a training session, or overlays the system's normal operational mode, to enter a training and assessment mode.

Evaluation

A systematic, continuous process to appraise the quality (or determine the deficiency), efficiency and effectiveness of a program, process or product. It provides the mechanism for decision makers to assure quality.

Execution commands

Commands that provide TSS training assets/personnel on an installation or training site in support of mission command institutional and unit training.

Execution support commands

Commands that provide services at any or all levels in order to provide training capabilities to execution commands conducting Training using TSS.

External evaluation

An external evaluation (EXEVAL) is a unit exercise to measure the proficiency rating of selected collective tasks in accordance with Army standards as outlined in proponent-developed training and evaluation outlines. EXEVAL exercises command and control, communications, movement, and operations against an actual or simulated opposing force (OPFOR) in a replicated operational environment. EXEVALs are also used to validate training proficiency for an operational deployment or a specific mission. See FM 7-0 for details.

Feedback

Information provided to an individual or organization derived from observation, conferences, interviews, focus groups, surveys, and so forth, for use in improving performance and/or to elicit a desired performance. Feedback may be positive or negative in nature. Feedback provided in an education/training environment should enhance transfer of learning.

Functional proponent

Organization providing oversight for the content and function of their functional or specialty course(s). May or may not be the same as the training proponent.

Functional training

Training designed to qualify leaders, Soldiers, and DA civilians for assignment to duty positions that require specific functional skills and knowledge.

Functional/Technical Training (Civilians)

Training that provides study in scientific, professional, technical, mechanical, trade, clerical, fiscal, administrative, or other fields which will improve individual and organizational performance and assist in achieving the Army's mission and performance goals. It includes Competitive Professional Development (CPD) programs, as well as functional/technical training within TRADOC and other military schools. (ACCMA (Talent Development Division).

Gaming simulation

A COTS/GOTS simulation involving real people operating in a semi-immersive environment. Gaming simulations place Soldiers in a central role in order to exercise cognitive, decision making, cultural, foreign language and communication skills.

Garrison Course

A garrison course delivers TSPs or instructional material governed by local laws or policies to care for Soldiers, Families, and Civilians. The curriculum is delivered by instructors that are locally sourced and meet proponent certification standards or those standards set forth by local law or policy. The system of record for the majority of these courses is DTMS, while some will exist in ATRRS.

ArmyIgnited

ArmyIgnited is the Army's virtual gateway to request Tuition Assistance (TA), ACTEDS Funding, and approval of training applications and SF 182s online. This system is a dynamic online portal that automates many of the paper-based processes historically conducted by Army Education Counselors, Career Program Managers, and Training Managers. It is a one-stop location for managing education, training, professional development, as well as managing and resourcing training requests. ArmyIgnited is the authoritative source for the SF 182. (ACCMA (Talent Development Division)

Home station training

Where the majority of RA training takes place; where individual skills are honed and unit readiness developed. For the RC, it is any pre-mobilization training conducted at a unit's home station/location, local training area, regional collective training capability, or military installation other than a CTC.

Inactive duty training

Authorized regularly scheduled unit training assemblies, or equivalent training periods performed by RC Soldiers who are not in an active duty or active for duty status.

Individual Developmental Plan

A document used to record short- and long-range career goals, the specific competencies, knowledge, skills, and abilities necessary to meet current objectives, training, education, and other professional development strategies used to develop the desired competencies. In conjunction with a performance assistance plan, the individual development plan (IDP) assists in making employee performance more effective in present or future positions and is used for employees below the executive level (see DODI 1400.25-V410).

Individual training plan

A document prepared for each enlisted, warrant officer MOS and commissioned officer occupational specialty code and each functional or specialty training program that describes the overall plan to satisfy training requirements and documents the long range training strategy.

Institutional Army

Those organizations and activities that generate and sustain trained, ready, and available forces to meet the requirements of the National Military Strategy and support the geographic CCDRs in the performance of the full spectrum of military operations. Administer executive responsibilities in accordance with public law.

Interactive multimedia instruction

The interactive multimedia instruction is a group of computer-based training and support products. This includes source materials that are commonly used in interactive multimedia instruction products, electronic products used for the delivery of or supporting the delivery of instruction, and software management tools used to support instructional programs. The interactive multimedia instruction products include: computer aided instruction, computer managed instruction, Interactive Courseware, electronic publications, electronic testing, electronic guides and simulations.

Internal evaluation

The evaluation process that provides the means to determine whether the training and training development efforts have accomplished what was intended. It determines if the objectives of the training have been met and verifies the effective use of the process to meet minimum essential analysis, design, development, implementation and evaluation (ADDIE) requirements.

Key assignments/positions

Positions that represent windows of opportunities to complete diverse assignments across multiple echelons. The sequence of positions is not as important as mastering critical skills and gaining experience before the next stage of career development (see DODI 1400.25–V410).

Leader book

A tool for recording and tracking Soldier proficiency on mission-oriented tasks; includes the Small Unit Leaders Tool and Digital Job Book.

Leader Development

Leader development is the deliberate, continuous, and progressive process - founded in the Army Ethic – that develops Soldiers and Army Civilians into competent, committed professional leaders of character. Leaders are developed through the career-long synthesis of the training, education, and experiences acquired through opportunities in the institutional, operational, and self-development domains. Leader development is inclusive of all cohorts and components, beginning prior to accession and continuing until the leader leaves service.

Leader training

Leader training is the expansion of basic Soldier skills that qualifies Soldiers to lead other Soldiers.

Learning

Cognitive and/or physical process where a person assimilates information, and temporarily or permanently acquires or improves skills, knowledge, behaviors, and/or attitudes (see DODI 1400.25–410).

Licensing

The process by which a government agency (local) grants permission to an individual to engage in a given occupation upon finding the applicant has attained the minimum degree of competency required to engage in that occupation. (AG–1 CP/G–3/5/7)

Lifelong Learning

Individual lifelong choice to actively and overtly pursue knowledge, the comprehension of ideas, and the expansion of depth in any area to progress beyond a known state of development and competency (see ADP 6–22).

Live training

Real people operating real equipment.

Live, Virtual, Constructive – Integrating Architecture

LVC–Integrating Architecture is the Army’s Program of Record using progressive versions, which provides the protocols, standards & interfaces to facilitate interoperability of currently dissimilar TADSS supporting all four Army training environments so that they can stimulate Mission Command Systems.

Long–term training

Training to which an employee is assigned for more than 120 consecutive days, on a full-time basis. The assignment may be at either a government or non-government facility and may include both formal and training programs and strategically planned career assignments. LTT enables employees to stay abreast of changes and innovations in their occupational fields, learn and/or develop/improve competencies needed in current positions and meet emerging Army requirements. Attendance at LTT event must have a demonstrated training purpose and must be documented in each respective Career Program, MTP or IDP (see AR 350–1).

Materiel developer

The materiel developer is the research, development and acquisition (RDA) command, agency, or office assigned responsibility for the system under development or being acquired. The term may be used generically to refer to the RDA community in the materiel acquisition process (counterpart to the generic use of CAPDEV).

Mentorship

The voluntary developmental relationship that exists between a person of greater experience and a person of lesser experience that is characterized by mutual trust and respect (see AR 600-100 and ADP 6-22).

Mission essential task

A MET is a collective task on which an organization trains to be proficient in its designed capabilities or assigned mission.

Mission essential task list

A METL reflects the doctrinal functions/designed capabilities for a particular type of unit supporting unified land operations. Standard METLs are those METLs that are directed and approved by the DCS, G-3/5/7 through TRADOC processes for like type units from Theater Army down through Company level organizations, to enable commanders to more accurately and objectively build and assess training readiness, to ensure that like units are reporting readiness, and to ensure that like units are reporting readiness on the same.

New equipment training

The identification of personnel, training, TADSS, and the initial transfer of knowledge gained through equipment development from the MATDEV/provider to the trainer, user, and supporter.

New equipment training plan

A document that outlines milestones and other key data elements for training to support new equipment training.

New equipment training team

A team of experts organized to conduct training of designated units or personnel on the operation and logistics support of new equipment at designated locations.

Noncommissioned Officer Professional Development System

NCOPDS prepares noncommissioned officers to lead and train Soldiers who work and fight under their supervision, and to assist their leaders in executing unit missions. This ensures NCOs have the appropriate skills and knowledge required before assuming the duties and responsibilities of the next higher grade. NCOPDS is linked to promotion to SGT, SSG, SFC, MSG, and SGM.

Nonresident training

Individual training distributed to students for completion without the presence of an on-site instructor/facilitator, small group leader or otherwise designated trainer.

Non-Technical Competency

Observable and measurable soft skills that are exhibited by individuals as behaviors in the execution of their duties such as critical thinking, interpersonal skills, problem solving. (AG-1 CP)

Officer Education system

The OES prepares Officers and WOs for increased responsibilities and successful performance at the next higher level. It provides pre-commissioning, branch, functional area, and leader-development training that prepares officers to lead platoon, company, battalion, and higher level organizations.

Operational course

An operational course delivers a proponent developed training support package at a local installation to enhance unit readiness. The curriculum is delivered by instructors that are locally sourced and meet the proponent certification standards. The system of record for this course type is ATRRS.

Orientation course

Course that introduces the student to a particular technique or area of knowledge.

Professional Military Education

PME is a progressive education system that prepares leaders for increased responsibilities and successful performance at the next higher level by developing the key knowledge, skills, and attributes they require to operate successfully at that level in any environment. PME is linked to promotions, future assignments, career management models, and applies to all officers.

Proponent Course

A proponent course delivers a complete, proponent developed program of instruction at a local installation to enhance unit readiness. The curriculum is delivered by instructors that are locally sourced, meet the proponent certification standards, and are periodically audited by the proponent. The system of record for

this course type is the Army Training Requirements and Resources System (ATRRS).

Reclassification training

Training intended to qualify an individual in a new MOS.

Reserve component training institutions

The generic name which applies to all schools, academies, and centers operated by the RC to train individuals.

Resident training

Training presented, managed, and controlled by an on-site instructor or facilitator, small group leader, or otherwise designated trainer.

Retraining

Development designed to prepare an individual for a different occupation, address an individual's skills obsolescence in the current position, or to prepare an individual for a different occupation in the same agency, another Government agency, or the private sector. (DODI 1400.25–V410)

Schooling

Formal instruction of individuals at military or DA Civilian educational institutions.

Self-assessment: education/training institution

The application of internal evaluation by an Army education/training institution. The institution compares itself against the approved, published accreditation standards. It is a formal opportunity for an institution to examine itself critically; assess and document its strengths and weaknesses; and to develop plans that sustain strengths, improve weaknesses and improve its ability to accomplish its missions. It is an essential tool for an organization seeking continuous improvement. It also provides the opportunity to share the institution's improved procedures with other education/training institutions. A formal self-assessment results in documentation that an accreditation team can use for preparation and conduct of the formal accreditation evaluation.

Self-Development

A planned, continuous, lifelong process individual leaders use to enhance their competencies and potential for progressively more complex and higher-level assignments. (AR 600-100 and FM / ADP 6–22)

Self-development training

Self-development is planned, goal-oriented learning that reinforces and expands the depth and breadth of an individual's knowledge base, self-awareness, and situational awareness. Self-development complements what you have learned in the classroom and on the job, enhances your professional competence, and helps achievement of personal objectives. There are three types of self-development: structured, guided, and personal.

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 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.

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.

Structure and manning decision review

An annual process that compares the total Army individual training seat requirements against the training capability of a given TASS school or training battalion. The SMDR culminates in validating the individual training seat requirements for the first 3 years of the program objective memorandum.

Structured Self-development training

Structured self-development - Required learning that continues throughout your career and is closely linked

to and synchronized with classroom and on-the-job learning. Guided self-development - Recommended but optional learning that will help keep you prepared for changing technical, functional, and leadership responsibilities throughout your career. Personal self-development - Self-initiated learning where you define the objective, pace, and process.

Student

An individual formally enrolled in any course of instruction.

Supported commands

Command responsible for executing operational and/or institutional training and for the readiness of Soldiers and units assigned.

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 training plan

The master training plan for a new system. It outlines the development of the total training strategy for integrating a new system into the training base and gaining units; plans for all necessary training support, training products, and courses; and sets milestones to ensure the accomplishment of the training strategy.

Tactical engagement simulation training system

An advanced collective training methodology supported by a family of TADSS used in free-play, force-on-force, field training exercises. The tactical engagement simulation training system consists of three subsystems: the simulator subsystem which includes TADSS and supporting procedures that simulate casualty-producing effects of weapons in real time; the control subsystem which includes a staff of trained observer-controllers who referee, ensure realism, record events, and report actions observed through after action reports and unit take home packages; and the management subsystem which includes activities and computers to plan, schedule, conduct, and evaluate the training of battle-focused METL tasks to standard. This live simulation training system includes unique curriculum, specially trained military and civilian instructors, and life cycle contractor support personnel world-wide.

The Army School System

Fully accredited and integrated RA, ARNG, and USAR schools that provide standard resident and nonresident (DL) training and education for the Army.

The Army School System Course

A course designed to train the same MOS/AOC skill level or AOC, LIC, SQI, or SI throughout the Army. The course ensures standardization by training all critical tasks to task-performance standard. It may be trained at different sites and may involve use of different media and methods to train the various phases, modules, or lessons.

Trainer's guide

A separate document usually published as part of a STP that contains an MOS–Training Plan. It lists critical tasks to be trained in a specific MOS by duty position and subject area.

Training

A structured process designed to increase the capability of individuals or units to perform specified tasks or skills in known situations. Process of providing for and making available to an employee, and placing or enrolling the employee in, a planned, prepared, and coordinated program, course, curriculum, subject, system, or routine of instruction or education, in scientific, professional, technical, mechanical, trade, clerical, fiscal, administrative, or other fields that will improve individual and organizational performance and assist in achieving the agency's mission and performance goals. (See DODI 1400.25–V410.)

Training Agreement

A written contract between an employee and the DOD Component. The contract outlines intensive training to satisfy all or part of the experience required by qualification standards, without regard to time-in-grade requirements. (See DODI 1400.25–V410.)

Training and readiness oversight

The authority CCDRs may exercise over assigned RC forces when not on active duty or when on ADT. This authority includes: (1) Providing guidance to Service component commanders on operational requirements and priorities to be addressed in military department training and readiness programs. (2)

Commenting on Service component program recommendations and budget requests. (3) Coordinating and approving participation by assigned RC forces in Joint exercises and other Joint training when on ADT or performing IDT. (4) Obtaining and reviewing readiness and inspection reports on assigned RC forces. (5) Coordinating and reviewing mobilization plans (including post-mobilization training activities and deployability validation procedures) developed for assigned RC forces.

Training developer

The TNGDEV is the Army agency or individual that determines requirements for a system's training subsystem and formulates, develops, and documents associated training concepts, strategies, plans, and required training support. In accordance with AR 71-9 is a subset of and included within capability developer; serves as the user's representative during development and acquisition of a system's training subsystem.

Training development

The process of developing, integrating, prioritizing, resourcing and providing quality control/quality assurance of the Army's training and education concepts, strategies and products to support the Army's training and education of Regular Army and Reserve component Soldiers, Civilians, and units across the institutional, self-development and operational training domains.

Training proponent

Army organization or agency assigned primary responsibility to analyze, design, develop, implement, and evaluate training, instructional materials, and training support products related to its doctrinal, combat, or logistical training responsibility and that is presented at one or more Army schools or training centers.

Training resource arbitration panel

HQDA action group chaired by an appointee from the ODCS, G-3/5/7 to manage the Army execution year individual training program.

Training support package

A package integrating various training products necessary to train one or more critical tasks. Some components are: a course management plan, lessons plans, training products of an appropriate media mix, and all other materials needed to conduct the training.

Training Support System

The TSS is the system of systems that provides networked, integrated, interoperable training support capabilities that are necessary to enable operationally-relevant, JIIM training for Soldiers, units, and DA Civilians anytime, anywhere.

Training with industry

TWI is a non-degree producing program designed to provide training and/or skills in best business procedures and practices not available through existing military or advanced civilian schooling programs for identifiable DoD requirements.

Troop School

An individual training activity under the authority of a local senior commander that accomplishes their objectives to enable unit readiness and care for Soldiers, Families, and Civilians. Troop Schools operate locally on posts, camps, forts, or stations and execute these courses by resourcing: programs of instruction (POI) or training support packages (TSPs), instructors, and equipped facilities.

Unit Course

A unit course delivers portions of a proponent developed training support package and/or a unit developed curriculum at a local installation to enhance unit readiness. The curriculum is delivered by instructors that are locally sourced and meet the certification standards approved by the Senior Mission Commander. The system of record for this course type is the Digital Training Management System (DTMS).

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.

Section III

Special Abbreviations and Terms

This section contains no entries.

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PIN 002348-000