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Headquarters, U.S. Army Cadet Command
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USACC Regulation 145-3

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Administration

**ARMY SENIOR RESERVE OFFICERS' TRAINING CORPS ON-CAMPUS TRAINING
AND LEADERSHIP DEVELOPMENT**

FOR THE COMMANDER:

OFFICIAL:

JOHN R. EVANS, JR
Major General, U.S. Army
Commanding


LANCE D. OSKEY
Colonel, GS
Chief of Staff

History. This is a major revision of CCR 145-3; Army Reserve Officers' Training Corps (ROTC) Basic Officer Leader's Course-A (BOLC-A) On-Campus Training and Leadership Development, dated 18 June 2019. As a major revision, not all changes are recorded in the Summary of Changes, please review all information included within the document.

Summary. This regulation provides command policy, procedural guidance, and standards for the execution of the on-campus portion of the Basic Officer Leader Course-A (BOLC-A) Senior ROTC program. This includes Fall and Spring field training exercises, cadre, faculty, and staff development, and Quality Assurance (QA); which support the Senior ROTC program. This regulation does not cover Cadet off-campus training and leader development programs. For policy, guidance and standards for off-campus training please see CCR 145-3-1 ROTC Pre-commissioning Training and Leader Development – Off-campus Training. Please see CC Pam 145-9-1, Cultural Awareness Training Program for information pertaining to the Cadet Coalition Warfighter Program (CCWP).

Applicability. This regulation applies to all Soldiers, DA civilians, contractor employees and contracted and non-contracted Cadets who are assigned to US Army Cadet Command (USACC) units who participate in, support or conduct training and leader development in support of on-campus Senior ROTC programs. Department of the Army

(DA) regulations and policies take precedence over this regulation. This regulation supersedes all previous versions of CCR 145-3.

Restrictions. Approved for public release to Headquarters (HQ), USACC and its subordinate units. Local reproduction is authorized.

Proponent and Exception Authority. The proponent (lead) for this publication is the USACC, Deputy Chief of Staff (DCS) Directorate of Leader Development and Education (DoLDE). The lead has the authority to approve exceptions to this publication that are consistent with controlling law and regulations. The lead may delegate this authority in writing to a division chief, in the rank of lieutenant colonel or civilian equivalent, within the lead agency or its direct reporting unit or field-operating agency.

Army Management Control Process. This regulation does not contain management control provisions.

Supplementation. Supplementation of this regulation and establishment of local forms are prohibited by subordinate commands of USACC.

Suggested Improvements. Users are invited to send comments or suggested improvements on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to the USACC, DCS, DoLDE, Bldg. 5974 2nd Dragoons Road, Fort Knox, KY 40121-5123.

Distribution. Distribution of this regulation is intended for HQ USACC and its subordinate units. Distribution is in electronic format only.

Forms. There are no blank forms in this regulation. Please refer to the appropriate U.S. Army Cadet Command regulation, circular, or pamphlet for required forms.

Summary of Change

USACC Reg 145-3

ARMY SENIOR RESERVE OFFICERS' TRAINING CORPS ON-CAMPUS TRAINING AND LEADERSHIP DEVELOPMENT

- Added paragraph Entry Options
- Rescinded Blue to Green Program.
- Added Cadet Evaluations.
- Revised Field Training Exercise (FTX).

- Updated guidance on CWST and Water Training.
- ROTC Selected Cadet Athlete Program (RSCAP) paragraph removed.
- Added paragraph Risk management (RM).
- Removed Alternate Flight Aptitude Selection Test (AFAST).
- Removed Cultural Understanding and Language Proficiency.
- Revised Chapter 3: Cadre, Faculty, and Staff Development.
- Added Chapter 4: Quality Assurance.
- Moved and revised Ceremonial Cannon Firing to Chapter 5.
- Moved and revised Training Ammunition to Chapter 5.
- On-Campus Summer Training moved to Chapter 5.
- Moved and revised English as a Learned Language (ELL) to Chapter 5

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Chapter 1 - Introduction

1-1. Purpose

a. This regulation provides command policy, procedural guidance, and standards for the execution of the on-campus portion of the pre-commissioning Basic Officer Leader Course (BOLC-A) Senior Reserve Officers' Training Corps (SROTC) program.

b. The major components of this Cadet Command Regulation (CCR) include but are not limited to BOLC-A curriculum, fall and spring field training exercises (FTX), cadre/faculty and staff development, and the Quality Assurance (QA) processes and procedures.

c. This regulation does not cover Cadet off-campus training and leader development programs. For policy, guidance and standards for off-campus training please see Cadet Command Regulation (CCR) 145-3-1, SROTC Pre-commissioning Training and Leader Development, Off-Campus Training. Please see CC Pam 145-9-1, Cultural Awareness Training Program for information pertaining to the Cultural Understanding and Leadership Program (CU&LP).

1-2. References

Required and referenced publications listed in Appendix A.

1-3. Abbreviations and Acronyms

Abbreviations and acronyms listed in the Glossary.

1-4. Responsibilities

a. TRADOC, U.S. Army Center for Initial Military Training (CIMT) is responsible for the BOLC Common Core Task List (CCTL) and ensures pre-commissioning sources (SROTC, OCS, and USMA) implement the BOLC-A CCTL.

b. The USACC CG is responsible for implementing the BOLC-A CCTL into on- and off-campus programs that support the Army SROTC program.

c. The USACC, Directorate of Leader Development and Education (DOLD-E) is the command's lead for all on-campus Training, Education, Leader Development and Quality Assurance policy and publications. Organization and areas of responsibility include:

(1) The Curriculum Development Division is responsible for all on-campus education, training, leader development, and Cadet assessments. This includes a synchronization cross-walk of on-campus military science curriculum, Spring and Fall Field Training Exercises (FTXs) and the Basic and Advanced Camps during Cadet Summer Training.

(2) The Cadre/Faculty and Staff Development Division, School of Cadet Command (SOCC) is responsible for all Cadre/Faculty and staff education, training, and certification.

(3) The Quality Assurance Division (QAD) is responsible for evaluating all Cadet, Cadre, Faculty/Staff Development and supporting the USACC Site Assistance Visits (SAVs) and Army QA Program.

(4) The USACC G3 supports Cadet leader development by providing oversight of the G37/Cadet Summer Training (CST) Division. The G37/CST Division is responsible for all summer Cadet training programs and responsible for BOLC-A CCTL training and assessment in Basic and Advanced Camps.

d. Brigade Commanders exercise mission command of assigned programs and have overall responsibility for managing, monitoring, and reviewing implementation of the SROTC Program to include:

(1) Oversight of the Cadet leadership assessments and evaluations.

(2) Review the planning, execution, and results of training, particularly for programs that have not attained satisfactory results in the previous year.

(3) Coordinate combined training efforts among two or more programs and organize brigade-level exercises such as Ranger Challenge and drill competitions.

(4) Provide guidance to programs on the execution of fall and spring FTXs to meet BOLC-A requirements in conjunction with Annual Training Guidance (ATG).

e. Professors of Military Science (PMS) are responsible for the following:

(1) Developing, executing, and evaluating a SROTC program which:

(a) Complies with this regulation.

(b) Executes an Army Physical Readiness Training (APRT) program.

(c) Develops and certifies Cadre/Faculty and staff who train and educate Cadets and provide administrative support to programs.

(d) Meets the academic standards set forth by higher headquarters and the host institution.

(e) Ensures Cadets are trained to the prescribed proficiency level on each BOLC-A task and prepared for Basic Officers Leaders Course-Branch (BOLC-B).

(f) Assesses each Cadet's leadership performance over time and develops Cadets' leadership potential.

(g) Ensures fall and spring FTXs meet ATG intent and supports Cadet preparation for Basic and Advanced Camps.

(h) Updates all BOLC-A CCTL completions and Cadet leadership evaluations in Cadet Command Information Management Module (CCIMM) or the training system of record.

(i) Purges outdated program content from Blackboard.

(j) Administers all Military Science-I (MS-I) to MS-IV testing.

(2) Provide a channel of communication between the military and the academic community.

f. Leaders at all levels will conduct risk management (RM) in accordance with (IAW) CCR 385-10 (The Cadet Command Safety Program). Leaders will institute the proper measures of safety into on-campus training as well as for program-sponsored training off-campus. Cadre will use CCR 385-10 for forms and guidance on the RM process and minimum required safety measures for all training events.

1-5. Cadet Status

Cadets. Cadets are college students who have been determined eligible for and enrolled in the SROTC program. An enrolled Cadet is either contracted or non-contracted depending on their MS level or scholarship status.

a. Non-Contracted Cadets. Students registered for Army SROTC MS courses who are eligible to contract in Army SROTC, are non-contracted Cadets (see definition in Section II of the Glossary). These Cadets enroll once they complete the medical screening and complete the CC Form 139-R. They may participate in all aspects of the Basic Course.

b. Contracted Cadets. A contracted Cadet is a student who has been determined eligible for enrollment (signed CC Form 139-R) and signed a DA Form 597/597-3 as applicable and the DD Form 4 series. (Basic and Advanced Courses).

c. Participating Students. A Participating Student is a student who is registered with the university, however is ineligible to enroll or chooses not to enroll into the ROTC program. Participating Students may attend MS courses and Labs and upon successful completion will earn university credit for the MS courses attended. See AR 145-1 for categories and limitations on Participating Students.

d. Auditing Students. Properly registered students of the university may audit the Basic Course only if permitted by university policy and only with the permission of the PMS. Audit means attend without registering for the course and without earning a grade or credit for the course.

1-6. Entry Options

There are two entry options for Cadets entering the SROTC program: Progression and Lateral Entry. Contracting requirements for both options are covered in Cadet Command Pamphlet 145-04, Enrollment, Retention and Disenrollment Criteria, Policy and Procedures. Regardless of the entry option taken, all BOLC-A CCTL tasks are non-waiverable and must be completed before a Cadet can be commissioned. Professional Military Education (PME) consists of BOLC-A CCTL requirements as defined in TRADOC Regulation 350-36.

a. Progression entry is when a student enrolls into and completes the Basic Course (MS 101 through MS 202). Cadets who complete MS I and MS II, and meet all other eligibility requirements, are eligible to enroll and contract into the Advanced Course.

(1) Acceleration is defined as taking more than one MS Course during a semester. The Basic Course can be accelerated if a Cadet missed one or more MS I courses. An example would be for the Cadet to take MS 101 and 201 in the fall semester and MS 102 and MS 202 in the spring semester. A PMS may authorize accelerating the MS I and MS II years for students with three years remaining rather than send the Cadet to Basic Camp to make up the Basic Course. Advanced Course Acceleration is not authorized without approval of the Brigade Commander.

(2) Compression is defined as combining two courses into one course in order to reduce the number of semesters required to complete the Basic or Advanced Course. An example would be the PMS combining the MS 101 and MS 102 courses in a single semester. Compression has the undesirable effect of changing the very nature of the instruction.

b. Lateral Entry Option. The PMS must use discretion to determine proper placement of non-progression students into the Advanced Course. These are the following methods of Lateral Entry into the Advanced Course: (1) Alternate Entry Option (AEO); (2) Placement Credit; (3) Accelerated Cadet Commissioning Training (ACCT); (4) Alignment Option Program (AOP).

(1) Alternate Entry Option (AEO). The AEO allows greater flexibility in recruiting quality students into the Advanced Course as non-scholarship Cadets. The Brigade Commander must approve candidates for the AEO. Cadets sign a contract to attend Basic Camp after the MS III year and Advanced Camp after the MS IV year. Cadets must be fully qualified and academically aligned as a full-time student with two academic years of study projected for graduation in order to use the AEO. This option is not available to scholarship Cadets. Cadet progression using this option is MS III, Basic Camp, MS IV, Advanced Camp, commissioning. Cadets entering under the AEO are not authorized to accelerate the advanced course or to attend Basic Camp and Advanced Camp within the same summer; this is non-waiverable.

(2) Placement Credit. The PMS can grant placement credit in accordance with Table 5-1 of AR 145-1 for equivalent training. Each case is judged individually so that the best interests of both the Cadet and the service can be achieved.

(a) Placement credit up to MS II may be given to Soldiers who have completed basic training.

(b) Attendance at a service academy or successful completion of sister service senior ROTC training qualifies for Placement Credit. One year of attendance at a service academy or sister service ROTC training may be substituted for MS I; two years may be substituted for MS I & II.

(c) Placement credit for MS I may be granted to Cadets that have completed at least two years of Junior ROTC (JROTC). The PMS may grant Placement Credit for MS II for a Cadet completing three or four years of JROTC training.

(d) The Blue to Green program has been Recinded by Department of the Army

(3) Accelerated Cadet Commissioning Training (ACCT) Program. ACCT is for students that demonstrate exceptional skills as Scholars/Athletes/Leaders (SAL) and have missed the Basic Camp registration window or the SROTC program is unable to obtain an Basic Camp allocation for the student. ACCT Cadets are required to complete an early train-up period of critical tasks in Appendix B which must be mastered prior to integration into the Cadet battalion. SALs who are academically aligned may contract at the beginning of the MS III year after completing the ACCT training program. Cadet progression using this option is ACCT training program, MS III, Advanced Camp, MS IV, commissioning. Waiver requests for acceleration of the Advanced Course for ACCT Cadets is discouraged since they are already missing two years of a four year program. The Brigade Commander is the approval authority for an ACCT waiver. Minimum waiver criteria and application process are at Appendix C-1.

(4) Alignment Option Program (AOP) for Engineer and Nurse Cadets. Engineer and Nurse Cadets in the AOP program must meet all PME requirements to include successfully completing Advanced Camp in order to commission. Four year progression Cadets in this category may receive approval to accelerate the Basic Course their first year, take MS III their second year and attend Advanced Camp before the start of their junior year. The Brigade Commander may delay their attendance at Advanced Camp until after their MS IV year in order to facilitate graduation in four years. Attendance of a Nurse Summer Training Program (NSTP) following Advanced Camp is strongly recommended, but can only be accomplished if Advanced Camp follows the MS II or MS III year.

(5) AOP II for Nurse Cadets. Nurse Cadets in the AOP II program must meet all PME requirements to include successfully completing Advanced Camp in order to commission. Four year progression Nurse Cadets may take MS 101 and 102 during their freshman (MS I) year, take MS 301 and 302 during their sophomore (MS II) year,

attend Advanced Camp, during the summer between their sophomore and junior year, take MS 201 and 202 during their junior (MS III) year, attend NSTP during the summer between their junior and senior year, and take MS 401 and 402 during their senior (MS IV) year. The Brigade Commander is the approval authority for admitting Nurse Cadets into Alignment Option Program.

1-7. Scholarships

On-campus scholarships are available for Cadets and college students wishing to enroll in Army SROTC. Refer to CCR-145-1, Army SROTC Incentives Policy for information on scholarship availability and requirements.

1-8. Academic Substitutions, Deferments, Waivers, and Exemptions

a. Academic Substitutions. Academic credit for required MS courses will not be awarded for similar instruction given by an academic department of the university or college.

b. Academic Deferments. A PMS cannot defer BOLC-A tasks to BOLC-B. All BOLC-A tasks must be completed prior to commissioning.

c. Course Waivers and Exemptions. A PMS must exhaust all methods of satisfying the PME requirements before endorsing a request for a PME course waiver/exemptions to the Brigade Commander.

1-9. Repeating a Course (formerly Re-Cycle Opportunities)

Cadets may repeat a MS course under limited circumstances when minimum course grading standards are not met. In all cases, Cadets must be able to complete the Advanced Course in no less than four normal semesters.

a. Non-contracted Cadet. A Non-contracted Cadet who does poorly, misses too much of an SROTC semester or returns to school after having dropped out for a period of time may repeat one or more courses consistent with university policy. The PMS will maintain MS records and will base contracting decisions on both the initial and subsequent grades the Cadet earns.

b. Contracted Cadet. A contracted Cadet who fails to obtain a 2.0 or higher in a term for a MS course may be recommended for disenrollment for breach of contract. At PMS discretion, a Contracted Cadet who has reasonable justification for poor performance in an MS course or for missing a significant portion of the semester may take the course again if consistent with university policy.

Chapter 2 – Cadet Development

2-1. Officer Education System (OES) Overview

a. The Officer Education System (OES) develops skills, knowledge, and abilities to support the Army Values and Warrior Ethos required of Army officers. It provides training and education at various developmental stages throughout an officer’s service to the nation.

b. The structure of OES provides for progressive and sequential leader development. BOLC is comprised of two-phases and is the officer Initial Military Training (IMT) component of the OES. BOLC-A is the pre-commissioning level and comprises military skills, professional knowledge, and PME requirements. Second lieutenants from all commissioning sources attend BOLC-B. BOLC-B further develops competent and confident warrior leaders focusing on specific technical training to achieve initial branch qualification.

c. The Army Learning Coordination Council developed the Army Learning Areas and General Learning Outcomes to provide a standardized set of outcomes, which extend from Cadet to Colonel. While the outcomes are the same, the proficiency level is the discriminator. Figure 2-1 displays the four Army Learning Areas (ALA) with the 14 General Learning Outcomes (GLO), providing the foundation for Cadet development. MS Curriculum and Advanced Camp learning activities support development of the ALA through the GLOs and directly support the BOLC-A CCTL task accomplishment and leader development.

Army Leadership and Profession	Mission Command	Human Dimension	Professional Competence
<ul style="list-style-type: none"> • Proficient in leader attributes and competencies. • Proficient in character, competence, and commitment as Trusted Army Professionals. 	<ul style="list-style-type: none"> • Demonstrate proficiency in mission command philosophy. • Demonstrate proficiency in Mission Command Leader and Commander Tasks • Demonstrate proficiency in mission command staff tasks. • Demonstrate proficiency in mission command systems. 	<ul style="list-style-type: none"> • Demonstrate capacity in Creative – Critical Thinking. • Demonstrate proficiency in communications skills. • Demonstrate proficiency in cultural awareness, cross cultural competencies in the strategic environment of 2025 and beyond. • Pursue Comprehensive Fitness / Resiliency Skills and Performance Enhancement Skills. • Pursue lifelong learning, self-assessment, and goal setting. 	<ul style="list-style-type: none"> • Demonstrate proficiency in Army and Joint doctrine. • Support Army policies, programs, and processes. • Technically and tactically competent.

Figure 2-1. Army Learning Areas and General Learning Outcomes

2-2. Pre-Commissioning Training and Education

Cadets must meet the Professional Military Education requirements listed below. Academic substitutions, deferments, waivers, and exemptions to PME requirements are covered in Chapter 1 and Appendix C-1 of this regulation.

a. Baccalaureate degree. Cadets must achieve a cumulative grade point average (GPA) of 2.0 on a 4.0 scale or its equivalent and possess a baccalaureate degree conferred by an accredited 4-year degree granting institution. Exceptions are listed in AR 145-1, Chapter 6, Section II.

b. Advanced Course. Cadets must successfully complete the Advanced Course (MS 301, MS 302, MS 401, MS 402, and Leadership Labs), Advanced Camp, and all BOLC-A Common Core Task List tasks to standard in order to receive a commission.

c. Military History Course. Cadets will complete a one-semester or equivalent college-level course in American military history offered by the college history department or by the SROTC Department prior to commissioning. See TRADOC Reg. 350-13, Military History and Heritage Education Program, Paragraph 3-3 for more detail.

(1) The intent of the American military history is to develop the students' awareness of the relationship between the military and civilian society, particularly in the United States. The course should develop their interest in the evolution of war and the progression of military professionalism; give them an awareness of the history and purpose of combined arms and joint operations; increase understanding of their future profession.

(2) SROTC faculty or university faculty may teach the USACC Military History Course. SROTC faculty must attend the Military History Instructor Course (MHIC) conducted by the Combat Studies Institute at Fort Leavenworth, KS, in order to be qualified to teach the USACC Military History Course. University faculty may attend MHIC but it is not mandatory. Brigades will request seats for faculty or university faculty through ATTRS.

d. Staff Ride or Battlefield Tour. A staff ride or battlefield tour must be completed in addition to the Military History Course PME requirement. The PMS will ensure Cadets participate in a staff ride or battlefield tour prior to commissioning. This staff ride or battlefield tour can be conducted in conjunction with the USACC Military History Course or as a separate activity during the school year. The intent is to involve Cadets in a formal battle analysis. Cadets must properly prepare and conduct the necessary preliminary study prior to the event, participate in the event, and complete a battle analysis paper or briefing in order to meet this requirement. Virtual staff rides if approved by the TRADOC Military Historian may be used.

(1) Travel to a nearby battlefield site is the primary method of execution. Faculty will choose a site that can be reached in less than a single day of travel and have time for

the exercise. Military or commercial air travel for this purpose is prohibited. Battalion funds will not be used to contract or pay for commercial tours or overnight lodging. University funds or other funds raised by Cadets may be used for tours and lodging subject to university policy. Funds raised by the Cadet organization are the property of the Cadet organization. These funds may only be used for tours and lodging in conjunction with a staff ride or battlefield tour if the members of the Cadet organization voluntarily choose to do so. Faculty may not exercise control over Cadet organization funds or direct how they will be used. Transportation costs and one meal per day are the responsibility of the battalion.

(2) If a battlefield site is not located within a radius of approximately 150 miles from the academic institution or up to 250 miles if an overnight stay is included, Programs should consider hosting the United States Army Combined Arms Center (CAC) Staff Ride Team (SRT). The Staff Ride Team develops and conducts live and virtual staff rides for educational purposes. CAC SRT at (913) 684-2131/2082 or DSN 552-2131/2082. The website is <http://usacac.army.mil/organizations/cace/csi/srteam>.

e. English Language Proficiency. In order to commission, a Cadet who does not speak English as his or her primary language must achieve a score on English Comprehension Level Test (ECLT) of 90 and Oral Proficiency Interview (OPI) 2+/2. This requirement is non-waiverable. See paragraph 5-4 for details.

2-3. SROTC Curriculum

a. The USACC DOLD-E Curriculum Development Division (CDD) reviews and revises and doctrinally updates the curriculum on a bi-annual basis, within a 3-year completion cycle to ensure the curriculum remains relevant to changes in doctrine, regulations, the BOLC A CCTL, the Warrior Tasks and Battle Drills, and variables in the Operational Environment (OE). The PMS will use the curriculum posted to the ROTC Blackboard (Bb). The PMS will sequence lessons and labs as necessary to meet the school's academic schedule and the fall and spring MS learning objectives. Faculty will maintain interest in the classroom by integrating variety into the curriculum with relevant games, simulations, guest speakers, and alumni. They may add to, but not replace the directed curriculum. Faculty are encouraged to send suggestions for improvement to the curriculum contacts listed on ROTC Bb.

b. MS Student Handouts and Readings. SROTC student handouts and readings are provided in a digital delivery format via the ROTC Bb. The PMS and Faculty must instill in the Cadets a desire for lifelong professional education. Cadets must read and understand the student handouts and readings for all Military Science courses. Any questions or issues should be directed to the Cadet Command SROTC course managers. Their contact information is located on the ROTC Bb homepage at <https://rotc.blackboard.com>.

c. **Basic Course.** On campus Military Science education consisting of MS 101, MS 102, MS 201, MS 202, and associated Leadership Labs.

(1) Serves as a prerequisite for entry into the Advanced Course classes.

(2) Focuses on individual military tasks, introduction to the military culture, and foundational leadership concepts (Lead Self and Lead Others).

d. **Advanced Course.** On campus Military Science education consisting of MS 301, MS 302, MS 401, MS 402, and associated Leadership Labs.

(1) Successful completion of the Advance Course is a commissioning requirement.

(2) Focuses on continued leader development, collective tasks, and organizational leadership (Lead squads/platoons and Lead the Cadet Battalion).

(3) Advanced Course Cadets can be dis-enrolled from the course for being dismissed from Advanced Camp, receiving a recommendation not to receive credit for Advanced Camp, or withdrawal from Advanced Camp for reasons other than breach of contract.

2-4. Leadership Development and Assessment

Leadership Development is the cornerstone of the SROTC program. It is based on an individual focused system of structured leadership opportunities, assessment, and feedback arranged around the attributes and core leader competencies of the Army Leadership Requirements Model.

a. ROTC Cadre will plan leadership opportunities for Cadets each semester to provide Cadre ample opportunities to observe, assess and provide feedback on Cadet leader actions during each training event.

b. Cadre/faculty and MS IV Cadets will coach and mentor Cadets with the goal of improving Cadet leadership attributes, core leader competencies, and Army values. MS III Cadets certified by Senior Military Science Instructors (SMSI) and under SMSI supervision will teach MS I/II Labs as part of their leadership development.

2-5. Cadet Evaluations

a. MS I-II Evaluations.

(1) MSI and MSII Cadets will receive an initial, mid-term (formative) and final (summative) counseling on DA Form 4856 Developmental Counseling, to document and assist in their development throughout the Academic Year.

(2) Department of the Army (DA) Form 4856, will be used throughout the academic year for event driven counseling to document strengths and weaknesses.

(3) DA Form 4856 documents Army Leadership Requirements Model (ALRM) “needs” criteria (negative performance) and ALRM “strengths” criteria (above average

performance) and are required to support any favorable or unfavorable Cadet personnel actions or continued progression in the SROTC program.

(4) Cadets attending Basic Camp will receive a written summative assessment upon completion.

b. MS III Evaluations.

(1) The campus-based MSIII Cadet evaluation report must be completed, in CCIMMs, prior to end of the spring term of the MSIII year. The rater/instructor will assess the ALRM attributes and competencies from FM 6-22; rater/instructor provides comments and an overall performance rating (on-campus & FTX leadership positions); PMS provides an overall class (or MSIII cohort) ranking, comments on potential, and an overall potential rating. The MSIII campus-based evaluation is included in the accessions process for both component selection and informs the talent-based branching (per OML model).

(2) Initial, mid-point, and final counseling will be completed for each MS III and MS IV Cadet to provide ALRM “needs, standards, and strengths,” feedback for Cadet self-development of leadership attributes and competencies.

(3) Ratings for leadership attributes and competencies are a record of a Cadet’s leadership performance. The aggregate rating of each Cadet evaluation supports rank ordering of Cadets on the OML.

c. Advanced Camp Evaluation Report (ACER). The ACER is a summative report recording the Cadet’s performance at Advanced Camp. It documents performance during Cadet leadership positions and event driven observations. Cadets who return to campus failing to receive completion credit from Advanced Camp will receive “Remediation Training” if indicated on the ACER. Cadets provided remediation training should not be considered “Outstanding Top 15%” or “Excellent” ratings. They may receive a “Proficient”, “Capable”, or “Unsatisfactory” rating.

d. MSIV Evaluations should be tied to development of a OER support form during the MSIV curriculum. The support form should be based on their SROTC leadership positions, with final evaluation feedback provided on an OER form. The PMS may also choose to have Cadets develop a hypothetical support form based on positions within a Brigade Combat Team, in their branch of assignment.

e. Host institution SROTC faculty maintains all Cadet evaluations, DA Form 4856s, and ACERs for a period of 2 years after the Cadet graduates.

f. Figure 2-2 Illustrates the Cadet Evaluation Model for FY 19. OML Models and point values may change in future FYs.

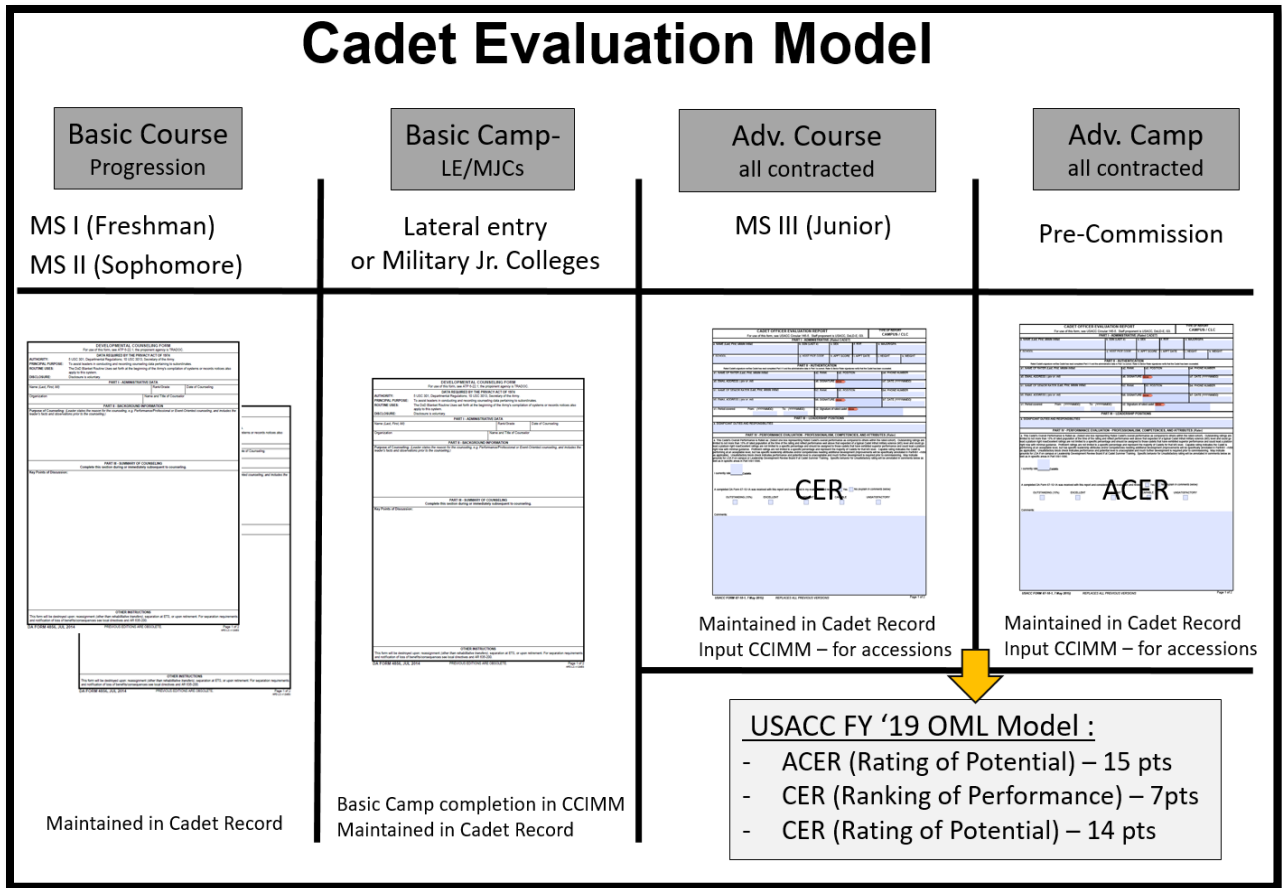


Figure 2-2 Cadet Evaluation Model

2-6. Field Training Exercise (FTX)

a. The Fall/Spring FTXs reinforce Cadet knowledge and experience in ALRM attributes and competencies, BOLC-A CCTL on-campus curriculum, and prepare them for success at Advanced Camp. The USACC Annual Training Guidance (ATG) provides specific focus areas to enhance Cadet preparedness for CST. Programs will conduct or participate in a minimum of two FTXs per school year (one during the fall semester, and one during the spring semester). Each FTX will last a minimum of 24 hours excluding travel time. FTX time will not exceed 96 hours per school year. Waiver authority for the FTX and time limitation requirement is the brigade commander.

b. The fall FTX is a program-level event focused on individual and collective tasks at the squad level to prepare Cadets for the spring FTX. The fall FTX is for all contracted and enrolled-designated applicant Cadets. Participating students [IAW DoDI1215.08 and AR 145-1](#) will not participate.

c. The spring FTX is a Task Force level exercise with at least two other programs (unless geographic dispersion precludes it) in a replicated Advanced Camp environment. The spring FTX focuses on preparing MS IIIs for Advanced Camp. The

spring FTX is for all MS III and IV contracted Cadets, with limited participation from MS I and II contracted and enrolled-designated applicant Cadets. Participating students [IAW DoDI1215.08 and AR 145-1](#) will not participate.

d. Programs will train at a military installation, where possible, to maximize organic training resources at a reduced cost. Programs will identify and obtain permission to train at local training facilities owned by the university, state/local government, or private parties when military installations are not available or to supplement training conducted at military installations.

e. MS IV Cadets should be engaged in planning and coordination of FTXs. Training events should place Cadets in progressively difficult situations and allow Cadre/faculty flexibility to modify conditions to maximize training benefit.

f. Properly sequenced curriculum lessons and labs are key to a progressive buildup of knowledge and skills to each FTX.

2-7. Army Physical Readiness Training (APRT)

a. The PMS will execute Army Physical Readiness Training (APRT) in accordance with FM 7-22 to reinforce the BOLC-A CCTL #66 Physical Readiness Training. The program will adhere to the Army standard and instill a fitness ethos. The PMS must exercise discretion, flexibility, and good judgment in designing their APRT programs. Cadre/faculty must understand an APRT program that may work well in a military environment could be counterproductive on a college campus.

b. Basic Course Cadets. Contracted Basic Course Cadets (MS I & MS II) will participate in scheduled program-level APRT. Non-contracted Basic Course Cadets are encouraged to participate in APRT. Cadets are not allowed to begin a physical exercise program before passing a physical examination IAW military medical and physical requirement. Contracted Basic Course Cadets must pass the Army Physical Fitness Test (APFT) /Army Combat Fitness Test* (ACFT) and height/weight screening IAW Army standards each semester.

***ACFT will be implemented in 1st QTR FY21. As of publication, standards for this fitness test have not been established. Once implemented as program of record, a Policy Memorandum will be published.**

c. Advanced Course Cadets. Advanced Course (MS III & MS IV) Cadets will participate in scheduled APRT. Advanced Course Cadets are required to pass the Army APRT/ACFT and height/weight screening IAW Army standards each semester.

d. Completion Cadets and Early Commissioning Program (ECP) lieutenants. Completion Cadets and ECP lieutenants must pass the APFT/ACFT and meet the Army height/weight standards. Completion Cadets and ECP lieutenants will maintain monthly contact and physical fitness in accordance with a signed Memorandum of Agreement

(MOA). The PMS will administer the APFT/ACFT and height/weight screening to Completion Cadets and ECP lieutenants once per semester.

e. Cadets are encouraged to exceed the minimum standards in the APRT and on their APFT/ACFT.

f. Hand to Hand combat Contact (formerly known as Combatives) and pugil-stick training are not authorized PT or SROTC training activities. Certified cadre/faculty may demonstrate Army-approved hand to hand techniques to Cadets for awareness training.

g. PMSs are authorized to excuse varsity and junior varsity Cadet athletes from APRT once the team begins organized practices and until the team's final competition of the season. Contracted Cadets are still required to pass at least one Record APFT/ACFT per semester.

2-8. ROTC Selected Athlete Program (RSCAP)

a. ROTC Selected Cadet Athlete Program (RSCAP). This program is designed to allow selected Cadet Athletes a temporary waiver of the Army's Height/Weight and Body Fat standards. This program allows some varsity athletes (e.g., football and track members) to maintain greater body weight in order to enhance athletic performance. Although additional body weight may enhance sport-specific performance, it degrades performance on the two-mile run event of the APFT/ACFT. Therefore, the Selected Athlete Program eliminates the physiological conflict between certain athletes who are required to carry additional bodyweight while still requiring them to meet Cadet standards on the two-mile run test.

b. Eligibility: Limited to Cadet Athletes in selected positions on teams that often require athletes to gain weight in order to be competitive. Examples include football linemen and field athletes such as shot put and hammer throw. Brigade Commanders may authorize Cadet participation in the program. Authorization must be in writing using standard memorandum format. PMSs may remove Cadets from the program.

c. Execution: RSCAP participants will be administered a three-event, alternate APFT/ACFT for grading purposes. The alternate fitness test consists of two-minutes of pushups, two-minutes of sit-ups, and a 2-mile run with modified scoring scale.

d. RSCAP entry criteria: RSCAP athletes must meet the following criteria prior to consideration for entry:

(1) Pass the alternate APFT (pushups, sit-ups, and modified scoring scale 2-mile run); (50 pts/event for MS I Cadets during the first academic term).

(2) Recommended by the Varsity or Junior Varsity team coach and the Athletic Director or school equivalent.

(3) Obtain concurrence from the PMS, who will submit a roster listing current and new RSCAP participants, NLT 1 November and NLT 1 June of each academic year. The list of names will include university of academic matriculation, last 4 of SSN, class, current height/weight, goal-weight, last three academic term fitness test scores (as applicable), sport, and team position.

(4) Cadets who do not pass the fitness test may not be admitted to the program.

(5) Approval decision by the Brigade Commander. Submission by the PMS does not constitute a requirement by the Brigade Commander to approve the request.

(6) Upon approval by the Brigade Commander for RSCAP participation, athletes will be administered an alternate fitness test each time fitness testing is required.

(7) Maintaining eligibility: Once enrolled, selected athletes are required to meet their Cadet age and gender specific minimums on each of the three events (i.e., points on each of the events: pushups, sit-ups, and alternate scored 2-mile run.). Selected athletes who fail to meet Cadet minimums on the subsequent retest will be removed from the RSCAP. These Cadets will be afforded adequate time for weight loss and conditioning, after which time they will be administered a 3-event APFT (pushups, sit-ups, and two-mile run) as prescribed in FM 21-20. Cadets failing to meet their Cadet age and gender specific minimums on this fitness test will be subject to retest procedures. Selected athletes who voluntarily drop from a Varsity or Junior Varsity roster, or are dropped from the team due to a medical condition, and exceed screening guidelines from AR 600-9, The Army Weight Control Program, will be placed in the appropriate weight control program and will be subject to the provisions thereof. These Cadets will be given 90-days before a record 3-event fitness test is administered by the PMS. The PMS will immediately inform the Brigade Commander upon releasing a selected athlete from RSCAP for whatever reason.

(8) Removal from the program: RSCAP athletes will be removed from the program no later than the end of the athletic season of their last academic year. Once removed from the program, former selected athletes, like all Cadets, must meet Army body composition standards, all Physical Program testing, and course requirements prior to graduation.

(9) RSCAP and Advanced Camp (AC): RSCAP Cadets must have a copy of the Brigade Commander's memorandum in the packet sent to AC. AC personnel will then use the modified 2-mile run scale for these Cadets.

(10) RSCAP and other Army Schools: RSCAP Cadets may not attend Army schools that perform height/weight evaluations as part of entry criteria. These include, but are not limited to Airborne, Air Assault, and Sapper training.

(11) Modified 2-mile run scale: The male and female scales are available on Blackboard, under the Training Tab, Cadet Command Information box. The Cadet's

weight is placed in the appropriate box, and the 2-mile run scoring scale is adjusted automatically based on that weight. There are two scales, one male the other female. This scale must be attached behind Cadet's fitness test scorecard. See USACC Policy Memorandum 31- Expansion of the ROTC Selected Athlete Program dated 07 March 2019 for more information.

2-9. Basic Rifle Marksmanship (BRM) Training

a. BOLC-A requirements for weapons grouping, zeroing, and qualification are satisfied during CST. Programs that desire to conduct BRM on campus may do so based on availability of weapons, ammunition, and qualification ranges. Ammunition requirements are planned and requested as part of the annual training cycle and are subject to TRADOC approval. Programs are required to maintain a valid MOA with the owning or managing entity of all off-post range facilities citing ammunition authorized to be fired at the facility. Each MOA must be reviewed and validated by the USACC safety office and G3.

b. The Engagement Skills Trainer (EST) II and the Laser Marksmanship Training System (LMTS) are the only DA-approved marksmanship training devices fielded to USACC for developing and reinforcing fundamental marksmanship skills. The PMS may use the EST II or LMTS to instill the fundamentals of proper sight picture, breathing, and trigger squeeze in order to reduce the time it takes for Cadets to group and zero on the range.

c. Lasershot and air rifles provided by the Civilian Marksmanship Program (CMP) are not DA-approved devices for marksmanship training. The Lasershot is used by USAREC and the Accessions Support Brigade (ASB) as an outreach and recruiting tool and can be effectively used by ROTC program ROO and Cadre as an outreach and recruiting tool.

2-10. Proper Handling of Mock Weapons on Campus

a. Cadets and cadre/faculty training on their colleges or universities are authorized to carry and train with simulated weapons for the purpose of scheduled training, color guard or special events. Campus locations for training involving mock weapons will be away from high traffic areas so as not to alarm the populace.

b. Cadets/students and other untrained personnel will not handle simulators/pyrotechnics.

c. Professors of Military Science or their designated representative must coordinate all training with simulated weapons with their on-campus security and college administration prior to training. Off-campus training must be coordinated with local law enforcement near the training location. Memorandums of Agreement (MOA) are required between PMSs and their respective university officials for mock weapon use on campus.

d. Any complaints from university or local officials are reportable through the Brigade to the USACC Force Protection Officer. Brigade Commanders will notify one of the USACC Command Group immediately to provide detailed information on the complaint.

e. Weapon transport will be discreet and controlled with direct cadre supervision using official government vehicles.

2-11. Confidence and Team Building Training

a. General. Units are encouraged to conduct additional mentally and physically challenging events to develop Cadet self-confidence, teamwork, and the ability to overcome fear. When conducted with appropriate RM, extracurricular events such as leader reaction courses, obstacle or confidence courses, rope bridging, rappelling, water training, or activities similar to Advanced Camp confidence training accomplish this purpose and enhance recruiting and retention. At a minimum, programs are encouraged to conduct confidence and team building events for all prospective Advanced Camp attendees as a part of Advanced Camp preparation. However, there is no additional funding available for this training so each PMS must analyze whether the program budget will support the additional training. These events will not replace nor substitute for the MS Leadership Labs.

b. Adventure Training. Events falling into the category of adventure training such as white-water rafting, cross-country skiing, paintball, marathons, and other miscellaneous activities may provide some training benefit and are permitted. However, this type of activity is outside of the scope of the curriculum, and as such, will not be funded using Army appropriated funds. USACC will not fund meals, transportation, per diem, or any other costs for adventure training. University funds or other funds raised through Cadet fundraisers can be used for activities, meals, and lodging subject to university policy. Funds raised by Cadets are the property of the Cadet organization. Cadre may not exercise control over these funds nor direct how they should be spent. The PMS will ensure program-sponsored adventure training is placed on the program training calendar and ensure the appropriate RM is applied to adventure training. Participation by Cadets in adventure training activities is voluntary.

c. Water Survival Training (Training Circular 21-21). All Cadets will train to be qualified as a Class Three-Basic Survival Swimmer and to pass the USACC Combat Water Survival Test (CWST) for the purpose of enhancing their confidence for operations in and around water. The USACC CWST IS NOT A COMMISSIONING REQUIREMENT and completion is waivable by the Brigade Commander. This training should be administered as early as possible in the Cadet life-cycle to allow early identification of and remediation for weak and non-swimmers. All water survival training will be conducted in accordance with risk mitigation and safety measures outlined in TC 21-21. Instructor qualifications are outlined in Chapter 1, TC 21-21.

(1) Follow Chapter 2, TC 21-21 guidelines for identification and training of non-swimmers before beginning Basic Survival Swimmer Training.

(2) Administer two-minute buoyancy test (Chapter 2, TC 21-21). Cadets must be able to maintain buoyancy for two minutes under own power without showing signs of fear, stress, panic, or fatigue.

(3) USACC CWST can be administered upon completion of Basic Survival Swimmer Training. This is a USACC Command directed training requirement. The CWST will be administered on campus. The test consists of three tasks:

(a) 15-meter swim in Army Combat Uniform (ACU), sneakers, and load bearing equipment (LBE) with rifle.

(b) 3-meter high-level entry from a diving board with rifle and load bearing equipment and swim to side of pool without losing weapon. (TC 21-21, Ch 5, Exercise 3)

(c) Cadet executes stride entry, removes and discards weapon and LBE and swims to side of pool.

(4) Cadets who fail this instruction may train to meet the swimming test requirements in a variety of ways through a university-sponsored swim course or through arrangements with off-campus facilities and organizations such as the YMCA, Red Cross-Level IV Instruction, on-base Directorate of Family, Morale, Welfare, and Recreation (DFMWR) facilities or through qualified Cadre.

(5) ROTC programs without facilities for swimming lessons or which incur costs for using those facilities, may request funding for external water training support. Subject to the availability of funds, USACC will fund swimming lessons for contracted Cadets. USACC can also fund MS II Cadets whom the PMS identifies as having a high propensity to contract and meet the above outlined standards. This is only available if the program is without facilities for swimming lessons or incurs a cost to use those facilities. Schools requiring funding for external water training support will submit their funding requests to their respective Brigade S-3 for approval, then through normal channels to the USACC G-4 for funding.

d. Rappelling (Training Circular 21-24).

(1) Rappel Master / RSO Training and Certification. A PMS executing rappel training may conduct ground training and wall-side tower rappelling without a TRADOC school-trained rappel master as long as a minimum of one certified Rappel Safety Officer (RSO) is on site to assume the duties and responsibilities of the rappel master. The RSO serves as the Officer in Charge (OIC) during all rappel operations. The RSO is certified and appointed in writing by the Brigade Commander and must be a SFC or above trained on rappel master tasks. Commanders may certify RSOs based on demonstrated rappelling proficiency and recent military experience (e.g., Rappel Master Course, Ranger Course, Basic Military Mountaineering Course (summer or winter), or Air Assault Course). Once a Cadre member is certified as a rappel master, they must conduct rappel operations at least once every six months and recertify every five years.

Rappel masters must take a refresher class taught by a current rappel master if they have not executed rappel master duties in six months. The refresher class subjects are listed in the rappel master qualifications of TC 21-24, Rappelling, Chapter 1, Para. 1-4.

(2) Risk Management. The Brigade Commander will approve all rappel training regardless of residual risk IAW CCR 385-10 (Cadet Command Safety Program) para 4-3.e.(2)(a).

(3) Site Certification and Inspection. Rappel towers and rappel locations (towers, buildings, or other field sites) must be inspected and certified by the supporting installation, university safety office, or the university engineering and facility office (if conducted on campus) using the USACC Tower Inspection Checklist. The rappel master/RSO will inspect the site immediately prior to each use. Cadre must carefully monitor the site, equipment, and training procedures throughout each rappel training exercise.

(4) Site Setup. Only Cadre who are certified rappel masters are authorized to set up the rappelling site, inspect equipment, and inspect towers and anchor point rigging per TC 21-24, Rappelling.

(5) Conduct of Training. Rappel Lane NCOs (Corporal or above) are authorized to hook up rappelling personnel and supervise their descent under the direction of a certified rappel master or RSO. Rappel training will be limited to basic individual hip-seat rappels and will be conducted on buildings, established towers, "skid" or "helicopter-style" rappels from an approved fixed tower or other field sites. Rappelling from helicopters, Australian rappels, and other advanced rappel techniques are not authorized. Cadets are required to rappel from a height of less than ten feet or on an incline prior to making their first rappel from a height of more than ten feet. The purpose of this preliminary rappel is to introduce Cadets to proper position and braking techniques and build their confidence in those techniques before rappelling from a significant height.

(6) Uniform. Cadre and Cadets will wear the Kevlar/ACH helmet or other approved protective helmets and use leather gloves during rappel operations. Cadets will not wear load-carrying equipment (LCE) or carry weapons while rappelling unless participating in Ranger Challenger or Sandhurst competitions/training.

(7) Unofficial Rappelling Events. Contact the USACC SJA for clarification and guidance on PMS or Cadre liability.

(8) Rappelling Demonstrations. Only Cadre will perform rappelling demonstrations.

(9) JROTC. Rappel Safety Officers from Senior ROTC programs may conduct rappelling for JROTC Cadets only during USACC sanctioned JROTC summer camps. Senior ROTC program Cadre cannot conduct rappel training for JROTC at other times even if otherwise approved by the school principal and the school agrees to cover

liability. JROTC personnel who have been rappel master certified at an accredited TRADOC school are allowed to conduct rappel training at school-sponsored events.

2-12. Risk Management (RM)

a. The PMS will conduct Risk Management (RM) for all training events IAW Cadet Command Safety Manual, CC 385-10, 4-3 prior to the conduct of training. The PMS will ensure all documents are properly completed and signed prior to the start of the event. The appropriate level commander will endorse residual risk.

(1) Brigade Commander will approve all rappel training regardless of residual risk. The PMS will conduct RM procedures prior to all rappel training IAW CCR 385-10 (Cadet Command Safety Program) para 4-3.e.(2)(a).

(2) Medical Support to Training.

(a) Brigade commanders will ensure medical support requirements are addressed in the planning, preparation, and execution of all training activities. The minimum level of medical support for all training outside the classroom is a certified Combat Life Saver (CLS) in possession of a current inventoried CLS bag. The CLS is authorized to provide medical measures in compliance with "Good Samaritan Laws" until evacuation can be completed. Cadets will not be used for medical support regardless of training and certification.

(b) The PMS will assess and certify the adequacy of medical support to training annually. Factors to assess include: standardized support to all training, medical support linked to credible injury, and timely response, evacuation, and treatment of injured personnel.

b. Any individual not enrolled in SROTC can participate in military-style activities conducted primarily for recruiting by completing waiver liability forms in accordance with waiver documentation requirements for USACC and the university/school. This includes the following events: rock climbing, rappelling, sports or athletic events (rigorous exercise), rope climbing, and similar such activities.

2-13. Testing

a. USACC Testing. The USACC Testing Program is a holistic and integrated program that provides data on the quality of Cadets and supports programmatic, comprehensive leader development across the Cadet life-cycle (Marketing, Recruiting, Contracting, Accessions and Commissioning). The USACC Testing program consists of two tests: the Cadet Background and Experiences Form (CBEF) and Talent Assessment Battery (TAB).

b. Army Personnel Testing. The Army Personnel Testing (APT) program encompasses standardized tests that determine Cadet eligibility for specialized training

and to support the Army's personnel selection and classification process, including language proficiency testing. Army Regulation 611-5, Personnel and Classification Testing governs this program and is managed by The Adjutant General Directorate (TAGD) of the U.S. Army Human Resources Command. Programs can go to <https://www.hrc.army.mil/tagd/apt%20resources> to establish testing procedures for the following required testing:

(1) *Special Instrument for Flight Training (SIFT)*. SROTC Cadets that intend to branch Aviation must complete the SIFT test prior to attendance at Advanced Camp to be eligible for a flight physical during Advanced Camp.

(2) *Defense Language Aptitude Battery (DLAB)*. All contracted SROTC Cadets must complete the DLAB upon completion of their junior year.

2-16 SROTC Blackboard (Bb)

The primary purpose of SROTC Bb <https://rotc.blackboard.com> is to publish military science curriculum materials and cadre, faculty, and staff development courses. The secondary purpose is to develop MS course shells for use at the program level. SROTC Bb is used to create student accounts and provide students access to curriculum course materials. SROTC Bb also functions as a general information portal for the command. The Blackboard Administrators/Course Managers will post pertinent information on areas such as leader development, the Basic Camp, and Advanced Camp.

a. Cadets, cadre/faculty, and staff are issued an SROTC Bb account and can access SROTC Bb from any computer or device. Qualifications and instructions for obtaining an account are posted on the front page of SROTC Bb. Cadre Bb accounts are generated by the Bb administrators at USACC; Cadre/faculty generate Cadet Bb accounts at the SROTC programs.

b. Any questions or issues with accessing the SROTC Lessons should be directed to the Cadet Command SROTC MS Course Managers. Their contact information is located on the SROTC Blackboard homepage at <https://rotc.blackboard.com>

Chapter 3 – Cadre, Faculty, and Staff Development

3-1. Overview

a. The Directorate of Leadership Development and Education (DOLD-E), Cadre/Faculty and Staff Development Division (CFSD) is responsible for the USACC Cadre/Faculty and Staff Development Program (CFSDP). The CFSD manages the CFSDP, which encompasses resident School of Cadet Command (SOCC) courses, cadre/faculty and staff qualification and certification policy, and the Army University Faculty Development and Recognition Program (FDRP).

b. CFSD is responsible for developing, implementing, and revising Cadre/Faculty course content that focuses on adult learning methods and strategies in order to cultivate and sustain an agile, adaptive, educating and innovative faculty.

c. USACC G1, G4, and RMID are responsible for developing, implementing, and revising the HRA, LOG, and ROO courses respectively.

d. Cadre/faculty and staff are all personnel involved with training, educating, developing, and providing administrative support to SROTC Cadets at the program-level.

(1) Cadre/faculty is any member of an SROTC Program who is responsible for the Analysis, Design, Development, Implementation, and Evaluation (ADDIE) process educating and training Cadets. Cadre/faculty includes PMSs, Assistant Professors of Military Science (APMS), SMSIs, and Military Science Instructors (MSIs) (including contractor personnel). A SROTC faculty member is responsible for delivering the Military Science curriculum to Cadets in the classroom environment on campus. When faculty members perform the role of expert trainer during labs, field training exercises, and CST they are identified as cadre.

(2) Staff is any member of an SROTC Program who provides support to the faculty and Cadets. Staff includes HRAs, ROOs, Logistics Specialists, and Program Assistants.

e. CFSD implements training and education to develop professional competencies and standards based on staff job requirements and cadre/faculty competencies established by the Army University Center for Teaching and Learning Excellence in order to support and facilitate Cadet learning.

f. Brigades and Programs must ensure that cadre/faculty and staff receive training and education to develop competencies required to perform their duties.

g. TRADOC Regulation 350-70, Army Learning Policy and Systems, Chapter 8, Faculty and Staff Development provides a framework for cadre/faculty and staff development.

h. The USACC Quality Assurance Division will assist CSDD in evaluating the effectiveness of the CFSDP through site visits to SROTC Programs and evaluations of CFSDP/SOCC courses.

3-2. Cadre/Faculty and Staff Development Program (CFSDP)

a. The CFSDP comprises a series of training/education, qualification and certification requirements for SROTC cadre/faculty and staff. This program provides cadre/faculty with skills to implement and manage their training and education programs to TRADOC/Army standards and prepares staff to perform their support roles.

b. Cadre/Faculty (instructors) Tiered Development Model (Figure 3-1). This model depicts cadre/faculty development with three levels of proficiency – Basic, Intermediate, and Advanced. The model also depicts institutional, operational, and self-development domains of cadre/faculty development, along with the required phases of Army instructor certification (Phases 0-3) and ongoing professional development (Phase 4).

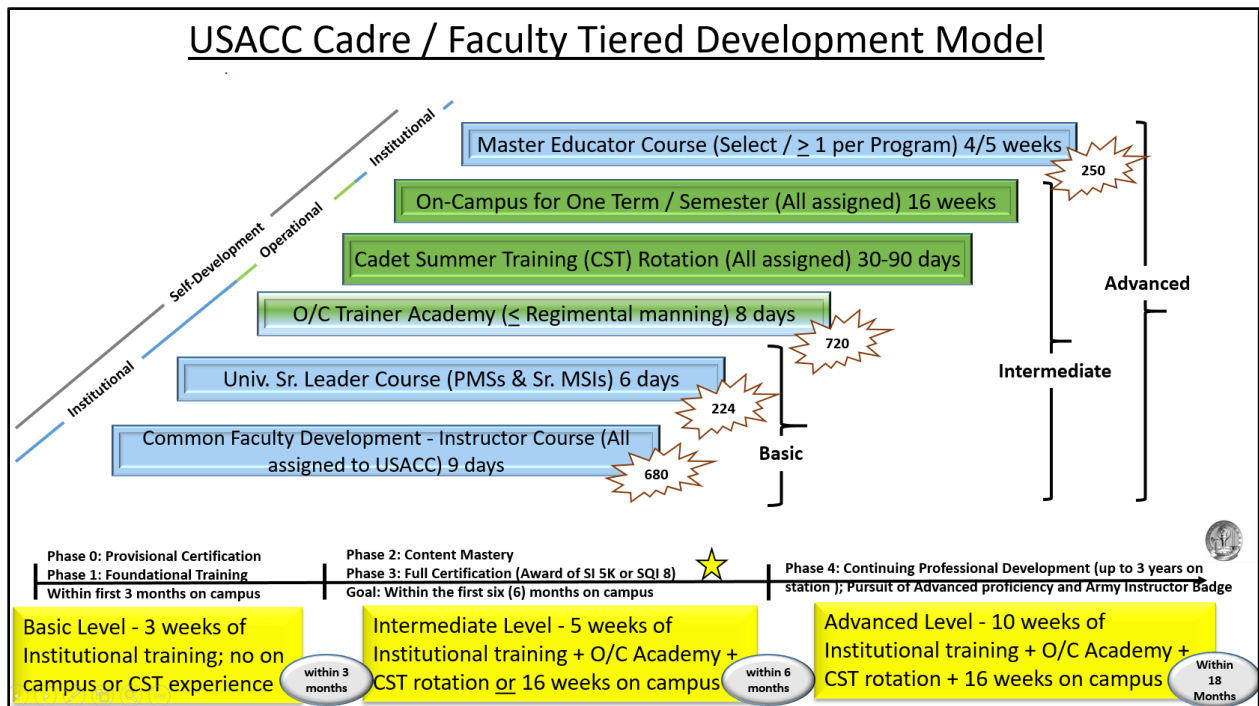


Figure 3 1. Cadre/Faculty Tiered Development Model

(1) Basic Proficiency Level –The Basic Proficiency Level (Resident courses (CFD-IC, USL or MEC) is REQUIRED for all cadre/faculty members. This training provides Phase 0 and Phase 1 of the Army instructor certification requirements. This training should be completed prior to assignment or not later than 120 days after assignment to SROTC program.

(2) Intermediate Proficiency Level – The Intermediate Proficiency Level is REQUIRED for all cadre/faculty members. It includes Basic Proficiency Level plus completion of the Observer, Coach, Trainer (OC/T) Academy and a rotation at Cadet Summer Training (CST) or 16 weeks of on-campus experience as a primary cadre/faculty member teaching the Military Science curriculum (whichever occurs first). This level may include Phases 2 and 3 of the Army instructor certification requirements if the cadre/faculty member is teaching the MS curriculum on campus as the primary instructor and is evaluated by the PMS (Phase 3 certified by the PMS). Phase 3 will be delayed to the semester following the CST if the cadre/faculty member rotates to CST prior to teaching on campus.

(3) Advanced Proficiency Level – Cadre/Faculty members at the advanced level are considered expert trainers/educators. This level is not required for all cadre/faculty members. Completion of basic and intermediate levels plus a semester of on campus teaching as the primary instructor or a CST rotation (whichever was not completed at the intermediate level) are prerequisites.

3-3. Cadre/Faculty and Staff Development Training and Education

a. Cadre/faculty training and education focuses on developing USACC Instructor Competencies. Staff training and education focuses on preparing them to perform their duties at the Program.

(1) Cadre/faculty must develop critical skills based on a well-defined set of competencies to teach the SROTC curriculum effectively. The USACC Landing page https://army.deps.mil/army/cmds/USACC-HQ/DOLD-E/SOCC/default_sub.aspx contains the 20 Instructor Competencies that form the foundation for USACC faculty training and education. These internationally recognized competencies form the foundation for the Army's faculty and staff development program. Cadre/faculty must develop, hone and maintain their knowledge, skills, and abilities in the individual, squad and platoon-level tactics required for field training exercises and CST.

(2) Staff competencies are based on specific position descriptions and may be determined by respective civilian Career Programs.

b. Cadre/faculty and staff SOCC resident courses provide foundational qualification, knowledge, and skills for cadre/faculty and support staff.

(1) Cadre/faculty resident courses are mandatory for USACC instructors. Cadre/faculty members must complete either CFD-IC or MEC. These courses are designed to teach critical skills and competencies that are required to effectively teach the SROTC curriculum and manage Programs.

(a) Common Faculty Development Instructor Course (CFD-IC) is the USACC foundational instructor qualification course required for all PMSs, SMSIs, APMSs and MSIs. CFD-IC meets the TRADOC foundational instructor course requirement for Part I

of instructor certification. This course prepares participants who enter the course at different levels of mastery to manage adult learning environments IAW the Army Learning Model (ALM). It is designed to develop newly assigned USACC facilitators/instructors (cadre/faculty) in the competencies necessary to manage an adult learning environment on a university campus. CSDD School of Cadet Command CFD-IC instructors must meet the TRADOC Train the Trainer requirements outlined in TRADOC Pamphlet 350-70-3.

(b) Master Educator Course (MEC) is a mastery level course for PMSs, APMSs, SMSIs, and MSIs that focuses on advanced adult teaching/learning strategies and university organizational leadership. CFD-IC learning outcomes and student assessment rubrics are embedded in MEC, meeting the TRADOC foundational instructor course requirement for Phase I of instructor certification and other USACC brigade and program management requirements within the USL. MEC serves as the premier instructor qualification course for all faculty (PMSs, SMSIs, APMSs and MSIs). The course awards undergraduate and graduate college credits in adult education and organizational leadership.

(c) University Senior Leader course (USL) is the USACC functional course required for all PMSs and SMSIs and serves as a training course in other topics for Brigade Commanders, Directors of Brigade Operations (DBOs), and Brigade Sergeants Major. USACC HQ staff, DBOs, and senior PMSs (mentors) provide instruction to PMSs and SMSIs on positive command climate, effective recruiting strategies, scholarship programs, campus resources, enrollment, contracts, retention, disenrollment, accessions, and safety.

NOTE: It is recommended that all SROTC Programs have at least one Master Educator Course graduate to assist with the ongoing professional development of Cadre/Faculty.

(2) Staff resident courses are mandatory for all USACC battalion staff members. These courses prepare staff to perform their job specific duties at the Programs. Staff resident course instructors may attend CFD-IC if recommended by USACC proponent.

(a) The HRA Course provides instruction on the Cadet Command Information Management Module (CCIMM), scholarships, Cadet Pay, scholarship payment process, contracting, accessions packets, enrollment/disenrollment, processing waivers, and other critical skills.

(b) The Logistics Course provides instruction on USACC supply processes and procedures, Government Purchase Card (GPC) instruction, Government Services Administration (GSA) vehicles, budget management, Global Combat Support System-Army (GCSS-A), and other critical skills.

(c) The ROO Course provides instruction on USACC operational procedure, market analysis, salesmanship, The Army Interview, formulation of a campus marketing strategy, ROO Zone (recruiting management tool), and methods to achieve the on-

campus recruiting mission. The ROO Course proponent recommends that all ROO Course instructors complete the CFD-IC.

NOTE: Newly hired Program Assistants must attend both the HRA and Logistics courses IOT attain competency in both areas.

3-4. Cadre/Faculty and Staff Certification Program

a. All cadre/faculty (PMSs, APMSs, SMSIs, and MSIs) who teach SROTC Military Science curriculum must compete USACC cadre certification prior to serving as the primary instructor for any lessons or labs delivered to SROTC Cadets (this also includes contractor instructor personnel). CSDD established a cadre/faculty and staff qualification and certification program IAW with TRADOC Regulation 350-70.

b. Cadre/faculty Certification Program definitions:

(1) "Qualification" means a cadre faculty member has successfully completed one of the resident foundational courses (CFD-IC or MEC), which is Phase 1 (Foundation) of the certification process.

(2) "Certification" means a cadre/faculty member, in addition to completing Phase 1 (Qualification) has completed Phases 2 and 3 (Technical and Certification) at the SROTC Program and has been certified by the PMS. Completion of the certification process will certify the cadre/faculty member as a primary instructor/facilitator for the SROTC Military Science curriculum. Certified cadre/faculty members will receive the skill identifier (SI) "5K" (officers) and special qualification identifier (SQI) "8" (noncommissioned officers) in accordance with AR 611-1 and DA Pamphlet 611-21.

c. Cadre/faculty Certification Program Phases

(1) "Phase 0" (Provisional Certification) allows a new cadre/faculty member to teach Cadets prior to attending either CFD-IC or MEC (Phase 1 qualification courses) and should not exceed 120 days (unless all efforts have failed in getting a class seat). Brigade Commanders can approve provisional certification when mission requirements at the Programs require PMSs/APMSs/SMSIs/SMIs to teach SROTC Military Science (MS) curriculum prior to attending a Phase 1 qualification course. PMSs should use the USACC Cadre/Faculty Provisional Certification Request, Certification Form (USACC 145-21-5-P) at USACC Landing Page https://army.deps.mil/army/cmds/USACC-HQ/DOLD-E/SOCC/default_sub.aspx, along with a cover memorandum, to request provisional certification for new faculty members. Provisional certification is granted after the following requirements are met:

(a) Verification that the Cadre/Faculty member is scheduled for a SOCC resident course (CFD-IC or MEC) within 120 days.

(b) Verification that the new instructor has observed experienced instructors teaching MS curriculum, has served as an assistant instructor, has been assigned a mentor (if available), and has attended on-campus, university faculty training (if available).

(c) Verification that a certified PMS or a PMS-designated, certified SROTC instructor has observed and evaluated the new instructor using CC Form 145-21-5-P USACC Cadre/Faculty Provisional Certification Request Certification Form; with associated rubric located at: https://army.deps.mil/army/cmds/USACC-HQ/DOLD-E/SOCC/default_sub.aspx and determined an acceptable level of content knowledge and competence in preparation for and delivery of lesson material, and assessment of cadet learning. There is not a minimum required score for provisional certification. Use the evaluation form as a developmental tool with the new faculty member.

NOTE: In all cases, BDE S3s must schedule new cadre/faculty members for the earliest available training seats in Phase 1, foundational training courses (CFD-IC or MEC). PMS will use provisional certification only be used in exceptional cases where mission dictates and for no longer than a 120 day period after the cadres assignment to USACC. A new PMSs may be evaluated by a certified SMSI or another PMS for provisional certification.

(2) “Phase 1” (Foundation) of the certification process requires cadre/faculty to successfully complete one foundational course (CFD-IC or MEC). Phase I addresses adult learning principles articulated in the Army Learning Model, and incorporates Army and USACC faculty competencies. Additionally, all PMSs and SMSI must also attend the University Senior Leader (USL) course.

NOTE: Cadre/faculty members who have previously graduated within the last five year from CFD-IC, Foundation Instructor/Facilitator Course (FIFC) or Faculty Development Phase 1 (FDP1) at another TRADOC school location do not have attend USACCs CFD-IC or MEC. No other TRADOC instructor schools (TAITC, ABIC, etc.) qualify for exemption from USACC CFD-IC or attendance. These previously certified USACC instructors still must complete local USACC instructor certification Phase 2, and Phase 3. Previous TRADOC certified cadre will include their previous TRADOC CFD-IC or FDP-1 certificate in their local instructor portfolio in place of the USACC CFD-IC or MEC certificate.

(3) “Phase 2” (Technical) is completed on-campus to further develop instructor competencies. Phase 2 combines foundational educational methodology with technical content mastery. After completing Phase 1 (Foundation), qualified cadre/faculty members can serve as an assistant instructor with a certified faculty member to achieve the technical standard/content mastery of the MS curriculum for which they are responsible. The cadre/faculty member must demonstrate knowledge of the assigned content and the ability to apply the instructional methods required before moving to Phase 3, Certification by the PMS.

(4) “Phase 3” (Certification) is completed on campus after one successful evaluation by a certified PMS or a PMS-designated certified cadre/faculty member. The evaluation must be conducted while the cadre/faculty member is serving as the primary instructor for a MS curriculum lesson or series of lessons, culminating with certification to teach the assigned MS I, MS II, MS III or MS IV course. Certification qualifies a cadre/faculty member to serve as the primary or lead instructor for the specific MS content. If the PMS is being certified, he or she should be evaluated by a certified SMSI or another certified PMS. All cadre/faculty must complete Phases 2 and 3 for USACC certification – no waivers.

(a) The written evaluation by the certified PMS or PMS designee will be documented using the (Cadet Command Educator Assessment/ Certification Form (USACC 145-21-5)) with associated rubric located at the USACC Landing Page https://army.deps.mil/army/cmds/USACC-HQ/DOLD-E/SOCC/default_sub.aspx The lesson being evaluated must include MS curriculum classroom instruction and should include a practical exercise or other small group activities. A “Satisfactory” or “Accomplished” evaluation is required. The evaluator will provide feedback to the cadre/faculty member. The PMS will direct and a subsequent evaluation attempt if prospective cadre does not meet the minimum score/assessment.

(b) The PMS must submit a certification memorandum to the Brigade Headquarters for record keeping and processing of instructor identifiers. Brigades must submit personnel actions (DA 4187 signed by the Soldier) to Soldier Actions Section, Military Personnel Services Branch, Military Personnel Division, Directorate of Human Resources, Fort Knox, Kentucky to ensure certified Cadre/Faculty members receive the skill identifier (SI) “5K” (officers) and special qualification identifier (SQI) “8” (noncommissioned officers) pursuant to AR 611-1 and DA Pam 61-21.

(5) “Phase 4” (Continued Professional Development) provides the opportunity for certified cadre/faculty to continue to develop professionally. During Phase 4, the PMS is required to conduct semi-annual written evaluations of all certified cadre/faculty. The Observer Coach Trainer (O/C T) Academy and the Basic and Advanced Camp Leader Certification Programs are included in this phase as a requirement for cadre who serve as Cadet Summer Training Platoon Master O/C Ts. All certified cadre/faculty members should participate in at least one of the following:

(a) Continuing or higher education.

(b) Attend university faculty workshops.

(c) USACC sponsored professional development (virtual or live).

(d) Participate in Faculty Development and Recognition Program (FDRP), which allows for the award of Basic, Senior and Master Army Instructor Badges.

(e) Ongoing competency development.

(f) Observer Coach Trainer (O/C T) Academy for Cadet Summer Training.

(g) Basic and/or Advanced Camp Leader Certification Programs (LCPs).

d. Staff Certification. Staff members at the SROTC Programs are assessed in the civilian hiring process and possess the knowledge, skills, and competencies to perform their assigned duties. Staff certification includes the completion of the required cadre DL and resident courses. Staff members should also continue to develop through ongoing professional development opportunities offered by the USACC headquarters proponents, the Civilian Education System, and other Career Program training and education.

e. Ongoing Evaluation. The PMS must evaluate certified cadre/faculty members each semester (or twice in an academic year) using CC Form 145-21-5 (Educator Assessment-Certification) with associated rubric located at USACC Landing Page https://army.deps.mil/army/cmds/USACC-HQ/DOLD-E/SOCC/default_sub.aspx These evaluations should be developmental in nature and provide opportunities to identify areas of strength and areas for continued development. PMSs will evaluate staff members according to Cadet Command policy related to civilian employee evaluations.

f. Recertification. PMSs must require cadre/faculty to remain knowledgeable of curriculum changes and staff to remain knowledgeable of business process changes.

(1) Cadre/faculty members who serve in an instructor position for more than 5 years will be recertified by PMSs. Recertification may include completion of the Phase 1 foundational course if the PMS deems it necessary to improve or update a cadre/faculty member's competency level. The PMS will evaluate each cadre/faculty member to determine if training in the foundational course is necessary. This requirement also applies to long-term contracted cadre/faculty members.

(2) Staff members who serve in support positions for more than 5 years must remain current in the application of policy within their respective duty positions. PMSs will evaluate these staff members and recommend refresher training if needed. The USACC proponent for each staff position (HRA, LOG, ROO, and PA) may also determine if refresher training is required.

g. Cadre/Faculty Records (Instructor Portfolios). PMSs must maintain an instructor record for each faculty member in accordance with TRADOC Regulation 350-18, Chapter 4, Paragraph 4-6. The record may be in hard copy or in digital format. Instructor records must be current and contain the following documents.

(1) Instructor certification memorandum.

(2) Instructor training certificate(s) for foundational instructor training and other instructor training.

(3) Copy of orders or request for orders for SI 5K or SQI 8 (instructor identifier).

(4) Valid DA Form 705, when applicable.

(5) Copies of instructor evaluations from previous 12 months (CC Form 145-21-5-P and CC Form 145-21-5).

3-5. Cadre/Faculty Recognition Program

a. The USACC Cadre/Faculty Recognition Program provides an opportunity to acknowledge superb performance. Brigades and Programs are encouraged to implement their own recognition programs to recognize outstanding members within their organizations quarterly and annually.

b. Certified cadre/faculty members may participate in USACC and TRADOC Instructor of the Year Programs, which recognize instructor excellence. USACC will publish an operations order detailing the criteria for Brigades to nominate candidates to compete for USACC Instructor of the Year. The cadre/faculty member selected as USACC Instructor of the Year will be eligible to compete for TRADOC Instructor of the Year.

c. Cadre/faculty members who are officers, warrants, NCOs, or Department of the Army civilians may participate in the Army University Faculty Development and Recognition Program (FDRP). Cadre Faculty who have completed Phase 3, Instructor Certification are eligible for the program.

(1) The FDRP provides guidance for the award of the Instructor Badge, Senior Instructor Badge, and Master Instructor Badge.

(2) The approval authority for the Army Instructor Badges is the ROTC Brigade Commander.

(3) Procedures for administering the FDRP in USACC are addressed in Cadre/Faculty Instructor Certification & Recognition area under the Resources tab in ROTC Blackboard

https://rotc.blackboard.com/webapps/cmsmain/webui/courses/Cadre_Instructor_Certification_Recognition?action=frameset&subaction=view&uniq=w1omh&mask=%2Fcourses and USACC Landing Page at https://army.deps.mil/army/cmds/USACC-HQ/DOLD-E/SOCC/default_sub.aspx .

(4) TRADOC Regulation 600-21, Faculty Development and Recognition Program provides guidance on how to administer the FDRP.

3-6. Exceptions to Policy

a. Requests for exceptions to policy for this chapter must be submitted from the Program to the Brigade Headquarters. Requests must include the time period of the exception, background information, and an explanation of the reason for the exception. The Brigade will endorse the exception and forward it to the appropriate approval authority.

b. The approval authority for exceptions to policy.

(1) CFD-IC and USL is USACC, DCS, DOLD-E, CFSDD.

(2) HRA Resident Course is USACC, DCS, G-1.

(3) Logistics Resident Course is USACC, DCS, G-4.

(4) ROO Resident Course is USACC, DCS, RMID.

Chapter 4 - Quality Assurance

4-1. General

a. The Quality Assurance Division (QAD) of DOLD-E is the executive agent for the development and management of USACC's Quality Assurance Program to include:

(1) Implementing the Army Enterprise Accreditation Standards (AEAS) as it pertains to SROTC educational programs and as it relates to assessment and improvement strategies, faculty leader training and education, and accountability for the quality of instruction.

(2) Developing standards and planning, organizing, coordinating, scheduling, and conducting assessments and professional development support for programs.

(3) Providing information, assessments, judgments, opinions, and an experienced viewpoint in shaping improvement strategies for training and education and overall quality of instruction.

(4) Conducting professional development tailored to organization key education leaders as well as to faculty.

4-2. Master Evaluation Plan (MEP)

The Master Evaluation Plan (MEP) is a planning tool utilized for scheduling program assessments and requirements three years out. QAD continuously updates the MEP as requirements are met and to revise scheduling. The MEP incorporates internal and external assessments of all courses over a three-year period. It is located on the USACC SharePoint site under DOLD-E public documents. All QAD on-campus visits for

the next academic year are scheduled on the USACC long range training calendar NLT May of each academic year.

4-3. Brigade Support

The QAD serves as a conduit for programs and brigades and provides higher education expertise, tools, resources, discussion, and a knowledge management repository of lessons learned and best practices. QAD provides direct support to brigades, principally during the academic year, in four ways:

a. On-campus Assessment Visits. QAD provides assessments, feedback, and tailored professional development. The goal of QAD is to visit 33% of Programs annually. Program visits allow QAD to provide external subject matter expertise, direct support, professional development, and feedback to cadre/faculty.

b. Professional Development Training and Best Practice Workshops. Quality of instruction, professional development, and best practice workshops are conducted in direct support of all brigades.

c. Resources, Innovation, and Best Practice (RIB). The QAD staff and QA trained augmenters will collect best practices and lessons learned from the field. This data will be stored in the command approved KM site in the QA RIB site. The purpose is to facilitate process and practice improvement through sharing of best practices, lessons learned, resource, and tool sharing, guidance refinement, and to support managed discussions through a shared single repository. Brigades will retain the ability to manage data posted to their designated Brigade area on the QA site.

d. Resource Site Support. Ensure all leaders/instructors are enrolled and familiarized with the QAD RIB site and fully understand how to use the site, existing resources, tools, and data. QAD and DOLD-E will solicit and encourage participation from the field to contribute to the collection of useful products and innovative ideas to maximize KM flow across the Command.

4-4. Curriculum Division Support

QAD validates effectiveness of select MS I-IV classes in conjunction with Brigade on-campus visits through formal inspections to provide feedback to the Curriculum Division. The Curriculum Division is provided access to all classroom observation data and analysis as well as filmed classroom instruction. A dedicated curriculum discussion board is established and monitored on the QAD RIB site. Curriculum developers monitor the QAD RIB site for traffic regarding their specific areas of expertise.

4-5. Staff Assistance Visit Support

QAD supports the ACoS in planning and coordinating Initial Command Inspections (ICIs) and Staff Assistance Visits (SAV) to the Brigade Headquarters in accordance with Army Regulation 1-201, TRADOC Regulation 11-21 and TRADOC Supplement 1 to AR

1-201 and USACC Regulation 145-8. Brigades are selected based on the scheduled turnover of commanders. In addition to management of the SAV program, QAD executes on-campus assessments and professional development as a member of the SAV. QAD provides feedback to the Brigade during a formal out brief scheduled prior the SAV. QAD objectives for SAV visits include:

- a. Provide a baseline assessment of program standards as defined by applicable law, contracts, Army regulations and Cadet Command policies.
- b. Identify strengths, deficiencies, and provide assistance to correct problems and improve unit operations.
- c. Provide opportunities for dialogue between staff counterparts.
- d. Gather Brigade and program feedback to improve the utility and execution of USACC processes.
- e. Assist, teach, and train staffs.

Chapter 5 – Campus Support Requirements

5-1. On-Campus Summer Training

Brigade commanders require the USACC CG's approval to conduct on-campus summer school programs for any level of military science. Conducting such programs cause conflicts with other high priority missions for the summer such as Basic Camp, Advanced Camp, and on-campus recruiting. Waiver criteria and the application process are located at Appendix C-1.

5-2. Training Ammunition

- a. Training ammunition will be requested, allocated, forecasted, expended, and turned-in in accordance with DA Pam 350-38 and Training Ammunition Management Information System-Redesigned (TAMIS-R) requirements. The USACC, DCS, G-3 is the USACC program manager for all ammunition requirements.
- b. Requests for training ammunition must support valid training requirements for the conduct of BOLC-A and Warrior Tasks and Battle Drills at the team, squad, and platoon level. Requests for training ammunition without a valid training requirement will be denied. Munitions for reward or retention incentives must be requested by memorandum, endorsed by the brigade commander, and sent to the USACC, DCS, G-3 for approval.
- c. A091 (.22 Match) ammunition is not authorized for use as a sub-caliber munition for basic rifle marksmanship. The A091 is to train and prepare ROTC Cadet, Cadre, or ROTC marksmanship teams to compete in a bona-fide Army or Civilian Marksmanship competition only. The PMS will submit a justification with the request for A091 that

outlines which marksmanship competition(s) the rounds will be used to train for, the number of Cadets or Cadre who will train, the frequency of training and the number of rounds required per member, per training event.

d. AB57 (Cartridge, 5.56mm, Ball). Additional SDZ is required in accordance with DA PAM 385-63 Table 4-8.

e. C025 (75mm blank) and C440 (105mm blank) is classified by DA as “Operational Ammunition”. USACC is not authorized “Operational Ammunition”, however, when available, the TRADOC Ammunition Manager has supported USACC with a limited number of rounds each year. PMS may submit requests and justification for C025 and C440 but must understand supply each year is not guaranteed and will be limited.

f. Training Ammunition Utilization Rates. Brigade commanders and PMSs will strive to achieve and maintain a 90% or better ammunition utilization rate through close management of TAMIS accounts.

g. ROTC units are not authorized to give Army ammunition to non-DoD organizations.

5-3. Ceremonial Cannon Fire

a. Training and certification will be conducted to ensure Cadre and salute battery personnel are current and qualified to fire ceremonial guns safely. Training will consist of identifying Surface Danger Zones (SDZ) for blank ammo used and the conduct of salute battery crew drills and misfire procedures. The PMS will conduct a risk assessment prior to firing and residual risks will be approved at the appropriate level.

b. Pack 75/105mm howitzers on the USACC TDA are maintained in accordance with appropriate Training Manuals (TM). These cannons are fired for ceremonial purposes only. SDZ restrictions as outlined in Range Safety, Department of the Army Pamphlet 385-63, para 10-3h, page 111, will be followed.

c. SDZ restrictions for (DODAC/1305-A010/10 gauge) blank will be determined by clearing 15m in front of and 35 degrees left and right of bore centerline. 75 mm and 105 mm (M337/M395/DODAC CO25/C440) blank ammo SDZs will be determined as outlined in DA Pam above.

d. The PMS will ensure cannon crews conduct preventive maintenance checks and services (PMCS) inspections to ensure breaches close properly, firing pins operate correctly and to ensure the bores are clear.

e. References:

(1) DA PAM 385-63, Range Safety, 16 April 2014.

(2) FM 5-19, Risk Management.

(3) TM 43-0001-27, Army Ammunition Data Sheets, Small Arms.

(4) TM 43-0001-28, Army Ammunition Data Sheets, Howitzers.

5-4. English as a Learned Language (ELL) Program

a. Any Cadet in Puerto Rico for which English is not his/her primary or native language is a prospective participant in the English as a Learned Language (ELL) program. Cadets at other institutions are eligible for testing/training based on the PMS assessment of their ability to read, understand, and speak English.

b. The Puerto Rico Language Training Detachment conducts English language training in Puerto Rico. USACC will not fund any additional programs or language training for Cadets in Puerto Rico. Select Cadets requiring remedial ELL training during Cadet Summer Training may attend training at the Defense Language Institute - English Language Center (See CC PAM 145-9-1). The PMS is responsible for identifying all contracted ELL Cadets and ensuring the English Comprehension Level Test (ECLT) and Oral Proficiency Interview (OPI) are conducted in accordance with the ELL Program guidelines listed below. Non-contracted ELL Cadets are encouraged to test as well. The PMS will submit quarterly ELL reports and initiate disenrollment actions for Cadets not meeting ELL program requirements to the USACC, DOLD-E (Chief, Curriculum Development Division). Submit requests through the Chief, Curriculum Development Division, USACC, DOLD-E.

c. ELL Cadets identified as such by their PMS will be administered the ECLT. If the score on this initial ECLT is below a 90, the Cadet will be enrolled into the ELL Program. If the initial ECLT score is 90 or above, then the OPI will be administered. If this OPI score is below 2+/2, or 2/2+, the Cadet will be enrolled into the ELL Program. Senior Contracted Cadets must be administered the OPI at least twice per year, regardless of their ECLT scores. The ELL commissioning requirement is considered met if a Cadet meets or exceeds both the ECLT score of 90 and the OPI score of 2+/2 or 2/2+ during any one subsequent ECLT/OPI testing session. The Cadet will not be required to participate further in the ELL program once the preceding is achieved.

d. Basic Course ELL Cadets. Non-scholarship Basic Course Cadets are not required to take the ECLT or OPI, however, they should be encouraged to strive to attain the MS II course progression requirements listed below by the conclusion of the Basic Course. Cadets may not enter the Advanced Course unless they meet the minimum score of 70 on their ECLT and score 1+/1 on their OPI.

e. Contracted Basic Course ELL Cadets. The PMS will inform contracted Basic Course ELL Cadets of the MS course progression requirements within the ELL program prior to contracting Basic Course Cadets. The PMS will test contracted Basic Course Cadets in their first semester of ROTC to assess their ECLT level and OPI level. The

PMS will dis-enroll contracted Basic Course ELL Cadets who do not meet the following ELL progression scores.

(1) Progression to the second semester: ECLT 70.

(2) Progression to the Advance Course: ECLT 70 and OPI 1+/1+.

f. Advanced Course ELL Cadets must meet the progression requirements listed below by the end of the first semester or face disenrollment proceedings.

(1) MS III course progression requirements: ECLT 75 and OPI 2/1+.

(2) MS IV course progression requirements: ECLT 80 and OPI 2/2.

(3) Commissioning requirements: ECLT 90 and OPI 2+/2.

g. *Summer Training and Cadet Professional Development Training (CPDT)*. ELL Cadets must have attained an OPI score and an ECLT score prior to the start date of the training. Students are not authorized to attend summer training or CPDT if the below scores are not met. This requirement is non-waiverable.

(1) Basic Camp: ECLT 75 and OPI 2/1+.

(2) Advanced Camp and CPDT: ECLT 80 and OPI 2/2.

(3) Advanced Camp Commissionee: ECLT 90 and OPI 2+/2.

h. PMSs outside of Puerto Rico who require testing for Cadets in their program must coordinate for ELL testing materials and support at their local Military Entrance Processing Stations (MEPS) or supporting military installations.

Appendix A – References

ARs, DA pamphlets, and DA forms are available at <http://www.apd.army.mil>. USACC publications and forms are available at https://www.cadetcommand.army.mil/forms_pubs.aspx

Section I - Required Publications

AR 25-50, Preparing and Managing Correspondence

AR 25-52, Authorized Abbreviations, Brevity Codes, and Acronyms

AR 145-1, Senior Reserve Officers` Training Corps Program: Organization, Administration, and Training

AR 350-1, Army Training and Leader Development

TRADOC Regulation 10-5, Organization and Functions

TRADOC Regulation 10-5-1, Organization and Functions

TRADOC Regulation 350-70, Army Learning Policy and Systems

TRADOC Regulation 350-13, Military History Education

TRADOC Regulation 600-21, Noncommissioned Officer Education System Instructor Development and Recognition Program

TRADOC Regulation 350-36, Basic Officer Leader Training Policies and Administration

Section II - Related Publications

A related publication is a source of additional information. The user does not have to read a related reference to understand this publication.

AR 190-11, Physical Security

AR 190-13, The Army Physical Security Program

AR 385-10, The Army Safety Program

AR 385-63, Range Safety

AR 670-1, Wear and Appearance of Army Uniforms and Insignia

DA Pam 25-30, Consolidated Index of Army Publications and Blank Forms

DA Pam 385-1, Small Unit Safety Officer/NCO Guide

DA PAM 385-63, Range Safety

TC 3-21.5, Drill and Ceremonies

TC 21-21, Water Survival Training

ATP 3-21.8, Infantry Rifle Platoon and Squad

TC 3-22.9, Rifle and Carbine

FM 6-22, Leader Development

FM 7-22, Army Physical Readiness Training

TM 43-0001-27, Army Ammunition Data Sheets, For Small Caliber Ammunition

TM 43-0001-28, Army Ammunition Data Sheets, Artillery Ammunition for Guns, Howitzers, Mortars, Recoilless Rifles and 40mm Grenade Launchers

ADP 7-0, Training Units and Developing Leaders

ATP 5-19, Risk Management

STP 21-1-SMCT, Soldiers Manual of Common Tasks – Warrior Skills Level 1

TRADOC Reg 350-10, Institutional Leader Training and Education

TRADOC Reg 350-29, Prevention of Head and Cold Casualties

TRADOC Reg 350-70, Training Development Management, Processes, and Products

USACC Regulation 145-3-1, ROTC Cadet Professional Development Training, Off-Campus Training

USACC Regulation 385-10, Cadet Command Safety Program

USACC Pamphlet 145-4, Enrollment, Retention and Disenrollment Criteria, Policy and Procedures

Section II - Related Publications-Other

ADRP 3-0, Operations, November 2016

ADRP 6-0, Mission Command (Includes C1 and C2), May 2012

ADRP 6-22, Army Leadership (Includes C1), May 2012

ADRP 7-0, Training Units and Developing Leaders, August 2012

USACC Regulation 10-5, Organizations and Functions, US Army Cadet Command, February 2016

USACC Regulation 145-2, JROTC Organizations, Administration, Operation, and Support, February 2012

USACC Regulation 145-3, ROTC Pre-commissioning Training and Leadership Development, September 2011

USACC Regulation 145-8, ROTC Organizational Inspection Program, August 2010

USACC Regulation 145-9-1, Cultural Awareness Training Program, August 2015

Section III - Referenced Forms

DD Form 4, Enlistment/Reenlistment Document Armed Forces of the United States

DA Form 597, Army Senior ROTC Non-Scholarship Cadet Contract

DA Form 597-3, Army Senior ROTC Scholarship Cadet Contract

DA Form 4856, Developmental Counseling Form

USACC Form 104-R, Planned Academic Worksheet

USACC Form 139-R, Cadet Application and Enrollment Record

USACC Form 145-3-2, Statement of Intent

USACC Form 145-21-1-PDFF, QA Professional Development Feedback Forms

USACC Form 145-21-6-CSS, Cadet Class Comparison Survey

Section IV - Referenced Websites

USACC, SharePoint, <https://army.deps.mil/army/cmds/USACC/default.aspx>

Army Publishing Directorate, <http://www.apd.army.mil>

USACC Publications and Forms,
https://www.cadetcommand.army.mil/forms_pubs.aspx

USACC Blackboard, <https://rotc.blackboard.com>

ROTC Project GO, <http://www.rotcprojectgo.org>

Section V – Public Email Distribution Lists and Mailboxes

USACC, DOLD-E Outlook Address, usarmy.knox.usacc.mbx.hq-dolde@mail.mil

Appendix B – Accelerated Cadet Commissioning Training (ACCT)

B-1. Purpose and Concept

a. This appendix identifies training tasks for Accelerated Cadet Commissioning Training (ACCT) Cadets to integrate into the Cadet program. The purpose of this training is to ease the transition of these advanced placement Cadets into the program by teaching knowledge and skills that progression Cadets have mastered. This training program is not intended to teach all tasks taught in the SROTC Basic Course.

B-2. Method of Execution

a. Accomplish this training early in the fall semester, preferably within the first two weeks of class. Cadre members should teach it with the assistance of selected MS IV Cadets.

b. Each program may structure the delivery of this training to suit the schedules and needs of their ACCT Cadets. The estimated total duration of training is 14½ hours. The recommended method of delivery is to conduct 4½ hours of classroom training in one or more classes conducted during a single week with the remaining 10 hours during a weekend block.

c. Instructors should assign an MS IV sponsor/mentor to each ACCT Cadet to facilitate the integration of an ACCT Cadet into the SROTC program. The MS IV sponsor is responsible to facilitate ACCT Cadet integration, reinforce formal training, and provide a source of information and answers for the ACCT Cadet.

B-3. Early Train Up of Critical Tasks

- a. Structure and function of the ROTC program. The estimated time for this topic is 1 hour.
- b. Introduction to Leadership Development and Assessment. The estimated time for this topic is 1½ hours. The purpose of this class is to familiarize Cadets with the cycle of performance, assessment, feedback, and evaluation.
- c. Ethical Reasoning, Situational Ethics and Apply Army Values. The estimated time for this topic is 1 hour. This class reviews the Army values and the Army's expectations for the respectful and fair treatment of others.
- d. U.S. Military Customs and Courtesies. The estimated time for this topic is 1 hour. This class teaches basic customs and courtesies which they must be aware of and execute in the in SROTC. The class does not address customs related to military balls, dining-ins, and other social events.
- e. Wear of the uniform. The estimated time for this topic is 2½ hours. This class teaches the correct wear of the Army Combat Uniform (ACU) and Army Service Uniform (ASU). In addition, this class addresses the assembly and fitting of load bearing equipment.
- f. Basic Map Reading (MS 101 L04) and Intermediate Map Reading. The estimated time for this topic is 2½ hours.
- g. Drill and ceremonies. The estimated time for this topic is 3 hours.
- h. Physical fitness training. The estimated time for this topic is 2 hours.

Appendix C-1 – Training Waiver Criteria and Instructions

C-1-1. Application Process

- a. Approval of training waiver application packets are delegated to the Brigade Commander. No waiver will be submitted for consideration unless the Cadet is contracted or conditionally contracted. If the Cadet is conditionally contracted, part two of DA Form 597 will accompany the waiver request.
- b. All training waiver packets will include the following minimum documentation:
 - (1) Program Support Memorandum.
 - (2) CC Form 131-R.

- (3) Unofficial Transcript.
- (4) CC Form 104-R.
- (5) DA Form 705.
- (6) Cadet Record Brief.
- (7) CC Form 139-R.
- (8) SAL Worksheet.
- (9) Other Supporting Documentation.

C-1-2. Waivers Considered

a. Advanced Course Acceleration. Cadets entering ROTC via AEO or ACCT are not authorized to accelerate the advanced course.

- (1) Scholar: Minimum Cumulative GPA of 3.75.
- (2) Athlete: Minimum APFT/ACFT Score of 290.
- (3) Leader: Either prior service NCO (CPL or higher) or demonstrated leadership (e.g. President, Vice President, Team Captain, etc.) in university student government, civic, religious, service, or social organization while attending college.

b. Accelerated Cadet Commissioning Training (ACCT).

- (1) Eligibility: Academic Discipline Mix 3, 4, or 5. Waiverable by the Brigade Commander.
- (2) Scholar: Minimum Cumulative GPA of 3.0. Not waiverable.
- (3) Athlete. Active player on a university or comparable club team when contracted. Waiverable by the Brigade Commander.
- (4) Leader. Demonstrated leadership (e.g. President, Vice President, Team Captain, etc.) in university student government, civic, religious, service or social organization while attending college. Not waiverable.
- (5) Scholarship. Cadet's SAL status should make them eligible for a scholarship. If a scholarship is not available, the PMS should consider whether the Cadet is a better candidate for AEO rather than ACCT.

c. Retention Waivers. These include commissioning credit waivers, History (Professional Military Education) requirement, on-campus summer training, Advanced Camp credit, English comprehension, and distance learning waivers.

(1) Scholar. Minimum Cumulative GPA of 2.5 non-scholarship, and 2.7 for scholarship Cadets.

(2) Athlete. Minimum APFT/ACFT score of 250 or a player on a NCAA-recognized intercollegiate athletic team at the Junior Varsity or Varsity level.

(3) Leader. Prior Service, member of Student Government or equivalent Leader/President of University or Civilian Organization, outstanding Advanced Camp performance, and other areas which display exceptional leadership qualities.

Appendix C-2 – Cadet Progression Model

C-2-1. Application Process

The Cadet Progression Model in Figure C-2-1 below illustrates the four-year progressive Cadet developmental education and experiences. The model depicts developmental opportunities for Cadets across the three Army developmental domains. Cadre/faculty utilize these opportunities to enhance Cadet leader development based on individual Cadet strengths and weaknesses.

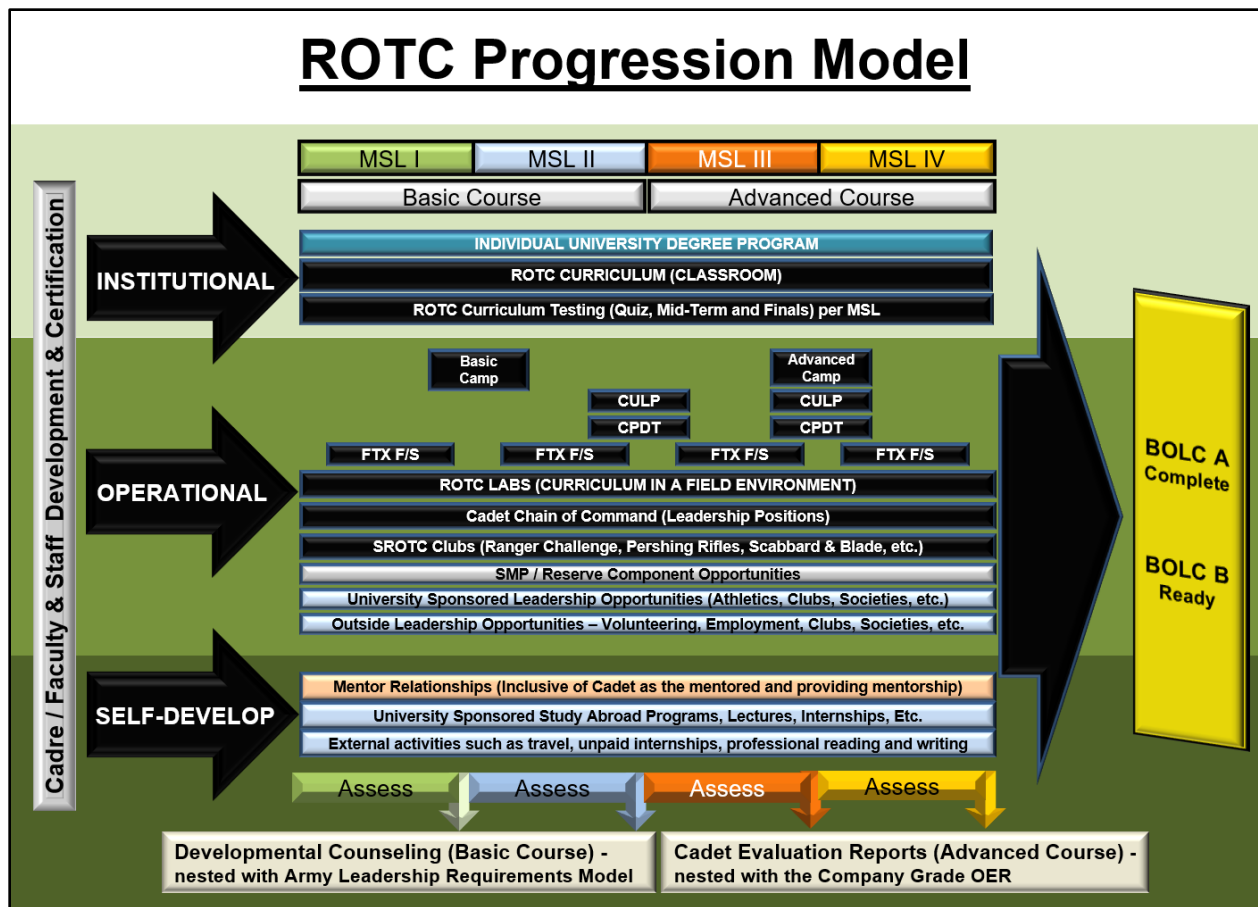


Figure C-2-1. Cadet Progression Model

C-2-2. Cadet Military Science Level Endstates

Understanding the desired MS endstate assists cadre/faculty in maximizing leader development opportunities for individual Cadets.

a. The MS I Endstate. The MS I Course produces a Cadet who accepts the Army as a Values-based organization and embraces the scholar-athlete-warrior ethos; who is familiar with individual roles and responsibilities in support of team efforts and problem solving processes in military and non-military situations; who demonstrates oral and written communications skills, understands resilience and develops a commitment to learning.

b. The MS II Endstate. The MS II course produces a Cadet grounded in foundational leadership doctrine and skills by following and leading small units to achieve assigned missions; who comprehends critical thinking and problem solving using TLPs; who comprehends the value of diversity and understands the officer's role in leading change; and understands the fundamentals of the Army as a profession.

c. The MS III Endstate. The MS III Course produces a Cadet who possesses enhanced individual and collective skills including leader competencies; effectively leads formations at the squad and platoon level in a variety of military and non-military mission context scenarios; effective at receiving and giving peer evaluations; who is committed and disciplined ethically, academically, physically, and socially.

d. The MS-IV Endstate. The MS IV course produces an Officer who has a self-authored professional identity; thrives in operationally ambiguous environments; is a moral exemplar and is prepared to be an Army leader, skilled critical thinker, problem solver, and team builder; skilled oral and written communicator committed to the Army ethic and profession; who has advanced interpersonal skill, knowledge of training management, and understands Army Doctrine; is culturally aware and displays characteristics of a lifelong learner.

C-3-1. Field Training Exercise (FTX) Purpose and Concept

a. General. Programs will conduct two Field Training Exercises (FTX) per year, one fall and one spring, in a field environment encompassing all MS levels. Critical points in planning and execution of the FTX:

(1) Balance exercise rigor with an understanding that the training audience is college students, not seasoned Soldiers. Challenge Cadet capabilities while understanding not all will be combat arms leaders.

(2) Programs must pay attention to academic requirements and school schedules when considering scheduling and duration of the FTX.

(3) Priority is to a Cadet's academic success. ROTC training must not negatively affect their academic performance or ability to graduate.

b. Participation. Enrolled Cadets may participate, as practicable, in the FTXs. Participating students will not participate in FTXs.

c. Duration. Each FTX will last for a minimum of 24 hours and will not exceed 48 hours, excluding travel time. Exceptions for training beyond 48 hours during a semester must be approved by the Brigade Commander. Programs are restricted to a maximum of 96 hours of FTX time per school year.

d. Method. Labs will be sequenced as necessary to meet their school's academic schedule and support FTX objectives. The labs and FTXs should develop proficiency at squad operations in the fall and introductory familiarization with platoon operations in the spring while preparing MS III Cadets for Advanced Camp. A secondary objective of FTXs is for cadre/faculty to demonstrate the proper and doctrinal methods to plan, prepare, resource, rehearse, and execute a field training exercise with Cadets. Cadets will perform planning and staffing functions under cadre guidance and assistance.

e. FTX Endstate: MS IV Cadets capable of planning, preparing and executing a Field Training Exercise (FTX), MSIIIs prepared for Advanced Camp, MS II Cadet able to demonstrate fundamental proficiency in basic Army tasks, MS I Cadets more confident and competent in basic fire team and squad operations.

f. Every program and task force has different resources available. There is not a prescriptive FTX design. The USACC CG Annual Training Guidance (ATG) will provide specific training focus areas to enhance Cadet preparedness for CST.

C-3-2. Fall FTX

a. The fall FTX is a program-level exercise focused on individual tasks to collective tasks at the squad-level to validate learning from fall labs and prepare the Cadets for the spring FTX. The fall FTX is intended for all contracted and enrolled-designated applicant Cadets to participate.

b. The fall FTX is the run phase of training and is an opportunity for Cadets to put theory and training from the classroom and labs into execution.

C-3-3. Spring FTX

a. The spring FTX is the final exercise of the year focused on preparing cadets for summer training. Size, location, academic calendars and location to training areas will determine the level of participation, but if possible could include at least one other program from the Task Force. As much as possible the FTX should occur in a replicated Advanced Camp environment focused on preparing MS III and IV contracted Cadets for Advanced Camp. It is intended for all MS III and IV contracted Cadets to participate, with limited participation from MS I and II contracted and enrolled-designated applicant Cadets. Enrolled cadets may participate as practicable. Participating or auditing students/Cadets will not participate.

b. The spring FTX is the run phase of training and is an opportunity for Cadets to put theory and training from the classroom and labs into execution using platoon Field Training Exercises (FTX) focused on squad and platoon missions. Utilizing the Task Force construct it also expands the Cadets' leader development by placing them in squads and platoons with Cadets from other programs. Additionally, the FTX lanes also provides other cadre/faculty a vehicle to observe and assess leadership attributes and competencies exhibited by Cadets.

Glossary

Section I – Abbreviations and Acronyms

AAR	After Action Review
ACC	Active Component Category
ACCT	Accelerated Cadet Commissioning Training
AD	Active Duty

ADDIE	Analysis, Design, Development, Implementation and Evaluation
ADP	Army Doctrine Publications
ADRP	Army Doctrine Reference Publications
AEO	Alternate Entry Option
AFAST	Alternate Flight Aptitude Selection Test
AKO	Army Knowledge Online
ALA	Army Learning Area
ALC	Army Learning Concept
ALMS	Army Learning Management System
ALRM	Army Leader Requirements Model
AOP	Alignment Option Program
APFT	Army Physical Fitness Test
APMS	Assistant Professor of Military Science
APT	Army Personnel Testing
AR	Army Regulation
ASB	Accessions Support Brigade
ASCC	Army Service Component Commands
ATCO	Assistant Test Control Officer
ATLS	Advanced Trauma Life Support
ATTRS	Army training Requirements Resource System
Bb	Blackboard
BOLC	Basic Officer Leader's Course
BRM	Basic Rifle Marksmanship
CAIT	Cadet Advanced Individual Training
CCIMM	Cadet Command Information Management Module
CCR	Cadet Command Regulation
CCTL	Common Core Task List
CFDC	Cadre/Faculty Development Course
CFSD	Cadre/Faculty and Staff Development Division
CFSDP	Cadre/Faculty and Staff Development Program
CG	Commanding General
CJA	Command Judge Advocate
CLIP-B	Culture and Language Incentive Pay-Bonus
CLS	Combat Life Saver
CMP	Civilian Marksmanship Program
CPDT	Cadet Professional Development Training
CTLT	Cadet Troop Leadership Training
CST	Cadet Summer Training
CU&LP	Cultural Understanding and Leadership Program
CCWP	Cadet Coalition Warfighter Program
CWST	Combat Water Survival Test
DA	Department of the Army
DCG	Deputy Commanding General

DCG-IMT	Deputy Commanding General, Initial Military Training
DCLT	Drill Cadet Leadership Training
DCO	Deputy Commanding Officer
DCS	Deputy Chief of Staff
DFMWR	Directorate of Family, Morale, Welfare, and Recreation
DHS	Director of Health Services
DLAB	Defense Language Aptitude Battery
DOLD-E	Directorate of Leader Development and Education
DoD	Department of Defense
DTMS	Defense Training Management System
ECLT	English Comprehension Level Test
ECP	Early Commissioning Program
ELL	English as a Learned Language
EST	Engagement Skills Training
CFD-IC	Common Facilitator Developer Instructor Course
FM	Field Manual
FTX	Field Training Exercise
HQ	Headquarters
IAW	In Accordance With
IMT	Initial Military Training
GCSS-A	Global Combat Support System - Army
GLO	General Learning Outcomes
GPA	Grade Point Average
GSA	Government Services Administration
HRA	Human Resources Assistant
IDRP	Instructor Development and Recognition Program
JROTC	Junior Reserve Officer Training Corps
KM	Knowledge Management
LDP	Leadership Development Program
LOG	Logistics
MEPS	Military Entrance Processing Station
METL	Mission Essential Task List
MHIC	Military History Instructor Course
MJC	Military Junior College
MOA	Memorandum of Agreement
MS	Military Science
NLT	No Later Than
NSEP	National Security Education Program
OCS	Officer Candidate School
OCONUS	Outside of the Continental United States
OES	Officer Education System
OE	Operational Environment

OIC	Officer In Charge
OML	Order of Merit List
OPI	Oral Proficiency Interview
PCC	Pre-Command Course
PME	Professional Military Education
PMS	Professor of Military Science
POI	Program of Instruction
PT	Physical Training
QA	Quality Assurance
QAO	Quality Assurance Office
RLC	Region/Language/Country
RM	Risk Management
RMID	Recruiting, Marketing, and Incentives Directorate
ROO	Recruiting Operations Officer
RSO	Rappel Safety Officer
SOCC	School of Cadet Command
SIFT	Selection Instrument for Flight Training
SMSI	Senior Military Science Instructor
SROTC	Senior Reserve Officer Training Corps
SY	School Year
TAM	Test Administration Manual
TAMIS	Training Ammunition Management Information System
TAMIS-R	Training Ammunition Management Information System-Redesigned
TC	Training Circular
TCO	Test Control Officer
TDY	Temporary Duty
TM	Training Manual
TRADOC	U.S. Army Training and Doctrine Command
USACC	U.S. Army Cadet Command
USAR	U.S. Army Reserve
USAREC	U.S. Army Recruiting Command
USL	University Senior Leadership Course
USMA	U.S. Military Academy

Section II – Special Abbreviations and Terms

Acceleration: Taking more than one Military Science and Leadership course at a time in order to make up for time, i.e., taking both MS 201 and MS 202 in one semester in order to avoid having to go to Basic Camp to qualify for the Advanced Course. Acceleration of the Basic Course requires PMS approval. Acceleration of the Advanced Course is not authorized without approval of the Brigade Commander.

Advanced Course: The last two years of the Senior ROTC program (MS III and MS IV) including Advanced Camp. The Cadet normally pursues this during the junior and

senior years in college. For Military Junior College (MJC) Cadets, the advanced course is completed during the freshman and sophomore years.

Alien Students: Alien students may voluntarily enroll in the basic course or attend Basic Camp and may participate in the advanced course as long as they meet the requirements established in AR 145-1, paragraph 3-29.

Alternate Entry Option (AEO): One form of lateral entry where a student completes the SROTC Advanced Course in the following progression: MS III, Basic Camp, MS IV, and Advanced Camp.

Alignment Option Program (AOP): A form of lateral entry available to four-year Engineer or Nurse students to enable scheduling flexibility in the junior year, which is traditionally the most intensive. AOP I Progression (Nurses and Engineer Cadets) freshman: Accelerate MS I and MS II. Sophomore year: MS III. Attend Advanced Camp between sophomore and junior year. Senior year: MS IV. AOP II Progression (Nurse Cadets only) MS I, MS III, Advanced Camp, MS II, MS IV.

Assistant Professor of Military Science (APMS): The primary instructor for ROTC Cadets enrolled in Military Science. APMS duties include, but are not limited to: recruiting, training, administration, coaching, and commissioning the future officer leadership of the Army.

Auditing Students: A student approved by the PMS and school authorities to audit an SROTC course.

Basic Course: The two-year SROTC basic course of study (MS I and MS II), normally pursued by the Cadet during freshman and sophomore years in college. Completion or completion credit is mandatory for entry into the advanced course.

BOLC Common Core Task List (BOLC CCTL): A consolidated list of tasks which the TRADOC, CIMT have designated as mandatory pre-commissioning training requirements and initial entry training for junior officers; the BOLC CCTL includes both the BOLC-A and BOLC-B CCTLs. The BOLC-A CCTL pertains to pre-commissioning (SROTC, USMA, and OCS). The BOLC-B CCTL pertains to officer basic branch orientation courses that newly commissioned lieutenants will attend prior to their first unit of assignment. Tasks are tiered by priority from Tier I (must train) through Tier IV (train if time and resources are available). Tasks are also annotated by the type of training required: Programmed (task must be a stand-alone lesson in the curriculum/POI and resourced); Integrated (the task can be integrated into another Programmed task or training event) and Awareness (task can be accomplished with a reading assignment or handout).

Cadet: Cadets are students enrolled in Army ROTC. In order to be classified as enrolled in the Army ROTC, the student must have signed the [CC Form 139-R](#), and been accepted for enrollment by the PMS (who has verified the students eligibility for enrollment). A PMS may not accept a student for enrollment into Army ROTC unless the

student has registered for and is taking a military leadership class for academic/ROTC credit or is attending Basic Camp and meets all enrollment requirements.

Certification: Written verification of proficiency in a given task or tasks.

Common Core Training: Direct training requirement for specific courses, grade levels, or organization levels. It consists of critical tasks performed by individuals at specific grade levels regardless of MOS or career field. Common core tasks are common Soldier, common skill level, and organizational level shared tasks.

Common Facilitator Developer Instructors Course (CFD-IC): Includes but it not limited to cadre/faculty training and education, faculty certification, continued professional development, faculty evaluations, and cadre/faculty recognition.

Completion Cadet Program: Cadets who have completed all military leadership and Advanced Camp requirements but who have not yet met graduation (baccalaureate) requirements are administered under this program.

Constraints: Limiting or restraining conditions or factors such as policy considerations, time limitations, environmental factors, and budgetary and other resource limitations.

Contracted Cadet: A contracted Cadet is a student who has been determined eligible for enrollment (signed CC Form 139-R) and signed a DA Form 597/597-3 as applicable and the DD Form 4 series. Contracted Cadets are enrolled in the SROTC program as non-scholarship or scholarship Cadets. Completion Cadets remain contracted Cadets.

Controls: An action taken to eliminate hazards or reduces their risk.

Counseling: A means of assisting and developing students and subordinates. A leader/instructor counsels subordinates: to praise and reward good performance, to develop teamwork, to inform Soldiers on how well or how poorly they are performing, to assist Soldiers to reach required standards, to cause Soldiers to set personal and professional goals, and to help Soldiers resolve personal problems.

Curriculum: A course of study. An Army school curriculum consists of the course design, lesson plans, student evaluation plan, tests, course map, all other associated training material, and the program of instruction.

Early Commissioning Program (ECP): A program that allows Military Junior Colleges ROTC Cadets, who have completed all ROTC requirements, except those of obtaining a baccalaureate degree, to be commissioned.

Evaluation: Measurement of the demonstrated ability of Soldiers or units to perform a task, supporting skill and knowledge, or learning objective against the standard.

Faculty: Any member of an SROTC program that is responsible for the ADDIE process, educating and training Cadets. Faculty includes PMSs, APMSs, SMSIs, MSIs, including contracted or Reserve Forces instructors.

Feedback: Information and data provided both within and outside the training system, which indicates the efficiency or effectiveness of the system or product. It is the data and information provided to the appropriate training proponent concerning the effectiveness and efficiency of the proponents training products. Also, information provided to a student concerning their training performance.

Go/No-Go--Pass or Fail: The evaluation criteria whereby students cannot partially pass. They either pass (go: meet the standard) or fail (no-go: not meet the standard).

Implementation: The actual conduct of training by any method of instruction using the validated training material created during the design and development phases. A major phase in the training development process.

Introductory: Soldier demonstrates the ability to perform the task under supervision.

Institutional Domain: MS curricula, SROTC labs and the University Degree.

Military Junior College (MJC): A two-year institution that has contracted with the Secretary of the Army to provide military science instruction. It provides high school and college-level instruction but does not confer a baccalaureate degree.

MS I / II / III / IV / V / VI: Designations for the different levels of Military Science Level. For example, MS I is the first year, while MS IV is the fourth year. MS III and MS IV are the designations for the Advanced Course. MSV, scholarship and non-scholarship, is a Cadet on extended benefits for one additional year. MSVI is a Cadet that has completed Advanced Camp and is presently completing PME requirements before receiving a commission.

Non-Contracted Cadet: Non-contracted Cadets are students who have completed and signed the CC Form 139-R, but have not completed/signed the DA FM 597/597-3 or the DD FM 4 Series. The non-contracted Cadet category includes students with a scholarship award pending contracting, advanced designee scholarship awardees, immigrant aliens/refugees, and Non-Scholarship conditional Cadets who have completed and signed the CC Form 139-R and DA FM 597.

Off-campus Training: Cadet training or leader development conducted away from campus.

On-campus Training: All Army ROTC-sponsored training and leader development programs or events which are conducted on or near campus by the Professor of Military Science (PMS) and includes the SROTC curriculum and leadership labs, FTXs, and on-campus Culture and Language programs.

Operational Domain: Field Training Exercises (FTX), Basic Camp and Advanced Camp, by participation in SROTC and/ or University Clubs and functions, serving in the Cadet Chain of Command at the Team level during the MS Labs, FTXs, and Ranger Challenge.

Pre-Commissioning Common Core Task List: Those tasks designated by HQ, TRADOC as tasks to be trained by all pre-commissioning sources.

Professor of Military Science (PMS): The academic and military position title of the senior commissioned officer assigned to duty with a Senior ROTC program.

Proficiency: Soldier demonstrates the ability to perform the task under combat conditions and upon arrival at first unit of assignment.

Proficiency Level Designations: There are two levels of proficiency for BOLC tasks: proficiency and introductory.

Program of Instruction (POI): A formal course document that prescribes the training content, hours, and types of instruction and all resources required to conduct training in an institutional setting.

Proponent: The proponent is the lead organization (command or staff) responsible for initiating, preparing, and coordinating actions and correspondence.

Risk Management: The process of identifying, assessing, and controlling risks arising from operational factors and making decisions that balance risk cost with mission benefits.

Self-Development Domain: Broadening opportunities beyond the SROTC curricula that meet developmental needs and is built around self-study, participation in internships, work, and other external opportunities.

Skill: The ability to perform a job related activity, which contributes to the effective performance of a task.

Standard: A statement that establishes how well a task or learning objective must be performed. The standard specifies how well, completely, or accurately a process must be performed or product produced. The task standard reflects task performance requirements on the job. The learning objective standard reflects the standard that must be achieved in the formal learning environment.

Standardization: The development and implementation of performance standards, which the Army employs in training and in combat. Units and Soldiers performing the same task will be trained to perform a particular task to the same standard. Training products are produced in one format by the training proponent and used by other training activities.

Task: A clearly defined and measurable activity accomplished by individuals and organizations. It is the lowest behavioral level in a job or unit that is performed for its own sake. It must be specific; usually has a definite beginning and ending; may support or be supported by other tasks; and has only one action.