

# Adjutant General Basic Officer Leader Course - Branch 7-12-C20B



## Course Management Plan (CMP)

October 2016

**Adjutant General Basic Officer Leader Course – Branch  
Area of Concentration (AOC) 42B  
Course Management Plan (CMP)**

**Course Proponent:**

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# Adjutant General Basic Officer Leader Course - Branch (AGBOLC-B) CMP

This CMP provides course managers and instructors/facilitators at the AGS with the administrative information required to manage the course and conduct training.

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## Preface

**CMP Objectives.** This Course Management Plan (CMP) is provided to assist course directors and instructors/facilitators with the successful planning, implementation, execution, and evaluation of Adjutant General Basic Officer Leader Course - Branch (AGBOLC-B). The objective of this CMP is to explain the main course features, instructor/facilitator qualifications, certification requirements, student responsibilities, and course organization, implementation, and management. Course directors, administrators, and instructor/facilitators should become thoroughly familiar with the material in this CMP. Proponent school training developers make every effort to include what you need to know to manage and instruct this course to ensure successful course iterations.

**Proponent.** The Commandant, Adjutant General School (AGS) is the training proponent for this course. The Program of Instruction (POI), this CMP, and supporting training and education materials (courseware) are developed by professional and competent training developers in coordination with proponent school subject matter experts (SME).

**Program Management.** The U. S. Army Soldier Support Institute (USASSI) Training Development Directorate (TDD) has overall Training Requirements and Analysis System (TRAS) management responsibility for this course. This effort is coordinated with the AGS Director of Training (DOT) and Basic Officer Training Division (BOTD) for all aspects of the Analysis, Design, Development, Implementation, and Evaluation (ADDIE) process.

**Our Commitment.** The USASSI TDD and the AGS are committed to ensuring the successful implementation of this course and providing the Army with quality, well-trained human resources (HR) professionals. If students have questions, concerns, or suggestions about any portion of this course, they are encouraged to communicate any feedback with their instructor/facilitator for appropriate action.

## **Chapter 1**

### **Introduction**

**1-1. Course Title.** Adjutant General Basic Officer Leader-Branch

**1-2. Course Number.** 7-12-C20B

**1-3. School Code:** 805C

**1-4. Class Sizes:**

- a. Maximum: 36
- b. Optimum: 36
- c. Minimum: 24

**1-5. Course Scope.** The AGBOLC-B is a 12-week entry-level course for lieutenants. The objective of the course is to provide Adjutant General (AG) officers with a rigorous framework for leadership, HR technical tasks, and supporting skills required of AG officers for their initial assignment in positions within battalion and brigade S-1s. This course provides training that enhances officers' basic foundation skills through various methods of instruction to include shared training experiences. At AGBOLC-B, training and reinforcement occurs on skills officers were exposed to in BOLC-A that are critical towards building the Warrior Ethos (e.g., combatives, marksmanship, and tactical operations). This course provides newly commissioned AG officers with continued progressive and sequential training to produce an adaptive officer, steeped in the profession of arms, who is technically and tactically competent, confident, and capable of leading upon arrival at their first unit of assignment.

**1-6. Prerequisites.** To attend AGBOLC-B, students must be a newly commissioned Active Army and Reserve Component lieutenant whose actual or anticipated assignment is to the AG Corps. Foreign officers may attend. All incoming lieutenants must have completed all previous phase requirements.

## **Chapter 2**

### **Training Concept**

**2-1. Course Objective.** AGBOLC-B develops competent, agile, and adaptive HR operators capable of assuming the duties of an HR platoon leader, a brigade strength manager, or a battalion S-1 officer-in-charge (OIC). The course transitions lieutenants from a cadet or candidate into an officer and a leader who is capable of providing outstanding HR support in a complex and evolving operational environment.

**2-2. Training Focus.** AGBOLC-B training includes AG branch specific technical training, values training, professional development, common core, and other mandatory training outlined in TRADOC Regulation 350-6 (Basic Officer Leader Training Policies and Administration) and AR 350-1 (Army Training and Leader Development).

a. Technical training includes HR core competencies, key functions, and HR enabling systems training focused on battalion S-1 duties.

b. This course utilizes spaced practice of skills. The purpose of spaced practice is to reinforce previously learned skills and to avert “learning decay.” This training concept allow students an opportunity to practice and refine skills throughout the duration of the course. Instructors/facilitators should seize every opportunity to reinforce previously learned tasks, which will allow maximum retention by students.

c. This course is group-paced. The entire class will progress through instructional material at a group pace. This will allow accelerated students an opportunity to provide peer instruction to students who require assistance.

**2-3. Educational Outcomes.** Successful completion of this course will result in officers who:

a. Are competent, confident, and adaptable technical and tactical leaders, grounded in Army Values and the Warrior Ethos and able to meet branch-specific challenges.

b. Understand the relationships of HR core competencies and the HR officer’s role in support of Unified Land Operations.

c. Competently execute HR support to the doctrinal standard.

d. Are proficient with HR systems and other common computer software applications.

e. Understand the S-1’s role in support of commanders, Soldiers, and their Families.

f. Solve problems using logical thinking and sound reasoning and develops viable recommendations or solutions.

g. Execute disciplined initiative in the absence of guidance.

**2-4. 21<sup>st</sup> Century Soldier Competencies.** The 21st Century Soldier Competencies are general areas of competence or attributes required by Soldiers and leaders to prevail in complex, uncertain environments. Together, they provide a foundation for operational adaptability. The 21<sup>st</sup> Century Soldier Competencies are instilled during AGBOLC-B and reinforced throughout the course.

<b>21<sup>st</sup> Century Soldier Competencies</b>	<b>Descriptions Appendix C – TP 525-8-2</b>
<b>Character and Accountability</b>	<ul style="list-style-type: none"> <li>• Reinforcing Army Values, Soldiers Creed, Warrior Ethos, Army Ethic</li> <li>• Strong character, ethical reasoning, and decision-making</li> </ul>
<b>Comprehensive Fitness</b>	<ul style="list-style-type: none"> <li>• Developing and maintaining individual, as well as subordinates physical, emotion, social, family, and spiritual fitness</li> </ul>
<b>Adaptability and Initiative</b>	<ul style="list-style-type: none"> <li>• Take appropriate action and calculated risks in the absence of orders</li> <li>• Anticipate changes in the operational environment, assess the situation, and use sound judgment to decide when and how to act</li> </ul>
<b>Lifelong Learner</b> <i>(includes digital literacy)</i>	<ul style="list-style-type: none"> <li>• Continually assess themselves, identify what they need to learn and use skills to help them effectively acquire and update KSAs</li> <li>• Access, evaluate, and use information from a variety of sources and leverage technology to improve their effectiveness</li> </ul>
<b>Team Work and Collaboration</b>	<ul style="list-style-type: none"> <li>• Create high performing formal and informal groups by leading, motivating, and influencing individuals and partners to work toward common goals</li> </ul>
<b>Communication and Engagement</b> <i>(oral, written, negotiation)</i>	<ul style="list-style-type: none"> <li>• Express themselves clearly and succinctly in oral, written, and digital communications</li> </ul>
<b>Critical Thinking and Problem Solving</b>	<ul style="list-style-type: none"> <li>• Ability to solve complex problems by using experiences, training, education, critical questioning and collaboration to develop solutions.</li> </ul>
<b>Cultural and Joint, Interagency, Intergovernmental, and Multinational (JIIM) Competence</b>	<ul style="list-style-type: none"> <li>• Use cultural fundamentals, self-awareness skills, and regional competence to act effectively in any situation</li> <li>• Use communication and relational skills to work effectively</li> </ul>
<b>Tactical and Technical Competence</b> <i>(full spectrum capable)</i>	<ul style="list-style-type: none"> <li>• Employ tactical and technical skills in full-spectrum operations to accomplish the mission and commander's intent</li> <li>• Prepared to execute full spectrum operations and transition between varied missions</li> </ul>

**Chapter 3**  
**Course Structure**

**3-1. Overview.** AGBOLC-B was redesigned to incorporate more complex battle drills, problem-solving scenarios, and technical training. Increased emphasis is placed on HR systems training and related HR core competency/HR key functions training to validate proficiency on HR systems. HR Systems Qualification and HR Gunnery Tables are a series of tasks, scenarios, or questions for each key HR system which were added to the course. Before qualifying on HR systems, students receive detailed instruction on the related HR key function and extensive hands-on training on each system. The use of a Culminating Training Event (CTE)/Staff Exercise (STAFFEX) allows the students to demonstrate their proficiency on essential HR systems and ability to provide HR support.

**3-2. Active Component (AC).** AGBOLC-B consists of 538.0 academic hours and 66.5 administrative hours. The course is structured as follows:

<b>MODULE</b>	<b>SUBJECT</b>	<b>HOURS</b>
Module A	Man the Force	190.1
Module B	Provide HR Services	118.5
Module C	HR Planning and Operations	82.0
Module D	Common Core	107.9
Module E	Professional Development	39.5
<b>TOTAL ACADEMIC HOURS</b>		<b>538.0</b>
Module F	Administrative	66.5
<b>TOTAL HOURS</b>		<b>604.5</b>

**3-3. Reserve Component (RC).** Reserve Component officers must attend the 12-week resident AC course and receive the same training.

## Chapter 4 Course Map

**4-1. Training Sequence.** This course map shows the individual lessons for HR technical training, common core, professional development, and exercises. Course administrative requirements are also shown.

### 4-2. Individual Lessons.

Prerequisite Training	Technical	Common Core	Professional Development	Exercises
None	<p>Apply the Principles of Effective Writing</p> <p>Navigate Human Resources Website Overview</p> <p>Perform MILPER/ALARACT/S1 Net Overview</p> <p>Demonstrate Microsoft Excel</p> <p>Navigate Force Management System Web</p> <p>Perform Personnel Automation Systems Management Functions eMILPO</p> <p>Perform Datastore Functions</p> <p>Perform Tactical Personnel Systems (TPS) Functions</p> <p>Demonstrate Total Officer Personnel Management Information System (TOPMIS) II</p> <p>Employ Deployed Theater Accountability Software (DTAS)</p> <p>Manage Enlisted Distribution and Assignments (EDAS)</p> <p>Demonstrate Defense Casualty Information Processing Systems (DCIPS)</p> <p>Administer iPERMS Personnel/Finance Records Review Program</p>	<p>History AG History/Museum Tour</p> <p>Army Traffic Safety Training Program</p> <p>Apply Concepts of Army Professionals to Leader Situations</p> <p>Conduct Troop Leading Procedures</p> <p>Manage Training at the Platoon Level</p> <p>BOLC Dismounted Land Navigation Course (Day and Night)</p> <p>Group and Zero (300m zero-25m)</p> <p>Simulated Field Fire (EST 2000)</p> <p>Record Fire – BOLCRM010</p> <p>BOLC Combatives 1</p> <p>BOLC Combatives 2</p> <p>Composite Risk Management (CRM) Branch Specific</p> <p>Equal Opportunity Program Training New Level III</p> <p>Explain the Operational Environment</p> <p>Implement the Army's Sexual Harassment/Assault Response and Prevention Program (SHARP)</p> <p>Role and Use of Military History for Leaders in the Profession of Arms</p>	<p>Conduct a Class Social</p> <p>Conduct Proponency Leader Development Division (PLDD) Brief</p> <p>Review Expectation of Student Leadership</p> <p>Conduct a Task Force Integrator Officer (TFIO) Brief</p> <p>Define Role of Warrant Officer</p> <p>Perform Microsoft Access Mail Merge</p> <p>Conduct Reserve Component Systems Overview</p> <p>Conduct Sustainment Warfighter Functions Brief</p> <p>Define the Role of NCO</p> <p>Define the Role of the Officer</p> <p>Define Role of the S1</p> <p>Conduct Ethics Brief</p> <p>Perform Expectations Road to Success Brief</p>	<p>Conduct STAFFEX</p> <p>Operate Human Resources Mission Command Nodes (VSAT)</p> <p>Conduct HR Planning using MDMP</p> <p>Overview Army Battle Command Systems Command Post of the Future (CPOF)</p> <p style="text-align: center;"><b><u>Administrative</u></b></p> <p>In-Processing</p> <p>CIF Issue</p> <p>Counseling</p> <p>Mid-Course Critique</p> <p>Review a DD Form 214</p> <p>CIF Turn In</p> <p>Graduation</p> <p>Out-Processing</p>

Technical (con't)	Technical (con't)	Common Core (con't)
<p>IPERMS Certification</p> <p>Prepare Correspondences As an S1 Staff Officer</p> <p>Report Personnel Accountability</p> <p>Prepare Unit Personnel Strength Data</p> <p>Manage Enlisted Distribution System</p> <p>Manage Officer Distribution and Assignments</p> <p>Administer Personnel Readiness Management</p> <p>Administer an HR Metrics Program</p> <p>Perform Day in the Life of an S1</p> <p>HR Metrics Gunnery Table</p> <p>Prepare Personnel Readiness Data for USR</p> <p>Conduct Personnel Information Management</p> <p>Strength Management Gunnery Table</p> <p>Report Casualty Information</p> <p>CASOPS Gunnery Table</p> <p>Man the Force Modular Exam</p> <p>Administer Battalion Leave and Pass Program</p> <p>Manage Unit Postal Operation</p> <p>Operate Human Resources Missions Command Nodes (VSAT)</p> <p>Administer Awards and Decoration Program</p>	<p>Interpret Military Pay and Allowances</p> <p>Conduct Human Resources (HR) Planning Using Military Decision Making Process (MDMP)</p> <p>Review Officer Promotions and Selections</p> <p>Administer Enlisted Promotions and Selections</p> <p>Administer Evaluations Reporting Program</p> <p>Senior Rater Profile HR Gunnery Table</p> <p>Coordinate Command Interest Programs</p> <p>Provide Human Resources (HR) Modular Exam</p> <p>Overview Army Battle Command Systems – Command Post of the Future (CPOF)</p> <p>Perform eMILPO Weapons Qualification</p> <p>Perform Datastore Weapons Qualification</p> <p>Demonstrate TOPMIS II Weapons Qualification</p> <p>Manage Enlisted Distribution and Assignments Weapons Qualification</p> <p>Demonstrate Microsoft Excel Overview Weapons Qualification</p>	<p>Apply Cultural Considerations to a Negotiation</p> <p>Resilience Training</p> <p>Comply With the Fundamentals of Property Accountability</p> <p>Cyber Electromagnetic Activities and Space Considerations</p> <p>Employ Small Unit Operations and Tactics</p> <p>Conduct Maintenance Operations at Company Level</p> <p>Conduct Transportation Operations at the Company Level</p> <p>Plan a Tactical Convoy</p> <p>Conduct Convoy Operations</p>

**4-3. Training Schedules (Examples).** Course managers maintain training schedules as part of their duties. The training schedule includes the classes and events by date, time, location, and who will be conducting training. A copy of the training schedule will be maintained in the course administrative files.

**a. Conventional Training Schedule.** An example format for one week of instruction is shown below.

WEEKLY TRAINING SCHEDULE			U.S. ARMY SOLDIER SUPPORT INSTITUTE FORT JACKSON, SC 29207		CLASS# 001-YR		CLASS INSTRUCTOR CPT CAIN/751-8114	
PROPONENT DEPARTMENT AND SCHOOL ADJUTANT GENERAL SCHOOL			WHO BOLC Students		COURSE TITLE AND COURSE NUMBER ADJUTANT GENERAL BASIC OFFICER LEADER-BRANCH (7-12-C20B)			
DATE AND TIME			WEEK 2 OF 12 SUBJECT		INSTRUCTOR	UNIFORM/ EQUIP	LOCATION	REFERENCE
Monday 13 JUL XX	0600	0700	PHYSICAL TRAINING		CPT Cain	PFU	Darby Field	FM 7-22
	0700	0830	Personal Hygiene/ Breakfast					
	0830	1100	Finance Inprocessing		DMPO	OCP/ACU	Bldg 10K Rm 315	FM 37-104
	1100	1200	Personnel Inprocessing		DHR	OCP/ACU	Strom Thurmond	AR 600-8-101
	1200	1300	Lunch			OCP/ACU		
	1330	1630	Resiliency Training Mod 1		CPT Cain	OCP/ACU	Bldg 10K Rm 315	FM 6-22
	1630	1730	Counseling		CPT Cain	OCP/ACU	Bldg 10K BOTD	FM 6-22
Tuesday 14 JUL XX	0600	0700	PHYSICAL TRAINING		CPT Cain	PFU	Darby Field	FM 7-22
	0700	0845	Personal Hygiene/ Breakfast					
	0900	1200	Resiliency Training Mod 2		CPT Cain	OCP/ACU	Bldg 10K Rm 315	FM 6-22
	1200	1330	Lunch			OCP/ACU		
	1330	1530	SSI Commander Welcome Course Overview		COL Smith MAJ Goldman	OCP/ACU OCP/ACU	SSI Auditorium Bldg 10k Rm 315	None TR 350-36
Wednesday 15 JUL XX	0600	0700	PHYSICAL TRAINING		CPT Cain	PFU	Coleman Gym	FM 7-22
	0700	0845	Personal Hygiene/ Breakfast					
	0900	1200	Intro to HR Systems		CW4 Robinson	OCP/ACU	Bldg 10K Rm 600	FM 1-0
	1200	1330	Lunch					
	1330	1730	eMILPO Training		CW4 Robinson	OCP/ACU	Bldg 10K Rm 600	eMILPO User Guide
Thursday 16 JUL XX	0600	0700	PHYSICAL TRAINING		CPT Cain	PFU	Darby Field	FM 7-22
	0700	0845	Personal Hygiene/ Breakfast					
	0900	1200	Officer Distribution & Assignments		CPT Myers	OCP/ACU	Bldg 10K Rm 315	AR 614-100
	1200	1330	Lunch					
	1330	1730	Enlisted Distribution & Assignments		CPT Baker	OCP/ACU	Bldg 10K Rm 315	AR 614-200
Friday 17 JUL XX	0600	0700	PHYSICAL TRAINING		CPT Cain	PFU	Darby Field	FM 7-22
	0700	0845	Personal Hygiene/ Breakfast					
	0900	1200	Unit Status Reporting		CPT Boardman	OCP/ACU	Bldg 10K Rm 315	AR 220-1
	1200	1330	Lunch					
	1330	1430	Unit Status Reporting PE		CPT Boardman	OCP/ACU	Bldg 10K Rm 315	DA PAM 220-1
	1430	1730	Strength Reporting		CPT Anderson	OCP/ACU	Bldg 10 Rm 315	AR 600-8-6

b. Microsoft Outlook® Calendar-Training Schedule Examples. Microsoft Outlook® may also be used to publish weekly/monthly training schedules.

### August 1 – August 5, 20XX

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	2	3	4	5
<b>WEEK 2-Systems Overview</b>				
AGBOLC 009-16-HRC Website Classroom 312/314	AGBOLC 009-16-EMILPO Overview Classroom 312/314	AGBOLC 009-16-DataStore Overview	AGBOLC 005-16 SHARP / SEX SIGNALS SSI Auditorium	AGBOLC 009-16-EDAS Overview Classroom 312/314
Lunch	Lunch	Lunch	Lunch	Lunch
AGBOLC 009-16-FMS Web Overview Classroom 312/314	AGBOLC 009-16-EMILPO PE Classroom 312/314	AGBOLC 009-16-Datastore PE Classroom 312/314	TOPMIS Overview Classroom 312/314	AGBOLC 009-16-WebEDAS Overview Classroom 312/314
ISAP Overview / Plagiarism Agreement Classroom 312/314	AGBOLC 009-16-EMILPO PE Review Classroom 312/314	AGBOLC 009-16-Datastore PE Review Classroom 312/314	AGBOLC 009-16-TOPMIS PE (Classroom 312/314)	AGBOLC 009-16-EDAS PE Classroom 312/314
DCIPS Overview Classroom 312/314	AGBOLC 009-16-AMHRR Overview Classroom 312/314			Review of Entire Week Classroom 312/314
			AGBOLC 009-16-DTAS Overview Classroom 312/314	IPERM Certificates due Classroom 312/314
				AGBOLC 009-16-Safety Brief; Classroom

### August 20XX

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Aug 1	2	3	4	5
<b>WEEK 2-Systems Overview</b>				
9:00am AGBOLC 009-16-HRC Website ; ... 12:00pm Lunch 1:00pm AGBOLC 009-16-FMS Web Over... 2:00pm ISAP Overview / Plagiarism Agre... 3:30pm DCIPS Overview; Classroom 312/...	9:00am AGBOLC 009-16-EMILPO Overvie... 12:00pm Lunch 1:00pm AGBOLC 009-16-EMILPO PE; Cla... 3:00pm AGBOLC 009-16-EMILPO PE Revi... 3:45pm AGBOLC 009-16-AMHRR Overvie...	5:30am AGBOLC 009-16/010-16 APFT; Da... 9:00am AGBOLC 009-16-DataStore Over... 12:00pm Lunch 1:00pm AGBOLC 009-16-Datastore PE; ... 3:00pm AGBOLC 009-16-Datastore PE R...	8:30am AGBOLC 005-16 SHARP / SEX SIG... 11:30am Lunch 12:30pm TOPMIS Overview; Classroom 3... 3:30pm AGBOLC 009-16-TOPMIS PE (Cla... 5:00pm AGBOLC 009-16-DTAS Overview ...	9:00am AGBOLC 009-16-EDAS Overview;... 12:00pm Lunch 1:00pm AGBOLC 009-16-WebEDAS Over... 2:00pm AGBOLC 009-16-EDAS PE; Classr... 3:30pm Review of Entire Week; Classro...
8	9	10	11	12
<b>Week 3 and Week 4-CAD Support</b>				
6:00am AGBOLC 009-16-BRM 1; SSI Auditorium 9:00am AGBOLC 009-16-JCR Familiarization; SSI Annex 12:00pm Lunch 1:00pm AGBOLC 009-16-Combatives; SSI Gym	8:00am AGBOLC 009-16-BRM 2 & 3 (Zero); Range 3	8:00am AGBOLC 009-16-BRM 4 & 5 (LOMAH); Range 12 12:00pm LUNCH 1:00pm Manage Training Platoon Level; SSI Auditorium	6:00am AGBOLC 009-16-BRM-9 & 10 (Qualification); Range 16 3:00pm AGBOLC 009-16-BRM-6 & 7 (Adv Platforms); Range 16	8:00am Land Navigation (Trng); WTA (Bldg E0066) 12:00pm LUNCH 1:00pm Recovery/Weapons Maintenance; Bldg 3225/WTA
15	16	17	18	19
<b>Week 3 and Week 4-CAD Support</b>				
4:00am Land Navigation (PE); ST LO 1:00pm Conduct Troop Leading Procedures; SSI Auditorium	8:00am Tactical Convoy Operations (Trng); Classroom 712 10:00am Small Unit Tactics; Classroom 712 12:00pm Lunch 1:00pm Combatives; SSI Gym	8:00am Tactical Convoy Operations (PE); WTA (Bldg 0051) 12:00pm LUNCH 1:00pm Combatives; SSI Gym	8:00am AGBOLC 009-16-Culminating Event; WTA 3:00pm AGBOLC 009-16-Property Accountability; Classroom 710	8:00am AGBOLC 009-16-Combatives; SSI Gym 12:00pm Lunch 1:00pm AGBOLC 009-16-Combatives; SSI Gym 4:00pm AGBOLC 009-16-AAR; SSI Audito...
22	23	24	25	26
<b>Week 5- Man The Force</b>				
9:00am AGBOLC 009-16 Personnel Accountability and Strength Reporting; Classroom 312/314	8:30am AGBOLC 009-16-Quiz PA / SR ; Classroom 312/314 9:00am AG BOLC Class 009-16 ODAS ; Classroom 312/314	8:00am AGBOLC 009-16-Quiz ODAS ; Classroom 312/314 9:00am AGBOLC Class 009-16 EDAS ; Classroom 312/314	8:00am AGBOLC 009-16 EDAS Quiz; Classroom 312/314 9:00am AGBOLC 009-16 PRM; Classroom 312/314	8:30am AGBOLC 009-16 PRM Quiz; Classroom 312/314 9:00am AGBOLC 009-16 Day in the Life MOST; Classroom 312/314
29	30	31	Sep 1	2
<b>Week 6-Man The Force</b>				
9:00am AGBOLC 009-16 USR; Classroom 312/314 3:30pm Review	6:00am AGBOLC class with USAPFS MFTC Instructors; USAPFS/3255 Sumter Ave 11:00am LUNCH 12:15pm AGBOLC 009-16 MAN THE FORCE TEST; Classroom 609-611	8:30am AGBOLC AGBOLC 009-16 Leaves and Passes; Classroom 312/314 12:00pm LUNCH 1:00pm AGBOLC 009-16 MILPAY; Classroom 312/314	8:30am AGBOLC 009-16 MILPAY Quiz; Cl... 9:00am AGBOLC AGBOLC 009-16 Leaves ... 9:30am AGBOLC 009-16 POSTAL; Classro... 12:00pm LUNCH 1:00pm AGBOLC 009-16 POSTAL; Classro...	<b>Labor Day Training Holiday</b>

## **Chapter 5**

### **Course Manager Qualifications and Guidance**

**5-1. Qualifications.** Course Managers will have the following qualifications:

- a. Qualified to instruct courses in which they manage.
- b. Holds a grade and AOC authorized by the Table of Distribution and Allowances (TDA).
- c. Meets Height/Weight standards and physical fitness requirements IAW AR 600-9, Army Body Composition Program.
- d. Must possess required security clearance.
- e. Meets branch proponent qualification standards.
- f. Thoroughly familiar with all courseware requirements.
- g. Qualified to board and certify instructor/facilitators.

**5-2. Duties and Responsibilities.** The course manager is responsible for ensuring the training is presented as designed. The following are general duties and responsibilities for the course manager and are not all inclusive. Duties and responsibilities may vary by course and training location.

**a. Conduct Course Administration.** Ensure instructors/facilitators receive support, materials, and equipment required for presenting this training.

- (1) Maintains all records and files to include Student Records.
- (2) Manages and maintains all assessment/test material in accordance with application Standing Operating Procedures (SOP) (e.g. SSI Test Control SOP; Blackboard SOP).
- (3) Maintains assessment results, progress records, and in/out processing documents.
- (4) Maintain and reviews all training schedules, recommends changes to training schedules, ensures that remedial training and retest time are programmed, and that changes made to schedules are forwarded through the appropriate channels.
- (5) Processes and maintains all wavier requests.
- (6) Advises the appropriate member of the chain of command of any problem or contingency that may arise in the course.

(7) Maintains all Standing Operating Procedures (SOPs) applicable to the course. At a minimum, they should include the following:

- (a) Proponent School Standards and Operations (e.g., in/out-processing)
- (b) Assessment/Test Control SOP
- (c) Blackboard/SharePoint SOPs.
- (d) Warrior Training Center operations.

(8) Ensure staff, faculty, and students comply with all safety, risk management, environmental protection rules, regulations, laws, guidance, and course requirements.

**b. Manage Instructors/Facilitators.**

(1) Maintains instructor/facilitator board certification and evaluations, ensuring that retention requirements are met.

(2) Maintain Instructor/facilitator qualification documentation, credentials, and records IAW TRADOC Regulation 350-18, ensuring that retention requirements are met.

**c. Conduct Course Evaluation.** Continuously evaluate course effectiveness and efficiency and provide appropriate feedback to the training proponent.

(1) Conducts After Action Reviews (AARs) and meetings, as needed.

(2) Maintains AAR documentation of courses with deficiencies noted, recommendations to correct deficiencies, and student/instructor/facilitator course critiques with any shortcomings noted for correction.

(3) Maintains a record of all course material deficiencies with copy of any applicable memorandum signed by the Commandant, along with any responses.

(4) Maintains all evaluation or accreditation inspection reports from all internal and external agencies.

(5) Compiles lessons learned, student and instructor/facilitator comments, all shortcomings and strengths observed.

**d. Coordinate Materiel and Equipment.** Ensure facilities, material, equipment, and systems required for presenting this instruction are properly maintained.

(1) Request and/or maintains POI required material and equipment to conduct training.

(2) Requests and/or coordinates Training Aids, Devices, Simulators, and Simulations (TADSS).

(3) Coordinates classrooms, HR enabling systems access, field training sites, and ranges, as applicable.

(4) Maintains a secure area or file for course materials, publications, on-hand training aids, and supplies.

**NOTE:** Even though other staff personnel may be assigned to accomplish some of the course manager's duties and responsibilities, the course manager is ultimately responsible for ensuring duties are completed. These duties and responsibilities are as important as the instruction itself because they are linked to successful execution of training.

## Chapter 6 Instructor/Facilitator Certification

**6-1. Policy.** The AGS Commandant is the functional proponent for training and is the sole authority for approval of instructor/facilitator certification. This authority will not be delegated with the express approval of the proponent school commandant. Requirements and procedures for Instructor/Facilitator certification are found in USASSI Regulation 350-25, Instructor/Facilitator Certification.

**6-2. Qualifications.** Military personnel in grades Staff Sergeant (E-6) and above seeking instructor/facilitator certification must, at a minimum:

a. Possess required Area of Concentration (AOC) and grade authorized by the Table of Distribution and Allowances (TDA).

b. Be in compliance with the height/weight standards in AR 600-9, Army Body Composition Program.

c. Pass the Army Physical Fitness Test (APFT) and meet the physical qualifications IAW AR 40-501, Standards of Medical Fitness.

d. Possess the required Security Clearance.

e. Complete three-part certification process:

(1) Part 1. Complete the current foundational TRADOC-approved instructor/facilitator course (or authorized equivalent).

(2) Part 2. Demonstrate subject matter expertise/mastery of proponent course content requirements as defined by the institution.

(3) Part 3. Demonstrate subject matter expertise and proficiency in the methods and techniques for delivery of instruction.

f. Pass the Instructor Certification Board.

g. Complete the Blackboard Distance Learning (dL)/resident training and demonstrate ability to utilize Blackboard within the classroom environment.

h. Completed all required Risk Management training and familiar with the regulatory guidance for 1) Risk Management (range safety, heat injury, etc.); 2) Development counseling techniques; 3) Conducting effective AARs; 4) Standards of conduct, ethics, and Army Values.

## Chapter 7

### Instructor/Facilitator Guidance

**7-1. Overview.** This section describes the procedures for using the AGBOLC-B training materials. To provide students with adequate training, instructors/facilitators must ensure all elements of instruction are understood. Every aspect of the course (planning, conducting, evaluating, courseware, and procedures) must fit smoothly together if the course is to function properly. The best way to view the actual course procedures is to look at how a typical class progresses through a block of instruction. The instructor/facilitator will present the course with the aid of lesson plans, practical exercises, and handouts. The instructor will administer all pre- and post-assessments/tests and grade these items using the provided answer keys. Students will move through course materials as a group. Performance tests will measure student knowledge, skills, and abilities for each individual task or lesson.

#### 7-2. Courseware.

a. **Lesson Plan (LP).** A detailed blueprint for presenting training by an instructor/facilitator. It provides for training standardization. If an instructor/facilitator is absent, another certified instructor can carry on the instruction by using the lesson plan.

b. **Handouts (HO)/Job Aids (JA).** Some handouts contain a step-by-step process to follow in completing forms; others are primarily checklists or examples of work to be produced. They do not stand alone but are used in conjunction with existing job references (e.g., ARs, DA PAMs, FMs, ADPs, ADRPs, ATPs, SOPs, etc.) In some lessons, handouts may be used as references when Soldiers complete practical exercises.

c. **Practical Exercises (PE).** Documents designed to provide the student with hands on practice in performing a task or portion of a task. Practical exercises measure the Soldier's ability to perform the tasks on a practice basis prior to taking a performance test. The instructors/facilitators will review and critique PEs but no record is kept as part of the Soldier's official academic records.

d. **Assessments/Tests.** Assessments/tests are formal Training Evaluation (TE) instruments designed to measure the Soldier's ability to perform tasks. Training evaluations are instructor/facilitator critiqued. Post-assessment/test results are included in the Soldier's official academic record. ALL TE instruments are accountable and recoverable **ACADEMIC SECURITY** documents. Under no circumstances are they to be altered without prior consent of TDD, SSI. Only authorized assessment material can be utilized by the students. Authorized items are listed as "required material" on the test instructions.

e. **Training Evaluation (TE) Answer Sheets.** Some paper-based tests require TE Answer Sheets (documents on which students record test answers). However, some tests are performance oriented and the answer sheets will be system generated

material (e.g., Blackboard) prepared by the student during performance testing. Once completed, ALL TE answer sheets, system-generated and other materials (e.g., scratch paper) are accountable and recoverable ACADEMIC SECURITY documents.

f. **References.** All handouts and other approved documents constitute standards for measuring the achievement of objectives. These include appropriate publications. Course material is designed to introduce and supplement the requirements set forth in these publications.

**7-3. Planning the Course.** As an instructor/facilitator, your work begins with planning for students, facilities, equipment, availability and access to required computer software, and course materials. Preparation must begin long before the start of each course iteration or training phase. The length of time available for planning and preparation will vary, as will access to materials, facilities, and equipment. Begin planning as early as possible prior to the class start date. You must:

a. Review all course materials including this CMP, the ISAP, and Training Support Packages (TSP) containing lesson plans, practical exercises and pre-/post assessments/tests with solution keys and Student Handouts. Instructors/facilitators should adhere to procedures in the USASSI Blackboard SOP and the SSI Test Control SOP.

**NOTE:** Pre- and Post-Assessments/Tests and solution keys are formal evaluation instruments and Academic Security documents. Although they are actually TSP components, they are furnished to and controlled by the Test Control Officer (TCO) for your organization.

b. Review any previous internal and external course evaluations. This will ensure the accomplishment or corrective actions for all noted discrepancies.

c. Determine the number of students who will attend the course iteration. Verify Army Training Requirements and Resources System (ATRRS) information to ensure data is current and accurate.

d. Review material and equipment requirements applicable to this course.

e. Inventory all materials and equipment on hand (including reference materials). Ensure that adequate quantities of materials are available for instructor/facilitator presentation.

f. Ensure classroom space and equipment is adequate and available. Review POI facility and equipment summaries.

g. Develop Training Schedule/Calendar.

**7-4. Conducting the Course.** The second stage of course implementation is the actual conduct of classes.

a. **Academic Duties.** Academic duties are central to the role of the instructor/facilitator. No course can be successful unless all instructors/facilitators are committed to help their students learn the material.

(1) Orienting students to the course. This orientation should inform students of school policies and describe the instructor/facilitator role, standards, and expectations. This academic duty generally occurs apart from POI academic hours.

(2) Monitoring and controlling the learning sequence. Follow the general guidelines outlined below. This guidance explains the lesson presentation sequence.

(3) Introduce the task. The purpose of the introduction is to get the attention of the students, to make them understand why it is important that they learn the task, and to tell them exactly what they must be able to do upon completion of training. The introduction essentially puts the task in context and shows how it correlates to tasks previously learned and to the job as a whole. The introduction must include the attention, motivation, objective, and preview statements. You are free to improve upon the sample attention, motivation, objective, and preview statements in each lesson plan. If you have any real life experiences that relate, you may want to work these into your introduction.

(4) State the Terminal Learning Objective (TLO)/Enabling Learning Objective (ELO) exactly as it appears in the introduction of each lesson plan. Discuss the Educational Outcomes as provided and how they relate to the 21<sup>st</sup> Century Soldier Competencies. Do not omit clearly stating the TLO/ELO or discussing the Educational Outcomes.

(5) Present instruction on the first learning step/activity (LSA) or ELO. Be sure to cover every teaching point shown in the lesson plan.

**NOTE:** Failure to do so may cause students difficulty with the PEs or post-assessment/test. TLOs/ELOs generate the contents of assessments/tests, which in turn, generates lesson plan content. The lesson plan guides the logical presentation of information towards achieving the TLO/ELO.

(a) You may use your own notes and operational experience to facilitate discussion. Ensure they are consistent with the lesson plan. Do not read directly from the lesson plan except for items meant for verbatim presentation (i.e., TLO/ELO).

(b) Give students ample opportunity to ask questions. The lesson plan details specific questions aimed at key teaching points and/or problem areas. Be sure to incorporate them into your presentation.

(c) The estimated times in the lesson plan serve as a guide to establish a proper pace for presenting learning objectives and conducting the class.

(d) The lesson plan indicates when to administer a PE. Practical exercises may be hard-copy or on Blackboard. Inform the students of the approximate length of time they will have to complete each PE and the standard. Upon completion, critique the PE.

(6) Diagnose problems, if any, and prescribe appropriate remediation. Use feedback to evaluate instruction and student performance. If a large percentage of students achieve a "GO" on the PE, the instruction itself is probably valid. In this case, provide brief, on the spot assistance for those few individuals who had difficulties; then continue with the next learning activity. "Struggling" students should attend a remediation session, if available. If a large percentage of students receive a "NO GO" on the PE (greater than 20%), this indicates that perhaps the instruction was unclear, key points omitted, or inattentive students, etc. Should this be the case, the instructor/facilitator may find it necessary to provide remediation on a more extensive basis before proceeding. Some options include:

(a) Provide additional instruction for the entire class.

(b) If problems do not appear to be severe, allow confident students to assist those having difficulty. Peer instruction can be a very effective technique. However, only the instructor/facilitator may determine the nature of the learning problem.

(c) Instructors/facilitators should have students repeat the PE to reinforce retraining.

(7) Present conclusion. The purpose of this step is to give the students one more opportunity to ask questions and resolve problems, to summarize the lesson, and to once more stress the importance of learning the task/lesson. Your summary should follow the one outlined in the lesson plan. It must address every ELO and relate back to the objective that you provided in your introduction. The lesson plan contains a sample closing statement. Once again, feel free to improve upon it, but DO NOT OMIT IT.

(8) Administer and critique the post-assessment/test. Simultaneously, all students will take the same version. The instructor/facilitator or assessment administrator will proctor all formal assessments.

(9) Monitoring student progress. Instructors/facilitators must become actively involved with their students but not to the point they impede student progress or interfere with their work. Instructors/facilitators should:

(a) Watch their students and observe their work. Successful practice is the foundation for successful assessments.

(b) Listen to their questions. Paraphrase as necessary. Make sure that students receive answers to their questions in a timely and professional manner.

(c) Review their post-assessments/tests. Do not exclude a comprehensive review following each assessment/test.

(10) The instructor/facilitator should lead the post-assessment/test review immediately following the assessment/test. All students should participate in this process regardless of their score on the test. This review will provide remediation for students scoring a NO GO, and reinforcement for those scoring a GO. The instructor/facilitator should consider using “GO students” as peer instructors/facilitators to assist with remediation.

(a) Ensure post-assessment/test is only available to students during the time allowed.

(b) Upon completion of an assessment/test the students should depart the classroom.

**NOTE: Advise students to refrain from discussing test items.**

(c) After the final student has completed the assessment/test, recall all students to the classroom and conduct a review.

**NOTE:** To conduct an assessment review, the instructor/facilitator should make the assessment available to the students, review each question to ensure each student is knowledgeable of the correct answer and secure all assessment material after the review is complete. If utilizing Blackboard, ensure the assessment and supplemental information is no longer available to the students.

(11) Conduct a check on learning and reinforce training frequently. Ask students questions about their understanding of subject areas and their progress.

(12) Identifying learning problems. Course managers and instructors/facilitators who monitor student progress are in a position to identify most learning difficulties. Of course, problems may occur in isolation or in combination with others. The problem might originate with the student, learning environment, or other outside factors. Course managers and instructors/facilitators must recognize such problems and effect successful resolutions.

(13) Providing remediation. Once the identity of learning problems surface, course managers and instructors/facilitators must respond with corrective action. They must help the student correct the problem. Remediation may be as extensive as providing substantial amounts of additional training or as elementary as answering a student’s question.

(14) Motivating the student. Course managers/instructors/facilitators must provide an environment in which the student can learn. They should offer encouragement, recognition, or counseling as needed by students. Doing so will facilitate the student’s learning throughout the course.

**b. Assessment Duties.** Post-assessment/test administration must be an efficient process. Assessments are an effective form of feedback that enables course developers, managers, and instructors/facilitators to evaluate training. This feedback lets them know if their training is effective. Pre- and post-assessments/tests measure student and training successes. Specifically, they measure the student's ability to perform the critical tasks to standard. Scoring must be consistent, objective, and standardized. Assessment administrators are responsible for:

(1) Ensuring academic security of all assessments and answer keys. If a compromise situation occurs, your TCO must immediately inform the SSI TDD course manager.

(2) Guarding against academic dishonesty (student cheating). Take or recommend appropriate action (administrative and/or punitive).

(3) Scoring assessments, recording results, and maintaining consistent unbiased scoring policies. Post-assessments/tests must take place within a controlled environment.

(4) Ensuring an atmosphere in the classroom allows students to perform at the best of their abilities.

(5) Assessments/tests in this course are either paper-based or computer-based. Ensure all assessment material is secured against compromise.

**NOTE:** Refer to the USASSI Blackboard SOP for additional information about the administration of computer-based assessments.

(6) Each TLO or module has a post-assessment/test. Students must score 70% or higher to obtain a GO. Students must obtain a GO score for each testable item on the ISAP to successfully complete this course. Students receiving a NO GO on the first post-assessment/test are eligible for one reassessment/retest using an alternate version. Students receiving a second NO GO are ineligible for a second reassessment/retest unless approved by the AGS Commandant or those individuals appointed by the AGS Commandant. Course managers must evaluate such students for elimination from the course.

**NOTE:** Refer to the course ISAP for detailed information on retesting policy.

**7-5. Evaluating the Course.** The final stage of course implementation involves evaluating the effectiveness of the course. There must be a means of determining if:

- a. The course is operating according to its design.
- b. There are any areas in need of improvement.

c. Feedback can identify any weaknesses in course design, materials, procedures, and implementation. Since evaluations are the foundation for future POI planning, this quality control function becomes a continuous process. Evaluation is the most critical stage of course implementation because it pinpoints weaknesses in course design, materials, procedures, or implementation. The more useful feedback proponent school training developers get, the more likely they are to make effective course improvements. There are several means of collecting feedback such as assessment/test results analysis and personal observances. The instructor/facilitator/course director must ensure that feedback and course evaluation is properly reported to the training developers and the proponent.

(1) Assessment/test results. One of the best ways of determining whether or not a course is meeting its objectives is to observe how students are performing on the assessments/tests. If results are poor, instruction may require modification to improve student performance. What exactly should you look for?

(a) First time pass rates. By looking at the student assessment/test records, you can compute the “first time pass rate” for any given assessment. In other words, of the total number of students who took the assessment, what percentage was successful on their first try?

(b) Pass rate by instructor/facilitator. Course directors and managers can use pass rates to pinpoint an instructor/facilitator who may be deficient in teaching a certain TLO or ELO.

(2) Student feedback. Students are often reluctant to reveal their true feelings concerning a course. Some of the students may have limited or no on-the-job experience and may not realize the quality and value of their training. Therefore, as trainers and administrators we must carefully review and evaluate student input as to its merits and personal biases.

(a) Student feedback is a means of providing critical insight into the proper functioning of the course of instruction. Similar comments from a number of students may indicate areas needing attention or improvement.

(b) As a continuous effort to improve our training program, student will have an opportunity to complete After Action Reviews (AARs). Encourage them to be candid and specific about the issues, and to suggest some potential solutions.

(3) Personal observations. One of the best ways to pinpoint an implementation problem is to walk into the school environment, observe, and ask questions. Checklists can prove useful to course directors/managers, SSI evaluators and training developers, and anyone else in the business of course evaluation.

(4) Instructor/facilitator feedback. Instructors/facilitators should maintain logs or journals to record errors found in the materials, recurring problems, and suggestions

for improvements. These logs or journals provide information not available from any other source. For example: Student assessment/test results for a particular ELO may be excellent. Perhaps, an underlying reason is the instructors/facilitators are providing additional instructional content apart from the lesson plan. Proponent school training developers need this type of feedback to improve course materials.

(5) Feedback from the field. SSI's Instructional System Designers and Training Specialists will use the resulting data received from the field to identify educational deficiencies within the course. TDD will objectively review any instructor/facilitator or course evaluations and implement changes in coordination with the course manager. Forward relevant documents to USASSI TDD for analysis.

**NOTE:** For specific information regarding the End-of-Course Survey Program, information on the current surveys in use, or reports on the data collected, contact the AGS Quality Assurance Element (QAE).

## **7-6. Operational Environment (OE) Integration**

- a. Training and education tasks will reflect the reality of operational environments.
- b. Conditions will approximate operational environments.
- c. Performance standards will equal missions in projected operational environments.
- d. Ensure students can define/articulate political, military, economic, social, infrastructure, and information with the addition of physical environment and time (PMESII-PT). Throughout the course, instructors/facilitators are to verbally integrate the eight variables of OE into lesson content where feasible. This may be done during the motivator, at a certain point in the lesson where one of the variables may apply, or during a practical exercise. When applicable, add conditions that will replicate certain OE complexities. This may be best served during the training conducted at the Warrior Training Area (WTA) using a field environment while reinforcing technical skills.

## Chapter 8 Student Guidance

**8-1. Overview.** Students are responsible for attending all scheduled training and putting forth maximum effort to be able to perform the lesson learning objectives. Completing homework assignments, practical exercises, and actively participating in classroom and training activities is expected of all students. Before instruction starts, thoroughly review the ISAP with all students and post a copy in the classroom. Students must clearly understand the grading standards, how they will be assessed during the course, and graduation requirements.

**8-2. Attendance.** All students are required to attend the entire 12-weeks in residence IAW AR 350-1, paragraph 3-22a, which prohibits early release/early graduation from BOLC-B.

a. An absence up to four (4) hours may be approved by the instructor/facilitator.

b. Absences exceeding four (4) academic hours resulting from unusual circumstances (e.g., medical, emergency situation) may be considered for an exception to policy by the Chief, BOTD. If granted an absence exception, students will return to the course for completion of graduation requirements and will coordinate with the appropriate instructor/facilitator to make-up any missed requirements. At no time will a student be authorized to complete any academic requirements proctored by non-AGS certified cadre currently assigned to the AGS for the purpose of early release/early graduation.

c. An absence of one (1) complete training day must be approved by the Chief, BOTD.

d. An absence of up to two (2) complete training days must be approved by the Director of Training (DOT).

e. Absences in excess of two (2) training days, not to exceed 2 weeks, must be approved the Commandant, AGS (AR 350-1, paragraph 3-22d(1)).

**8-3. Academic Responsibilities.** Academic responsibilities are central to the student's role. Students are expected to come to class prepared and actively participate in all classroom activities. Students are expected to share his/her knowledge of the subject being discussed with fellow students. When all students contribute, it greatly enhances the value of this educational experience, as well as their professional development and enjoyment of the course. Instructors/facilitators must be actively involved with student learning. At a minimum, students can expect the following from instructors/facilitators while in the classroom:

a. Clear, professional instruction, as well as monitoring and guidance during practice work or practical exercises. In return, students are expected to be attentive and work diligently.

b. Instructors/facilitators, staff, and faculty will listen to questions - paraphrasing as necessary. Each student should receive an answer to their question(s) in a timely and professional manner. In return, students should not waste valuable classroom time with frivolous or impertinent questions.

c. Timely review of assessments and AARs following each assessment. Students are expected to actively participate in reviews.

d. Frequent learning-checks and reinforcement of training. This critical step is a key to successful performance and contains valuable reinforcement for learning.

e. Close monitoring of student progress and mentoring. Instructors/facilitators are in a position to identify most learning problems and affect successful resolution. Close tracking and frequent contact with students are essential elements of the dynamic.

f. Remediation. If a learning problem surfaces, course managers and instructors/facilitators will respond with prompt corrective action. Remediation may be as extensive as providing substantial amounts of additional training, or as elementary as answering a question.

g. Motivation. Instructors/facilitators will provide an environment where the student can learn. Instructors/facilitators will offer encouragement, recognition, or counseling, as individually needed. Responding to motivation will facilitate the pace throughout the course.

h. Encourage feedback. Students are encouraged to provide constructive criticism concerning the efficiency and effectiveness of the training and training materials throughout the course.

**8-4. Fraternalization.** All personnel (instructors/facilitators) are strictly prohibited from engaging in or attempting to engage in any personal/business relationship or association with students or trainees under circumstances which could create the appearance of partiality or preferential treatment, or degrade the integrity of a superior in the eyes of a student.

a. All personnel (instructors/facilitators) must exercise extreme caution to ensure that their relationship with any student is not viewed as anything but professional. Instructors/facilitators who exploit their rank or position may be subject to punitive action under the Uniform Code of Military Justice (UCMJ). Students must report any instance of improper fraternalization immediately through their chain of command.

b. Refer to SSI Personnel Policy Memorandum 7-0, Senior Subordinate Relationships, for specific policy guidance. This publication was distributed to all school activities and should be available in all classrooms.

#### **8-5. Sexual Harassment/Assault Response and Prevention (SHARP) Program.**

The SSI is committed to enforcing the Army's SHARP Program. Sexual harassment and sexual assault destroys teamwork, adversely affects morale, and degrades unit readiness. SSI's goal is to eliminate sexual harassment and sexual assault within the command.

a. **Prevention.** Leaders must establish a command climate of prevention predicated on mutual respect and trust that recognizes and embraces diversity and that values the contributions of all members. The prevention of sexual harassment and sexual assault is the responsibility of every individual. Leaders at all levels must not only set the example, but charge their Soldiers to intervene, act, and motivate. Sexual harassment must be dealt with swiftly and fairly so we foster a school environment that reflects our standards of excellence. Complainants will be protected from acts or threats of reprisals. Sexual assault violates the basic respect for human dignity, standards of decency, and is a crime punishable under the UCMJ.

b. **Sexual Harassment.** Sexual harassment is a form of gender discrimination involving unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. There are two types of sexual harassment:

(1) Quid Pro Quo sexual harassment refers to conditions placed on a person's career or terms of employment in return for sexual favors. It involves threats of adverse actions if the victim does not submit or promises of favorable actions if the person does submit.

(2) Hostile Environment sexual harassment occurs when a person is subjected to offensive, unwanted, and unsolicited comments and behavior of a sexual nature that interferes with that person's work performance or creates an intimidating, hostile or offensive working environment.

c. **Sexual Assault.** Sexual assault is a crime, it includes rape, forcible sodomy (oral or anal sex), and other unwanted sexual contact that is aggravated, abusive, wrongful (including unwanted and inappropriate sexual contact), or attempts to commit these acts that involve physical contact. While sexual harassment can involve physical contact, it can also refer to verbal or other forms of gender discrimination of a sexual nature. Sexual assault is a crime punishable by the UCMJ.

**NOTE: Refer to SSI Policy Memorandum 3-4, Sexual Harassment and Assault Response and Prevention (SHARP) Program, for specific policy guidance. This publication was distributed to all school activities and should be posted prominently in all classrooms.**

## Chapter 9

### Assessment Administration Guide

**9-1. Assessment/Test Administration.** All assessments/tests must be administered in accordance with the USASSI Test Control SOP. This SOP incorporates requirements for handling, storage, and accountability of test material, both digital files (Word, PowerPoint, PDF, Blackboard, etc.) and hard copy media (paper test, score sheets, CD/DVDs, etc.).

a. Sensitive material may include, but is not limited to: individual test items, test booklets, test administration guides, adjunct test material, “scratchpads” and “notes,” checklists, and scoring keys used for performance and performance-based exercises and tests. Sensitive test material may be stored digitally. Digital files include, but are not limited to: Word documents, PowerPoint documents, Excel documents, Adobe PDF files, or any digitally stored file.

b. The "Test Proctor Checklist" will be used for administration of all electronic tests. With the move toward electronic testing, test control includes the digital files associated with developing, reviewing, grading, and storing test and associated materials within applications such as Blackboard and SharePoint. Digital material will be safeguarded with an appropriate level of security and limited access.

c. A test compromise occurs when a student has access to test material prior to official administration of a test, a test is lost or stolen, or a student copies test information or answers while taking a test or reviewing test results and leaves the test area with the information.

d. All personnel who intentionally or unintentionally encounter sensitive test material are responsible for limiting test material access to those individuals with an absolute “need to know” status. As with classified material, rank or position is not the primary deciding factor in determining “need to know.”

e. All personnel who handle or safeguard test material must remain aware that not all of their colleagues have attended the course for which test material is visible. No individual should have access to sensitive test material for any course they may be required to attend in the future.

**9-2. Individual Assessments/Tests.** All course graduation requirements, including individual assessment/testing requirements, and associated information are provided in the Individual Student Assessment Plan (ISAP). Students must meet all assessment/testing requirements as specified in the course ISAP.

**9-3. Academic Evaluation Report (AER) (DA Form 1059).** All evaluated events and tests are identified on the ISAP. Below are the criteria which are captured on the DA Form 1059 in the Demonstrated Abilities block and the metrics to highlight the appropriate box check:

a. **Written Communications.** A student achieving at least a 90% average for all writing assignments and scoring in the top 20% of the overall class average will receive a “Superior” rating in block 12b and a comment in block 14. Any student achieving a 70% to 89.9% average for all writing assignments will receive a “Satisfactory” rating in block 12b.

b. **Oral Communications.** Any student achieving at least a 90% average for the oral communications assignments and scoring in the top 20% of the overall class average will receive a “Superior” rating in block 12b and a comment in block 14. Any student achieving a 70% to 89.9% average on the oral communications assignments will receive a “Satisfactory” rating in block 12b.

c. **Leadership Skills.** Instructor’s will assess each student’s leadership skills per ADP 6-22 using assigned leadership opportunities, general observations, and the Basic Officer Training Division (BOTD) Leadership Assessment Rubric. Any student receiving a first time “GO” on all assessed events, a grade of at least 90% for leadership and scoring in the top 20% of the overall class average will receive a “Superior” rating in block 12c and comments in block 14. Any student achieving a 70% to 89.9% average for leadership skills will receive a “Satisfactory” rating in block 12b.

d. **Contribution to Group Work.** Instructors will provide assessment of the student’s participation and contribution to course work. Peer evaluations are also considered.

e. **Research Ability.** At student achieving at least a cumulative score of 90% average for written and oral communication assignments and the two modular exams and scoring in the top 20% of the overall class average will receive a “Superior” rating in block 12d and comments in block 14. Any student achieving a 70% to 89.9% average on the written and oral communications assignments and the two modular exams will receive a “Satisfactory” rating in block 12d.

**9-4. Validations/Operational Trials.** The following procedures are in effect regarding all assessment/test validations (operational trials):

a. If greater than 40% of the student population misses a question(s), that question(s) will be flagged.

b. Assessment questions flagged will be reviewed by TDD/QAE/SME to determine validity.

c. If greater than 30% of the questions are deemed invalid, then the assessment is referred to the TDD Director for forwarding to the Commandant for a decision on the validity of the assessment.

d. No students will receive credit for an assessment/test the Commandant deems invalid and that assessment/test will not count for academic purposes.

e. If 30% or less of the flagged items are deemed invalid, all students are given credit for those questions and the final assessment/test scores will be adjusted giving credit for the invalid items.

**9-5. Retesting Policy.** Soldiers who fail to achieve standards on an initial assessment/test will be provided remediation and retested on materials failed using an alternate version of the initial assessment/test.

a. Normally, to allow adequate time for retraining, the reassessment/retest will not be given on the same day as the initial test failure. Soldiers who pass a reassessment/retest are awarded the minimum passing score (on the official grade book) for grade averaging and class standing purposes. However, the actual reassessment/retest score will be recorded in the student individual assessment/test record to establish final proficiency level obtained.

b. **Counseling.** Class Advisor will counsel each student within one duty day after the student fails a test unless precluded by mission requirements. The class advisor leader will inform the student that continued examination failure can result in disenrollment.

c. **Only one reassessment is authorized.** The AGS Commandant (or designated representative) may authorize extra training and a second reassessment/retest when extenuating circumstances exist that impeded the Soldier from completing the first reassessment/retest. Students granted a second reassessment/retest may not be considered for a subsequent request during their course of instruction.

**9-6. Academic Officer Reliefs.** IAW SSI Regulation 350-11, students may be released from the course for academic reasons. Students may be eliminated if their grade average is below the standards outlined in this ISAP. Any situations meeting the events below must be reported immediately to the appropriate member of the chain of command. Examples which may justify Academic Dismissal, New Start/Recycle, include:

a. Repeated failure to report for and participate in training or class activities.

b. Failure to conform to prescribed standards of dress, personal appearance, or military bearing.

c. Cheating. This includes a wide variety of dishonest behaviors, but it is principally characterized by (although not limited to) the practice of obtaining examination answers or other graded materials inappropriately through means other than personal study, learning, and/or memorization.

d. Plagiarism. Representing as one's own the work of others. Refer to AGS specific policies for further guidance.

e. Repetitive disruptive behavior, which interferes with the opportunity of others to learn.

**9-7. Nonacademic Officer Reliefs.** Students may be relieved from a course for nonacademic reasons. Academic dismissal actions take priority when both academic and non-academic dismissal actions are initiated for a student. Nonacademic dismissals may result from either administrative reasons or for personal misconduct, whether the action(s) took place on or off-post. Below are some examples which may justify nonacademic relief /dismissal:

a. Disability. Disqualifying physical or psychiatric conditions or prolonged absence due to illness or injury.

b. Compassionate Reasons. Compassionate reasons are present when a student's continued attendance in a course imposes a serious hardship on his/her family, or when prolonged absence for personal reasons prevents the student from attending a critical portion of the course.

c. Incarceration. Students will be considered for nonacademic dismissal in instances of prolonged absence from training due to incarceration in a civilian or military detention facility.

d. Alcohol/Drug Use. Following verification of alcohol/drug abuse, to include testing positive on a urinalysis for a controlled substance, a student may be placed in casual status pending administrative, judicial, or non-judicial action.

e. Recall by Control Agency. Receipt of orders requiring student to return to home station prior to completion of training.

f. Pending administrative separation. Awaiting separation from the service as a result of administrative action IAW AR 635-200, AR 635-40, or AR 600-8-24.

g. Security. Failure to obtain a favorable National Agency Check and/or involvement in disqualifying security violations.

h. Absent without leave (AWOL). Once placed in AWOL status, the student will be processed for relief/dismissal when the duration of the AWOL precludes successful completion of the course during that cycle.

i. Death. In cases involving the death of a student, the company commander will immediately notify the Commanding General, USASSI, through the chain of command. The class advisor, course director, USAR/ARNG Liaison (as appropriate) and commandant will also be notified.

**NOTE:** See SSI Regulation 350-11 (Student Enrollments and Disenrollments) for specific information on dismissals and the appeals process.

## **Chapter 10**

### **Graduation Requirements**

**10-1. Academic Average.** Students must successfully complete all course requirements specified on the ISAP. All assessments are scored on a percentage basis or “GO” or “NO GO” basis using the standards established in the ISAP. Each student, except for international students, must achieve a minimum overall cumulative academic average of 70%. International students must achieve a minimum overall academic average of 60%.

**10-2. Body Composition Standards.** All U.S. students must meet the established weight and body fat standards IAW AR 600-9 and AR 350-1. Officers not meeting body composition standards will NOT be allowed to graduate from the course and will receive a “Failed to Achieve Course Standards” on DA Form 1059 (Service School Academic Report).

a. United States Army Reserve (USAR) or Army National Guard (ARNG) students who fail to meet body composition standards will be processed out of the course and returned to their parent units.

b. Any Active Army (AA) student failing to achieve body composition standards is placed in a “hold” status until he or she meets the standards or is administratively discharged from the Army. Active duty officers will remain attached to Echo Company, 369<sup>th</sup> AG Battalion, and will be utilized as directed by the AGS Commandant.

c. Students must achieve a first time “GO” on height/weight in order to be eligible for class honors.

**10-3. Army Physical Fitness Test (APFT).** Successful completion of the APFT is mandatory for course graduation (AR 350-1, paragraph 3-13c(1)).

a. Students who pass the initial APFT will not be required to take a subsequent APFT to graduate. Passing equates to earning at least 60 points in each regular event and receiving a “GO” in an alternate event (if any) of the APFT.

b. AR 350-1, paragraph 3-14 sets standards for Soldiers with profiles. Profiled students will perform all the regular and alternate APFT events the medical profile permits.

c. International Military Student Officers (IMSO) are exempt for the APFT for graduation requirements purposes; however, they may take an APFT to compete for class honors.

d. Any USAR or ARNG students who does have a passing record APFT prior to graduation will receive a “Failure to Achieve Course Standards” DA Form 1059 and returned to their units.

e. Any AA student who does not have a passing record APFT score prior to graduation is placed in a “hold” status until he or she passes the APFT or is administratively discharged from the Army.

f. Students must receive a first time “GO” on APFT requirements in order to be eligible for class honors.

**10-4. Leadership.** Leadership positions are evaluated on a subjective basis, based on leadership attributes and competencies outlined in ADP 6-22 and the Army Values. Officers must demonstrate their professionalism and ability to embody, live, and defend the Army Values throughout the course. Any student who fails to display the Army Values, commits disciplinary infractions, or ethical violations may be subject to the recycle board process and separation.

**10-5. Staff Exercise (STAFFEX).** All students are required to be present and participate in the STAFFEX and must complete a minimum of one evaluated leadership position as the battalion S-1. Any absences resulting from unusual circumstances (e.g., medical, emergency condition) may be considered for exception to policy by the Director, AGS Training Department on a case-by-case basis.

**10-6. Land Navigation.** All students must pass the land navigation course by finding 6 of 8 points within 5 hours to receive a “GO.” Students must receive a first time “GO” in order to qualify for class honors.

**10-7. Weapons Qualification.** All students must qualify with the M4 or M16 rifle by hitting a minimum 23 of 40 targets. Students must receive a first time “GO” in order to qualify for class honors.

**10-8. Physically Demanding Task.** The most physically demanding task required for graduation (determined by AGS Proponent) is Transport the Very Small Aperture Terminal (VSAT) which is assessed during the Culminating Training Event of the course.

**10-9. Disposition of Nongraduates.** AR 600-8-24 (Officer Transfers and Discharges) establishes procedures for separating officers for failure to complete training.

## Chapter 11 Master Reference List

Official Army administrative and doctrinal publications are available on the Army Publishing Directorate website (<https://apd.army.mil>). Non-official publications required for AGBOLC-B are posted to the USASSI SharePoint site and/or Blackboard for student access.

NUMBER	TITLE
AR 11-6	Army Foreign Language Program
AR 15-6	Procedures for Administrative Investigations and Boards of Officers
AR 15-185	Army Board for Correction of Military Records
AR 25-30	Army Publishing Program
AR 25-50	Preparing and Managing Correspondence
AR 25-400-2	The Army Records Information Management System (ARIMS)
AR 27-10	Military Justice
AR 40-501	Standards of Medical Fitness
AR 135-100	Appointment of Commissioned Officers and Warrant Officers of the Army
AR 135-155	Promotion of Commissioned Officers and Warrant Officers Other than General Officers
AR 135-175	Separation of Officers
AR 220-1	Army Unit Status Reporting and Force Registration
AR 350-1	Army Training and Leader Development
AR 350-100	Officer Active Duty Service Obligations
AR 380-5	Department of the Army Information Security Program
AR 385-10	The Army Safety Program
AR 530-1	Operations Security
AR 600-3	The Army Personnel Development System
AR 600-4	Remission or Cancellation of Indebtedness
AR 600-8	Military Human Resources Management
AR 600-8-1	Suspension of Favorable Personnel Actions
AR 600-8-3	Postal Operations
AR 600-8-4	Line of Duty Policy, Procedures, and Investigations

<b>NUMBER</b>	<b>TITLE</b>
AR 600-8-6	Personnel Accounting and Strength Reporting
AR 600-8-8	The Total Army Sponsorship Program
AR 600-8-10	Leaves and Passes
AR 600-8-11	Reassignment
AR 600-8-14	Identification Cards for Members of the Uniformed Services, Their Eligible Family Members, And Other Eligible Personnel
AR 600-8-19	Enlisted Promotions and Reductions
AR 600-8-22	Military Awards
AR 600-8-24	Officer Transfers and Discharges
AR 600-8-29	Officer Promotions
AR 600-8-101	Personnel Processing (In-, Out- Soldier Readiness, Mobilization and Deployment Processing)
AR 600-8-104	Army Military Human Resource Records Management
AR 600-8-105	Military Orders
AR 600-9	The Army Body Composition Program
AR 600-20	Army Command Policy
AR 600-25	Salutes, Honors, and Visits of Courtesy
AR 600-63	Army Health Promotion
AR 600-85	The Army Substance Abuse Program
AR 601-100	Appointment of Commissioned and Warrant Officers in the Regular Army
AR 601-210	Active and Reserve Components Enlistment Program
AR 601-280	Army Retention Program
AR 608-1	Army Community Service
AR 608-20	Army Voting Assistance Program
AR 611-1	Military Occupational Classification Structure Development and Implementation
AR 611-5	Personnel and Classification Testing
AR 614-30	Overseas Service
AR 614-100	Officer Assignment Policies, Details, and Transfers
AR 614-200	Enlisted Assignments and Utilization Management
AR 621-5	Army Continuing Education System

<b>NUMBER</b>	<b>TITLE</b>
AR 623-3	Evaluation Reporting System
AR 630-10	Absence Without Leave, Desertion, And Administration of Personnel Involved in Civilian Court Proceedings
AR 635-200	Active Duty Enlisted Administrative Separations
AR 638-2	Care and Disposition of Remains and Disposition of Personal Effects
AR 638-8	Army Casualty Program
AR 670-1	Wear and Appearance of Army Uniforms and Insignia
AR 672-20	Incentive Awards
AR 710-2	Supply Policy Below the National Level
AR 735-5	Policies and Procedures for Property Accountability
DA PAM 220-1	Defense Readiness Reporting System-Army Procedures
DA PAM 350-58	Army Leader Development Program
DA PAM 385-30	Risk Management
DA PAM 385-40	Army Accident Investigations and Reporting
DA PAM 600-3	Commissioned Officer Professional Development and Career Management
DA PAM 600-8	Military Human Resources Management Administrative Procedures
DA PAM 600-8-14	Army Identification Tags
DA PAM 600-8-101	Personnel Processing (In-, Out-, Soldier Readiness, and Deployment Cycle Support)
DA PAM 600-8-21	Soldier Applications Program
DA PAM 600-8-104	Army Military Human Resource Record Management
DA PAM 600-24	Health Promotion, Risk Reduction, and Suicide Prevention
DA PAM 600-60	A Guide to Protocol and Etiquette for Official Entertainment
DA PAM 611-21	Military Occupational Classification and Structure
DA PAM 623-3	Evaluation Reporting System
DA PAM 638-8	Procedures for the Army Casualty Program
DA PAM 640-1	Officers' Guide to The Officer Record Brief
DA PAM 670-1	Guide to the Wear and Appearance of Army Uniforms and Insignia
FM 1-0	Human Resources Support
FM 6-0	Commander and Staff Organization and Operations

<b>NUMBER</b>	<b>TITLE</b>
FM 6-22	Leader Development
FM 7-22	Army Physical Readiness Training
ADP 1	The Army
ADP 1-01	Doctrine Primer
ADP 1-02	Operational Terms and Military Symbols
ADP 3-0	Unified Land Operations
ADP 4-0	Sustainment
ADP 5-0	The Operations Process
ADP 6-0	Mission Command
ADP 6-22	Army Leadership
ADP 7-0	Training Units and Developing Leaders
ADRP 1-0	The Army Profession
ADRP 1-02	Terms and Military Symbols
ADRP 1-03	The Army Universal Task List
ADRP 3-0	Unified Land Operations
ADRP 4-0	Sustainment
ADRP 5-0	The Operations Process
ADRP 6-0	Mission Command
ADRP 6-22	Army Leadership
ADRP 7-0	Training Units and Developing Leaders
ATP 1-0.1	G-1 and S-1 Operations
ATP 1-0.2	Theater-Level Human Resources Support
ATP 3-35	Army Deployment and Redeployment
ATP 3-37.2	Antiterrorism
ATP 4-93	Sustainment Brigade
ATP 4-94	Theater Sustainment Command
ATP 5-19	Risk Management
ATP 6-22.1	The Counseling Process

NUMBER/NAME	TITLE
ATP 6-22.5	A Leaders Guide to Soldier Health and Fitness
DA MEMO 25-52	Staff Action Process and Correspondence Policies
JP 1-0	Joint Personnel Support
DODFMR 7000.14-R	Military Pay Policy and Procedures – Active Duty and Reserve Pay
TR 350-10	Institutional Leader Training and Education
TR 350-36	Basic Officer Leader Training Policies and Administration
TP 585-8-2	The U.S. Army Learning Concept for 2015
JTR	Joint Travel Regulation
PPG	Army G-1 Personnel Policy Guidance (PPG)
RAPIDS	RAPIDS Users Guide
eMILPO	eMILPO User Manual and Functional Guidance
DCIPS	DCIPS Users Guide
EDAS	EDAS Field User Manual
TPS	TPS Smartbook/User Manual
VSAT	VSAT Operational Reference Guide

## Chapter 12 Points of Contact

### **Course Implementation Guidance and coordination between Proponent and TRADOC, FORSCOM, NBG, and OCAR**

Cdr, U.S. Army Soldier Support Institute  
Training Development Directorate  
ATTN: ATSG-TD (ITED)  
10000 Hampton Parkway  
Fort Jackson, SC 29207-7025  
(803) 751-8663; DSN 734-8663

### **Quality Assurance and Accreditation**

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U.S. Army Soldier Support Institute  
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10000 Hampton Parkway  
Fort Jackson, SC 29207-7025  
(803) 751-8872; DSN 734-8872

### **Adjutant General School Waivers and Technical Subject Matter Expertise; HR Systems (eMILPO, iPERMS, DTAS, EDAS, etc.)**

Commandant, Adjutant General School  
U.S. Army Soldier Support Institute  
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(803) 751-8391; DSN 734-4970

### **Training Delivery Systems/Document Repositories (Blackboard and SharePoint)**

Cdr, U.S. Army Soldier Support Institute  
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10000 Hampton Parkway  
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