

Department of the Army
Headquarters, United States Army
Training and Doctrine Command
Fort Eustis, Virginia 23604-5701

*TRADOC Regulation 350-36

19 Oct 2012

Training

**BASIC OFFICER LEADER TRAINING
POLICIES AND ADMINISTRATION**

FOR THE COMMANDER:

OFFICIAL:

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

Summary. This U.S. Army Training and Doctrine Command (TRADOC) Regulation 350-36 prescribes policies, guidance, responsibilities, procedures, and organizational relationship associated with managing and conducting common core initial military training (IMT) in Basic Officer Leaders Courses (BOLCs).

Applicability. This regulation applies to TRADOC schools, active Army (AA), Army Reserve (AR), and Army National Guard (ARNG) officers BOLC-B (branch specific/technical schools), and warrant officers (Warrant Officer Basic Courses) BOLC-B/WOBC training conducted at service schools, Army Training Centers, and other training agencies and activities under the control of Headquarters, TRADOC. This regulation is also applicable to all AA, AR, and ARNG BOLC-A (Accessions) training conducted at service schools and academies under the control of U.S. Department of the Army through the execution of a memorandum of agreement that clearly defines corresponding responsibilities and support actions coordinated between U.S. Army Cadet Command; U.S. Military Academy, and the TRADOC Deputy Commanding General (DCG), IMT. The policies contained herein, unless otherwise stated, also apply to members of sister and foreign services attending Army IMT schools.

*This regulation supersedes TRADOC Regulation 350-36, dated 16 November 2010.

Proponent and exception authority. The proponent of this regulation is the TRADOC DCG, IMT, (ATCG-MT), 210 Dillon Circle, Fort Eustis, VA 23604-5701. The DCG, IMT has the authority to approve exceptions or waivers to the IMT common core training guidance in this regulation that is consistent with controlling law and regulations. The DCG, IMT may delegate this approval authority in writing to the proponent agency (BOLC-A and BOLC-B), in the grade of colonel or the civilian equivalent. Activities may request a waiver to this regulation by providing justification that includes a full analysis of the expected benefits and must include formal review by the activity's senior legal officer. All waiver requests will be endorsed by the commander or senior leader of the requesting activity and forwarded through higher headquarters to the policy proponent.

Army management control process. This regulation contains management control provisions in accordance with Army Regulation 11-2, but it does not identify key management controls that must be evaluated.

Supplementation. Supplementation of this regulation and establishment of command and local forms is prohibited without prior approval from the TRADOC DCG, IMT, (ATCG-MT), 210 Dillon Circle, Fort Eustis, VA 23604-5701.

Suggested improvements. Users are invited to send comments and suggested improvements on Department of the Army Form 2028 (Recommended Changes to Publications and Blank Forms) directly to the TRADOC DCG, IMT, (ATCG-MT), 210 Dillon Circle, Fort Eustis, VA 23604-5701. Suggested improvements may also be submitted using DA Form 1045 (Army Ideas for Excellence Program Proposal).

Distribution. This publication is available on the TRADOC Homepage at <http://www.tradoc.army.mil/tpubs/>.

Summary of Changes

TRADOC Regulation 350-36.
Basic Officer Leaders Course Training Policies and Administration.

This rapid action revision, dated 19 Oct 2012-

- o Adds Chapter 1-6. Army Profession, Table of Contents.
- o Removes the word functional, Basic Officer Leaders Course will conduct common core and branch specific training (para 1-1).
- o Revise U.S. Army Accessions Command to read U.S. Army Cadet Command, removed reference to U.S. Army Accessions Command, (para 1-1).
- o Adds new Initial Military Training mission statement, (para 1-2.).

- o Revises para 1-2a. Initial Military Training conduct Basic Officer Leaders Course training in order to transform civilian volunteers into Army officers and warrant officers capable of leading upon arrival at their first unit of assignment.
- o Revises Direct Commissioning Course mission statement to read Equivalent basic officer leader course training, (para 1-2c).
- o Makes administrative changes (throughout).
- o Replaces Full Spectrum Operations with Unified Land Operations (para 1-2d).
- o Changes basic officer leader course Model Figure 1-1 (8).
- o Adds Deputy Commanding General- Initial Military Training responsibilities (para 1-5a).
- o Adds Conduct and host Initial Military Training Brigade Commanders/Command Sergeants Major conference each year (para 1-5b).
- o Adds Proponent for Warrior Tasks Battle Drills (para 1-5b).
- o Changes Basic Officer Leaders Course Command and Control Figure 1-2 (10).
- o Add Ch 1-6. Army Profession, (12).
- o Reorganizes chapter 2 into three separate chapters: Training, Common Core Tasks List Development and Modifications.
- o Modifies Deputy Commanding General-Intent Statement (para 2-1).
- o Adds Warrior Tasks Battle Drills (para 2-4).
- o Adds Mandatory Training Requirements (para 2-5).
- o Adds Characteristics of the Army Profession (Figure 2-1).
- o Modify Common Core Task List Revision Process (Figure 2-2).
- o Adds Development of Initial Military Training Officer Training (para 2-7).
- o Adds Modification to Initial Military Training Officer training (para 2-8).
- o Adds Training abuse and prohibited practices (para 4-3).
- o Adds Hazing (para 4-3).

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- o Removes all reference to Student Evaluation Plan, new term Individual Student Assessment Plan, (para 4-4b).
- o Updates suicide prevention guidance (para 4-5c).
- o Adds Basic Officer Leaders Course assessment Quick Look visits to the sentence, (Table of Contents).
- o Adds Key component of Quick Look assistance visits (para 5-1b).
- o Updates Glossary index.
- o Updates all hyperlinks throughout the document.
- o Updates all reference to U.S. Army Training and Doctrine Command Regulation 350-70.
- o Updates any reference to Deputy Commanding General, Initial Military Training address throughout the document.

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Chapter 1

Introduction

1-1. Purpose. This regulation prescribes United States (U.S.) Army Training and Doctrine Command (TRADOC) guidance, policies, procedures, and responsibilities for managing and conducting Basic Officer Leaders Course (BOLC) (see figure 1-1) common core and branch specific training, student in-processing, student holdovers/recycles, and outlines the desired outcomes of BOLC organizations. Officer initial military training (IMT) consists of BOLC (pre-commissioning training) (BOLC-A) and BOLC (branch specific/technical training) (BOLC-B)/warrant officer basic course (WOBC). BOLC A organizations that execute BOLC-A training in accordance with (IAW) an established memorandum of agreement (MOA) (see appendix A) are: United States Military Academy (USMA), U.S. Army Cadet Command, Army National Guard (ARNG) Officer Candidate School (OCS), OCS, ARNG Warrant Officer Candidate School (WOCS), and WOCS. This regulation also supports the design, development, and execution of all BOLC-B/WOBC programs of instruction (POIs).

1-2. Mission.

a. IMT conducts BOLC training in order to transform civilian volunteers into Army officers and warrant officers capable of leading upon arrival at their first unit of assignment.

b. BOLC-A. Provide IMT and education to potential commissioned Army officers and appointed warrant officers with foundational Army values, professional and personal attributes, and fundamental technical/tactical/basic skills. BOLC-A commissioning/appointment sources OCS, USMA, National Guard Bureau (NGB) OCS, WOCS. Proponents mission statements:

(1) Reserve Officers' Training Corps. Commission the future officer leadership of the U.S. Army and motivate young people to be better citizens.

(2) USMA. Educate, train, and inspire the Corps of Cadets so that each graduate is a commissioned leader of character committed to the values of Duty, Honor, Country, and prepared for a career of professional excellence and service to the Nation as an officer in the U.S. Army.

(3) OCS. Train, educate, and commission officers in order to provide the Army with leaders of character who live by the Warrior Ethos and Army values.

(4) NGB OCS. Train, educate, and commission officers in order to provide the Army with leaders of character who live by the Warrior Ethos and Army values.

(5) WOCS. Train, develop, and appoint commission warrant officers of character who live by the Warrior Ethos and Army values with the leadership skills necessary to meet future Army challenges.

(6) NGB WOCS. Train, develop, and appoint commission warrant officers of character who live by the Warrior Ethos and Army values with the leadership skills necessary to meet future Army challenges.

c. BOLC-A Comparative Training. The Direct Commissioned Course (DCC) train direct commissioned officers, primarily the Judge Advocate Corps officers on fundamental skills, establishing a foundation in leadership, physical fitness, mental toughness, and tactical and technical proficiency

d. BOLC-B/WOBC (officer and warrant officer branch specific/technical training schools). Provide newly commissioned Army officers and warrant officers with continued progressive and sequential training at branch schools to produce an adaptive officer, steeped in the profession of arms, who is technically and tactically competent, confident, and capable of leading in Unified Land Operations (ULO) within their branch upon arrival at their first unit of assignment.

BOLC Model

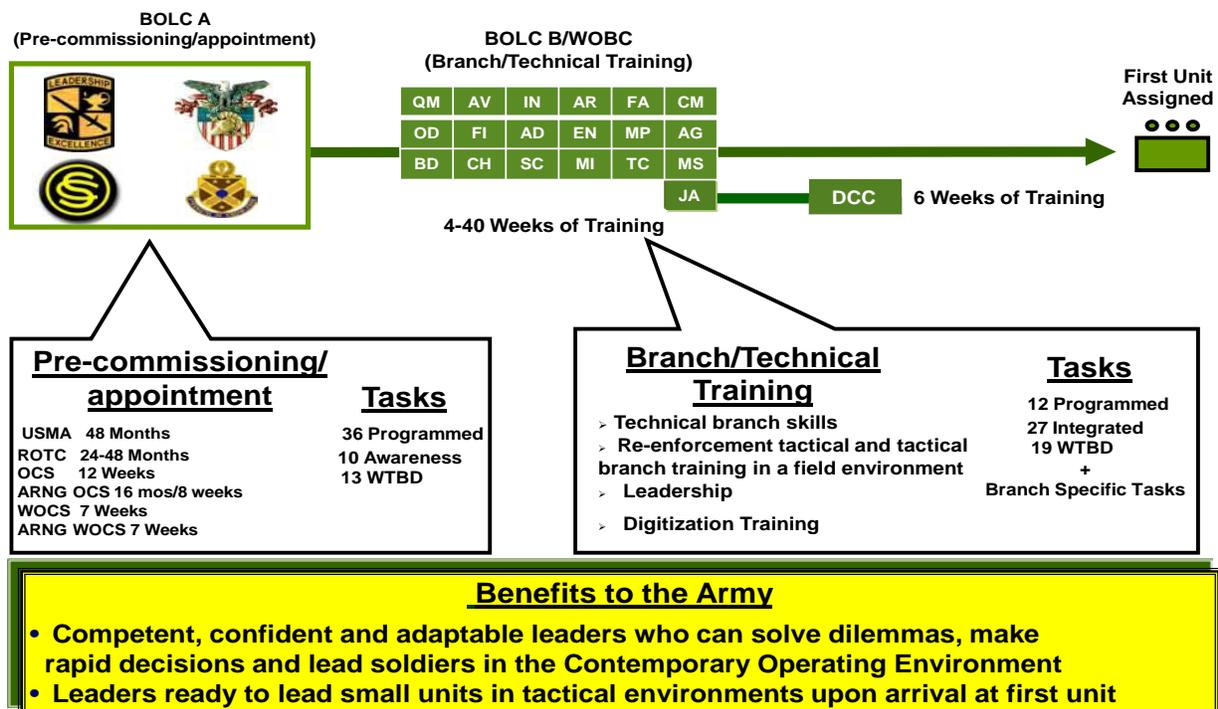


Figure 1-1. BOLC model

1-3. References.

Required and related publications and referenced forms are listed in [appendix A](#).

1-4. Explanation of abbreviations and terms.

Abbreviations and terms used in this regulation are explained in the [glossary](#).

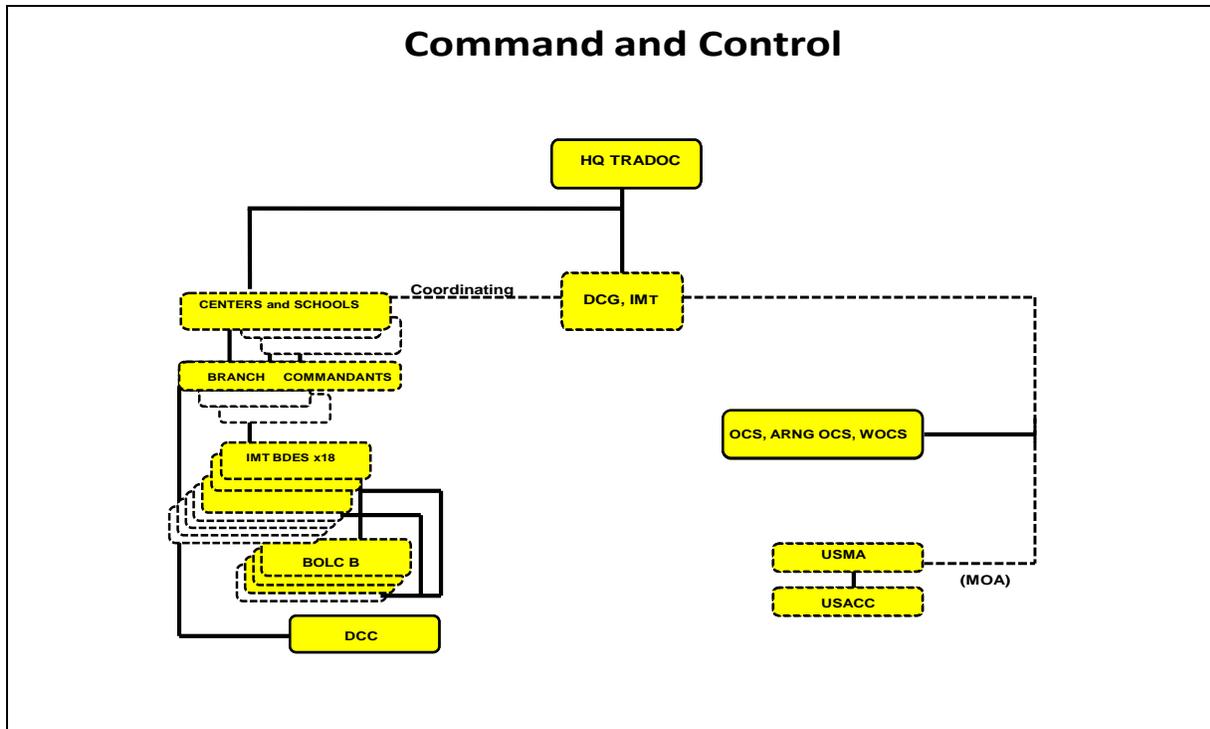


Figure 1-2. BOLC command and control

1-5. Command and control relationships and responsibilities of the Deputy Commanding General (DCG), Initial Military Training (IMT) and proponent agencies.

a. DCG, IMT.

- (1) The DCG, IMT has the lead for TRADOC core function: initial military training.
- (2) Establishes, approves, and publishes all IMT policy, strategy, and waivers.
- (3) Ensures linkage and standards between BOLC.

b. DCG, IMT will:

- (1) Determine policy and provide guidance for the conduct of BOLC common core tasks required for BOLC-A (through MOA with BOLC-A organizations) and BOLC-B/WOBC.
- (2) Review, validate, and approve the BOLC common core task list (CCTL) and elements of values, culture, and Warrior Ethos training.
- (3) Review POIs for TRADOC BOLC A-B/WOBC common core, branch specific requirements, and course related increases submitted by TRADOC schools.

(4) Evaluate and support resource challenges identified by BOLC A-B/WOBC schools commandants to TRADOC.

(5) Conduct conferences, video teleconferences, Quick Look assessment visits, and POI reviews as required in the execution of BOLC management and evaluation responsibilities.

(6) Conduct and host an IMT brigade commander/command sergeant major (CSM) conference each year.

(7) Assess implementation of BOLC policy and TRADOC regulations at Center of Excellence sites.

(8) Conduct a bi-annual CCTL synchronization conference to review and recommend a new CCTL and align with the two year warrior tasks and battle drills (WTBD) update and approval cycle. This will ensure it is relevant to the current warfighting efforts of the Army.

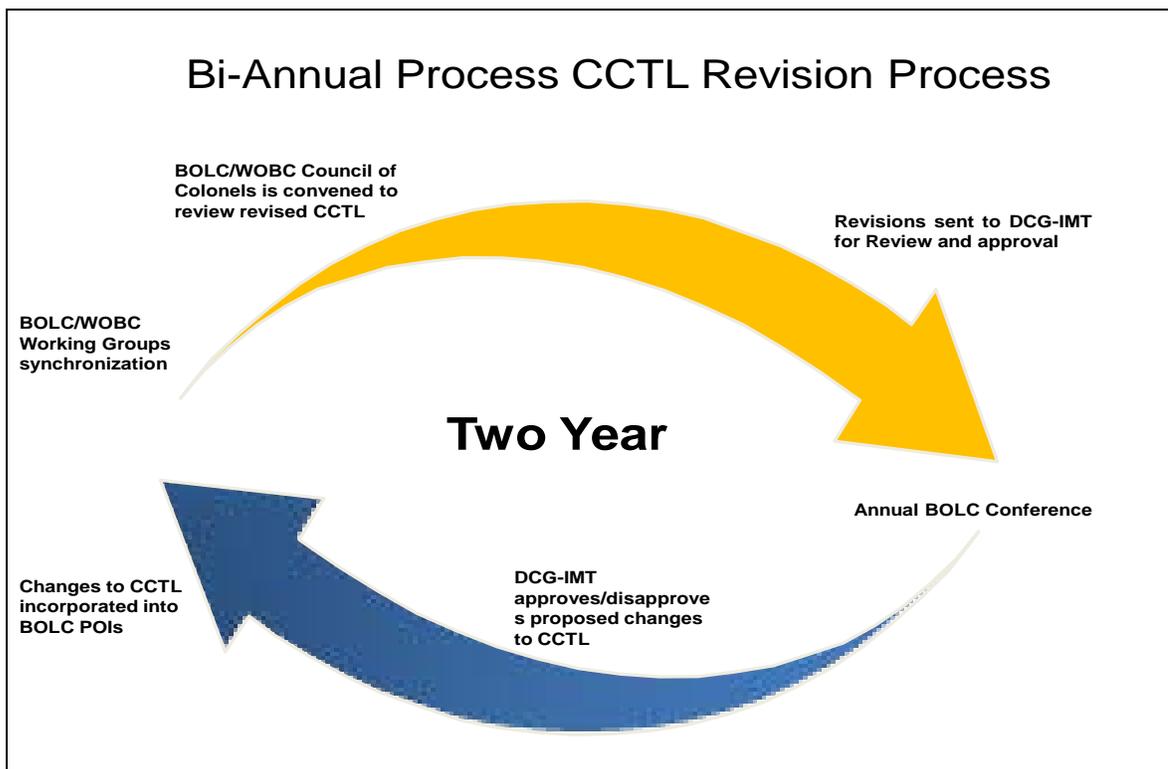


Figure 1-3. Bi-Annual CCTL revision process

(9) Serve as Proponent for WTBDs.

(10) Review risk management and environmental composite risk management integration into training products, and assess the validity of proposed control measures during annual safety evaluations.

c. BOLC-A organizations will.

(1) Establish MOAs (as required) with DCG, IMT governing their method of ensuring instruction of tasks on the CCTL.

(2) Conduct BOLC-A CCTL training and other mandatory training as designated by DCG, IMT and Headquarters (HQ), TRADOC IAW the MOA.

d. The Maneuver Center of Excellence, CG is the POI proponent and trainer for OCS.

e. The Maneuver Center of Excellence, CG is the POI proponent for ARNG OCS.

f. The Maneuver Center of Excellence, CG is the POI proponent and trainer for the DCC.

g. The Warrant Officer Career College commandant is the POI proponent and trainer for WOCS.

h. The Warrant Officer Career College commandant is the POI proponent for ARNG WOCS.

i. The USMA Commandant is the POI proponent and trainer for USMA.

j. The United States Army Cadet Command, CG is the POI proponent and trainer for Reserve Officers' Training Corps.

k. The US ARNG is the trainer for ARNG OCS/ARNG WOCS.

l. Commandants/Commanders of TRADOC centers and schools (see figure 1-3) will:

(1) Conduct BOLC-B/WOBC CCTL training, branch specific training, values training, professional development, and other mandatory training for junior officers and warrant officers as directed by DCG, IMT, TRADOC, and Headquarters, Department of the Army (HQDA).

(2) Ensure the branch/technical/tactical specific tasks within the POI remains current/relevant; and submit all recommended and required POI changes through DCG, IMT to TRADOC CG.

(3) Implement the Army Quality Assurance Program IAW Army Regulation (AR) 350-1, paragraphs 2-46.ae and 3-4.

(4) Develop and provide training support packages (TSPs) and Training Requirements Analysis System (TRAS) documentation, POIs, lesson plans, and other instructional material, as required, IAW TRADOC Regulation (TR) 350-70, 4-5.

(5) Establish and maintain a working relationship through visits, conferences, video teleconferences, and correspondence with Army Training Center commanders, service school commandants, and training division commanders conducting training in courses for which they are the designated proponent.

(6) Manage an effective mission oriented safety program that integrates composite risk management into all activities and training, to protect personnel, facilities, equipment, and

materiel under their charge, as well as the public and natural environment from hazards and accidents.

(7) Ensure records (hardcopy or electronic) created and/or received in the course of doing Army business are maintained IAW AR 25-400-2.

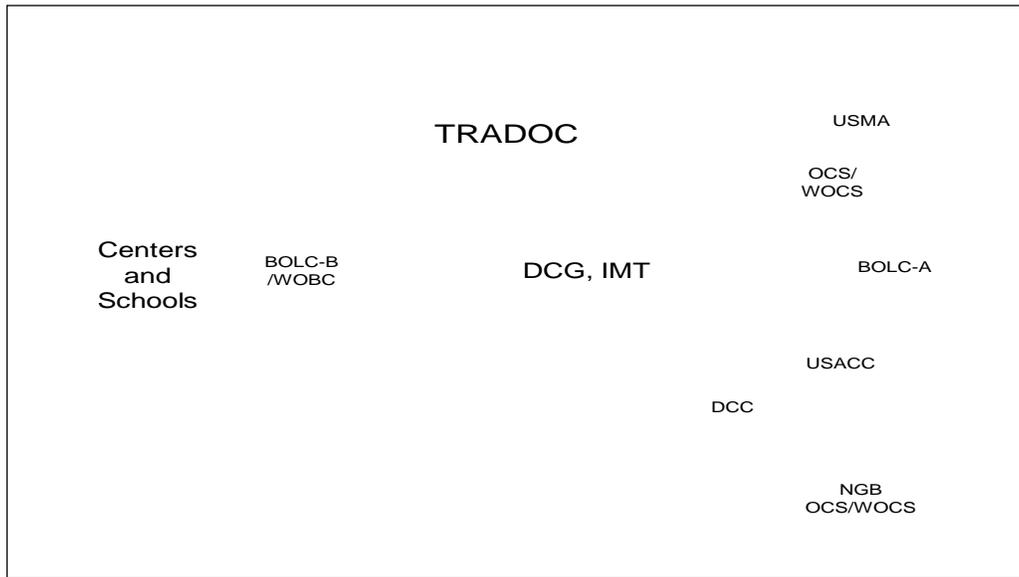


Figure 1-4. Spheres of influence

1-6. Army Profession.

a. Definition of Transformation. Transformation, as used in this regulation, is the deliberate moral, ethical, physical and psychological development and progression of a civilian into a Soldier and a member of the Army Profession, who lives the Army Values and demonstrates an appropriate level of commitment, discipline, task proficiency, adherence to the Army ethic and motivated to become a Professional Soldier.

(1) The Army Profession-consisting of the Army Profession of Arms and the Army Civilian corps- is a vocation comprised of experts certified in the ethical design, generation, support, and application of land combat power, serving under Civilian authority, entrusted to defend the Constitution and the rights and interests of the American people.

(2) Army Profession of Arms-The Army Profession of Arms is composed of the uniformed Army, those skilled in arts of warfare bound by a covenant of unlimited liability that requires willingness to sacrifice and depth of commitment to serve the American people, their comrades, and their families even unto death.

(3) A Professional Soldier-An American Professional Soldier is an expert, a volunteer certified in the Profession of Arms, bonded with comrades in a shared identity and culture of

sacrifice and service to the Nation and the Constitution, who adheres to the highest ethical standards and is a steward of the future of the Profession.

b. Principles of Transformation.

(1) Immersion into the Army Profession of Arms embodies values, personal conduct, self-discipline, motivation, and task performance.

(2) Application of this critical concept ensures Soldiers learn through the example of everyone with whom they have contact and every activity in which they participate in or observe.

(3) Consistently and broadly applied, the IMT environment will demonstrate the practical application of the Army Ethic* and serve to establish the Army's standards for conduct, discipline, and relationships.

(4) The leaders and trainers Soldiers observe during their IMT experience must be examples of proper military conduct and performance.

(5) Where the desired environment is in contrast to a Soldier's background or experience, it provides the basis for positive change, exemplifying in meaningful ways what is required to be a successful Professional Soldier.

(6) When a Soldier's environment or behavior differs from the desired actions, leaders explain and demonstrate the Army's expectations and standards.

(7) This immersion requires Soldiers to adopt and demonstrate Army values and put them into practice, understand how Army standards apply in performance and discipline, and leads to a fundamental change in their behavior.

(8) It provides leaders the opportunity to relate attitude and behavior to individual and collective performance in real terms that includes service in time of war.

(9) To be effective, all leaders and trainers must comply with the Army's highest standards.

* Note: The Army Ethic is the collection of values, beliefs, ideals, and principles held by the Army Profession and embedded in its culture that are taught to, internalized by, and practiced by its members to guide the ethical conduct of the Army in defense of and service to the Nation.

c. The Army Profession is further identified by six essential traits that distinguish the U.S. Army as a Profession and serve as institutional and individual touchstones to guide the Profession through time, contingency, and transition. . These essential characteristics are trust of the American people, internal trustworthiness, military expertise, esprit de corps, honorable service, and stewardship of the Profession.

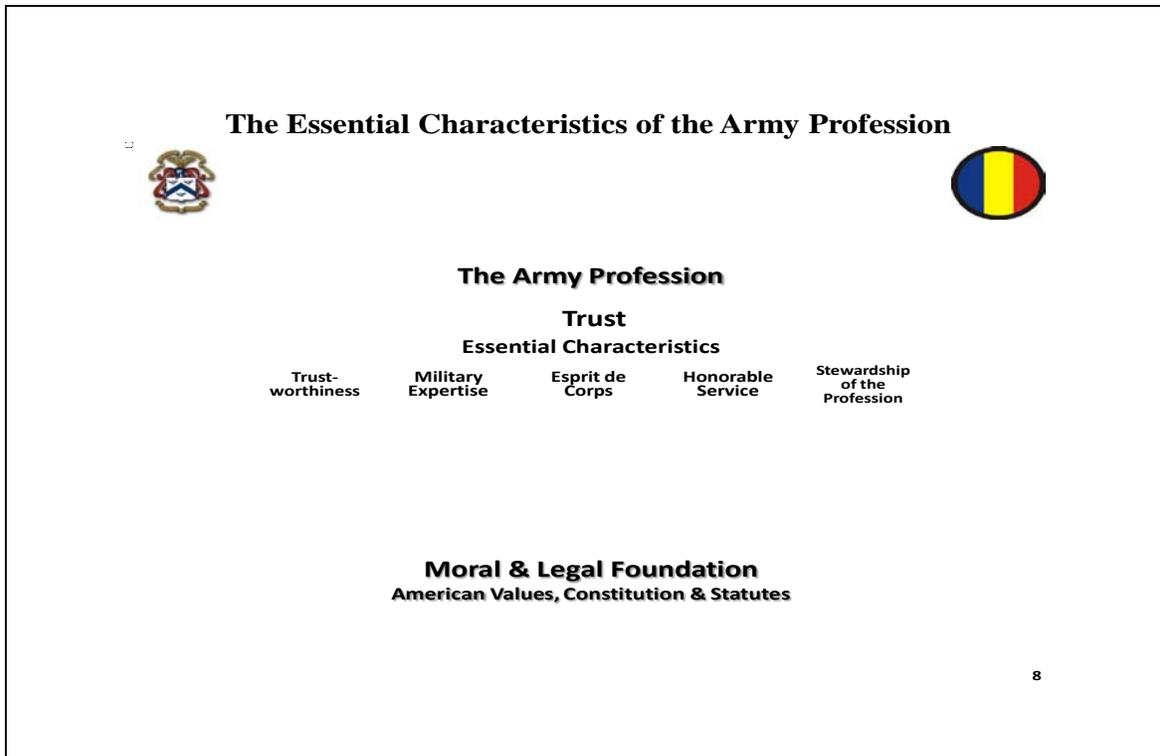


Figure 2-1. Characteristics of the Army Profession

d. Membership as an aspiring Army professional Soldier begins upon taking the Oath of Enlistment. Training in IMT begins the developmental process to attain the status of an Army Professional identified by the criteria that certify soldiers as members of the Army Profession of Arms. These criteria are:

(1) **COMPETENCE** in Expert Work as an Army Professional. The Professional’s work is expert work related to the design, generation, support, and application of land combat power and the individual’s competence has been certified by the Army commensurate with the level of certification granted.

(2) **Moral CHARACTER** requisite to being an Army Professional. The Army’s expert work creates a moral responsibility to act on behalf of a client rather than self and thus demands a moral character of sacrifice and service to one’s self, units, and the Army’s Duty to the Nation.

(3) **Resolute COMMITMENT** to the Army Profession. By observation and evaluation it is clear that the Professional has developed a personal calling requisite to an abiding commitment to effective, ethical, and honorable service in the Army and to the Nation.

(4) **Standards.** Standards must be clearly demonstrated, communicated, achievable, and enforced consistently and fairly to establish and maintain order. Standards based on skill sets must be appropriate to the level of transformation; they are adjusted to ensure achievability and show progression throughout the training process. Standards based on the professional military ethic do not change and are applied consistently in IMT and throughout a Soldier’s career.

(5) Mentor/Cadre. Some of the most influential aspects in the new Soldier's transformation are the mentor cadre relationship. Leaders must provide the example of the professional military ethic. The mentor cadre radiates to the IMT Soldier that "I am the proud example of our Army; follow me and I will do everything I can to assist you to meet our standards and achieve your goals."

e. The desired end state of transformation for all Soldiers is to live the following nine outcomes:

- (1) Understand, accept, and live by the Army Values and Warrior Ethos.
- (2) A Soldier is a proud team member possessing a character consistent with the Army's professional military ethic.
- (3) Possess self-discipline, and be adaptable and flexible.
- (4) Be capable of identifying and solving problems appropriate to their position and responsibility.
- (5) Willingly subordinate self to the mission and fellow Soldiers.
- (6) Be able to operate effectively under stress.
- (7) Be physically fit.
- (8) Be proficient in WTBDs and military occupational specialty related technical skills.
- (9) Demonstrate competency in Army traditions, customs and courtesies, and fundamental Soldier skills and responsibilities.

f. The principles of transformation combine to foster an environment conducive to creating lasting change, while facilitating training, education, and character development. In this way, the Soldier will be prepared to contribute as a member of a team after arrival at their first unit of assignment.

Chapter 2

Training Guidance

2-1. DCG, IMT intent.

a. Purpose. To support Army Force Generation while training, educating, and developing Soldiers and junior officer leaders who can immediately contribute to their first unit of assignment. To instill the skills, knowledge, and attributes required for Soldiers to contribute to their first units of assignment.

b. Key tasks.

(1) Evaluate, redesign, and implement relevant CCTL. Coordinate with branch proponents in the establishment and training of a relevant functional task list and the execution of professional development of newly commissioned junior officers and warrant officers.

(2) Synchronize the training and preparation of junior officers and warrant officers within each branch proponent BOLC, so that these officers and warrant officers arrive at first unit IAW Army requirements.

(3) Provide quality and relevant training and education that prepare leaders for the operational environment.

(4) Establish administrative training policy and guidance.

(5) Transform civilian volunteers into Soldiers.

(6) Train and develop competent, committed and agile IMT cadre.

(7) Review POIs to ensure training is relevant, rigorous, and standardized.

(8) Assist IMT brigades to improve the quality of life and resilience of IMT cadre, Families and civilians.

(9) Direct the development of common core tasks.

(10) Enable the resourcing of subordinate units.

c. End state. BOLC institutions produce agile, adaptive, and professional junior officers and warrant officers capable of leading in ULO upon arrival at first unit of assignment. Soldiers who are physically ready, grounded in Army Values and competent in their skills to contribute to their first unit of assignment.

2-2. DCG, IMT guidance.

a. Army officers and warrant officers must exhibit professional attributes, be able to lead Soldiers by example, be technically and tactically proficient, and live the Army values. They must be professional and exhibit leadership; and they must be physically fit, confident, and have strong military bearing. An officer must be mentally agile, innovative, and have sound judgment that will allow them to adapt to any circumstance.

b. Each BOLC school has an approved POI addressing defined and similar common core tasks including functional tasks dictated by the proponents. Unless commanders and commandants seek and receive permission to change POI, all will execute the approved POI without replacing topics, or substituting one subject while deleting another. These tasks will be reviewed collaboratively by the branch, source proponents and the DCG, IMT for relevancy and must be linked to the current operational environment. As a goal, BOLC-B training should be no more than 60 hours a week and six days a week, with exceptions being linked to periods of field training.

c. BOLC will continue with initiatives for improving Soldier physical performance as follows:

(1) Reduce overuse injuries by using standardized physical readiness training (PRT) in IMT IAW TRADOC Circular 3.22.20. The PRT program is scientific, and based on proven quantifiable results. Junior officers will be prepared to evaluate and lead PRT programs upon graduation from BOLC.

(2) Optimize performance by ensuring that menu selections and dining facility layout and performance nutrition information are provided IAW the Soldier Fueling Initiative.

d. Marksmanship. To provide BOLC-B students with the advanced skills necessary to combat the enemy around the world, the BOLC basic rifle marksmanship (BRM) strategy begins with BRM 1-10 and culminates with two advanced rifle marksmanship periods, barrier shoot, and combat familiarization fire for all BOLC-B schools. Training will focus on the fundamentals of marksmanship leading up to qualifying on respective assigned individual weapon. During BRM periods 1-10, students will wear the following equipment: Army combat uniform, patrol cap, ear protection, eye protection, and gloves; then proceed to advanced rifle marksmanship wearing full combat gear.

e. Combatives. Students must be prepared to use different levels of force in an environment where conflict may change from low intensity to high intensity over a matter of minutes. Combatives training will instill courage and self-confidence. With competence comes the understanding of controlled aggression and the ability to remain focused while under duress.

f. Leadership. Provide mission-focused leadership and critical thinking opportunities to improve professional development and produce agile and adaptive combat leaders who are able to accomplish any mission. Cadre will provide mission-focused leadership opportunities and place BOLC students in situations that will test their resourcefulness and ingenuity.

g. Values and Ethics. BOLC will teach and train Army values and professional ethics, and will apply them in situational exercises that relate to combat as well as on and off duty events. Cadre will integrate values and ethics into all training events. Academic evaluation reports and student counseling will include examples of following or failing to abide by the Army Values.

h. Resilience. Enhance an officer's ability to perform, as well as to support Soldiers through development of the five dimensions of strength: emotional awareness, social communications, spiritual beliefs, family values, and physical fitness. Training will focus on both individual and organizational resiliency. Officers must be able to recognize the status of their organization and ways to improve or resolve identified problems.

i. Cultural Awareness. BOLC instruction will teach and train how various political, economic, and cultural factors influence decision making in other countries. Junior officers and warrant officers will learn the benefits of integrating cultural knowledge into their planning.

j. Counter-Improvised Explosive Devices. Prepare students to recognize and protect their units from improvised explosive devices threats such as microdrones and precision guided munitions, as they evolve. Training must enable students to anticipate the evolving threat. POIs will include up-to-date training on friendly and enemy tactics, techniques, and procedures. Teach students to find ways to defeat or degrade the emerging threats and enable them to use the technology, knowledge, and tactics developed in future operations.

k. Field training. Officers and warrant officers will train in a realistic environment using scenario-driven field training exercises that will generate cohesive trained leaders ready to operate at any point on the spectrum of conflict, in any environment, and under all conditions. During these exercises, officers and warrant officers will use individual skills such as BRM, first aid, battle drills, and PRT to build warriors, while incorporating the branch and functional skills linked to their leadership development. The cadre must be prepared to adjust the tactical scenarios based on the performance of the student and must always be prepared to demonstrate possible doctrinal solutions to the tactical situation.

l. Use of Live, Virtual, Constructive Gaming. Live, virtual, constructive gaming training resources and systems are integrated for optimum effectiveness to expand the operational environment. By applying technology and simulations, we create immersive, highly realistic environments for every level of training that reduces training costs and improves Soldier readiness.

m. Outcome Based Training and Education. Outcome based training and education adapts a training strategy to meet the conditions of current and future operational environments. Developing new approaches in training is necessary to ensure leaders are confident in their ability to conduct ULO. Outcomes based training and education will focus on understanding of basic skills, development of intangible attributes, and understanding how tasks relate to each other and to varied situations when used by the centers and schools.

2-3. Basic Officer Leaders Course (BOLC) CCTL (appendix D).

The CCTL applies to BOLC-A, BOLC-B/WOBC training. BOLC-A pre-commissioning and appointment BOLC-B/WOBC sources have direct input to the BOLC CCTL. The BOLC CCTL is approved by TRADOC DCG, IMT to ensure tasks are nested with desired outcomes and supporting tasks in the institutional training base. All IMT schools manage program compliance of their CCTL instruction through participation at the annual workshops and a bi-annual BOLC CCTL synchronization conference.

- a. The CCTL identifies the task proponent and the tasks to be performed during each BOLC phase.
- b. The CCTL is reviewed every two years by the DCG, IMT for training task relevancy.
- c. The CCTL process will include a task review and development of changes by the BOLC-A/B/WOBC proponents, along with the task proponents.
- d. A Council of Colonels, to include voting participation by Senior Warrant Officer proponent representatives, from the BOLC-A/B/WOBC communities will review and recommend changes within the CCTL to the DCG, IMT on a bi-annual basis.
- e. DCG, IMT will review changes submitted and recommend CCTL approval to TRADOC CG.
- f. Cadre will train BOLC students in WTBD IAW the CCTL.
- g. The CCTL is available at <https://www.us.army.mil/suite/files/36842275>.

2-4. Warrior tasks and battle drills (WTBD).

Proficiency at WTBD is a primary focus at BCT and OSUT. A list of the current WTBD is found at <https://atn.army.mil/index.aspx> Click the link "How to Access Army Warrior Tasks," and follow the instructions. This training is critical because it allows our Soldiers to shoot, move, communicate, survive, and adapt while operating in the contemporary operational environment. Furthermore, it develops proficiency of drills necessary to succeed while in contact with the enemy. BOLC A and BOLC B/WOBC schools will ensure Soldiers are proficient at these skills through instruction, repetition, and application in realistic scenarios. WTBDs will be evaluated biennially and updated to reflect current contemporary operational environment at <https://atn.army.mil/index.aspx>.

2-5. Mandatory Training Requirements.

- a. School commandants and commanders provide and record mandatory training for staff and faculty members as required.
- b. Mandatory training subjects taught to students in IMT are shown in appendix E are IAW with AR-350-10.

(1) Schools will enter class schedules, new equipment training schedules, and scheduled input into Army Training Requirements and Resources System and make schedule changes from Training Resources Arbitration Panel or other actions within ten working days of notification.

(2) Schools will also post actual inputs within two working days (seven working days for ARNG and U.S. Army Reserve (USAR) schools) of the start date and the actual outputs within two working days (seven working days for ARNG and USAR schools) from the end date of each class as announced in class schedules. Losses from a course must be posted within two working days of notification to ensure adjustments in any follow-on training for which an individual may have reservations. Actual input and output data must be posted for all courses of instruction.

c. The CG, TRADOC determines subject instruction at specific courses within each training system; IMT, Officer Education System, Non-Commissioned Officer Education System, School for Command Preparation, Civilian Education System.

d. Training subjects in a given training system (shown by an “X” in Figure E-1, appendix E) represent the presence of that subject in at least one course in that training system, not necessarily in all courses within that training system.

2-6. BOLC CCTL program of instruction (POI) development and approval process.

a. The updated CCTL establishes the minimum requirements for IMT for junior officers, and will help to develop confident, competent, and adaptive officers ready to lead Soldiers during ULO. The list represents the DCG, IMT’s guidance on what tasks to train; however, it does not articulate how to train those tasks. Proponent schools are encouraged to continually seek innovative ways and opportunities to develop the officers' leadership skills. The CCTL will be reviewed at an annual conference. The Council of Colonels is held bi-annually to review and revise the CCTL. Revisions will then be sent to the DCG, IMT for approval by CG, TRADOC.

b. BOLC-A. IAW MOA (appendix B).

c. BOLC-B. Proponent schools are responsible for developing POIs and providing TSPs when assigned by DCG, IMT for BOLC common core tasks. Proponent schools will prepare and approve new and revised POIs IAW TR 350-70, paragraph VI 3-6, common core task management.

d. Integration and documentation of common core tasks. The integration of training is the application of knowledge/skills gained from prior training. The integration of all common core tasks will be documented in the course POI, and lesson plan.

(1) A matrix will be developed to identify where each common core task is aligned under a period of instruction in the POI. Lesson plans will be revised to incorporate the integration of the common core task. “Integrated” common core tasks trained will be listed in the “Individual Summary Page” section of the POI to ensure proper documentation.

(2) Modifications to training programs. The proponent school will inform and coordinate with the DCG, IMT, BOLC Division, for common core instruction-related changes to BOLC training programs. Proponents will prepare and acquire approval for new and revised POIs. IAW TR 350-70, paragraph VI 3-6 (see figure 2-3).

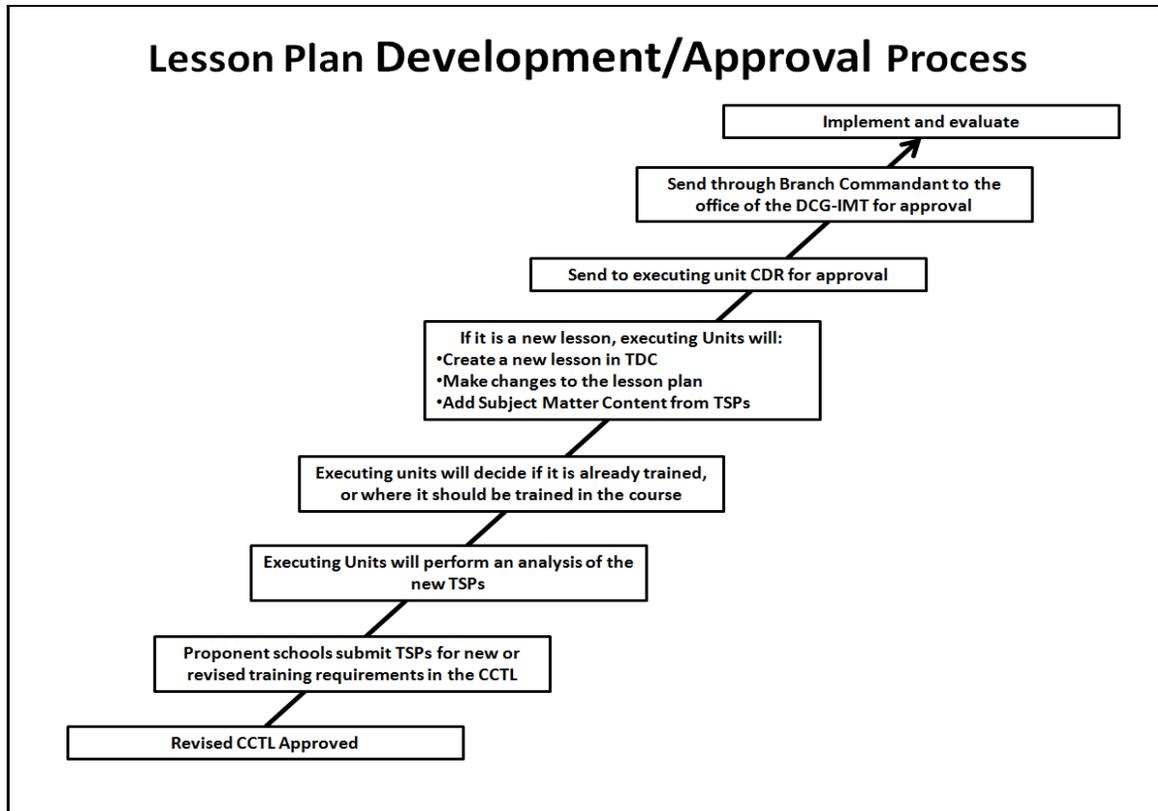


Figure 2-2. Lesson plan development and approval process

(3) Training schedules. BOLC-B schools will produce training schedules as outlined in Field Manual (FM) 7-0, chapter 4.

- (a) Specify when training starts and where it takes place.
- (b) Allocate adequate time to train all tasks to standard, including time to repeat training when standards are not met.
- (c) Specify individual, leader, and collective tasks on which to train.
- (d) Provide multi-echelon and concurrent training topics to make maximum use of available training time.
- (e) Specify who prepares, executes, and evaluates the training.

(f) Provide administrative information concerning uniform, weapons, equipment, references, and safety precautions.

(4) Company commanders (or designated representatives) approve and sign their training schedule.

(5) Battalion commanders (or designated representatives) approve and sign the schedule and provide necessary administrative and logistic support. Training is considered locked in when the battalion commander signs the training schedule.

(6) The brigade commander (or designated representative) reviews each training schedule published in the brigade.

(7) The brigade's (or designated representative) higher HQ reviews selected training schedules and the list of unit-wide training highlights.

e. BOLC-B instructor qualification and certification program(s). Branch school commandants will establish BOLC instructor certification program at their respective schools. Commandants will establish a system for monitoring and improving the quality of instruction IAW TR 350-70, part III, to ensure each instructor is fully qualified and current in all aspects of their assigned training mission.

f. Commanders and Battalion Commanders and CSMs (or designated representatives) will certify BOLC cadre. Consider certification as a continuous assessment and development process, ensuring that BOLC cadre effectively trains officers for current and future requirements for success in a complex operational environment. Echelon training two levels down and mentoring one level down (consistent with doctrine) to properly develop cadre (that is, brigade commanders train company commanders and mentor battalion commanders; battalion commanders train platoon leaders and mentor company commanders). Key to effective training is the use of "tactical decision exercises" with multiple solutions, situational changes, and changes to the original mission. Tactical decision exercises are instrumental for BOLC cadre in developing leaders with critical thinking, problem solving, and decision making skills. Commanders/Commandants (or delegated authority) must ensure BOLC instructors/cadre are familiar with the following regulatory guidance.

(1) Risk management (range safety, heat injury, etc.) (AR 385-10, The Army Safety Program).

(2) Developmental counseling techniques (AR 690-400, Total Army Performance Evaluation System; FM 6-22, Army Leadership).

(3) Conduct effective after action reviews (TR 350-70).

(4) Standards of conduct, ethics, and values training. (AR 350-1, Army Training and Education).

g. The minimum standard of training required for an instructor to be certified to teach BOLC students:

(1) General training requirements (TRADOC): Successfully complete the Army Basic Instructor Training Course, or Combined Arms Center-Training, Army Training Support Center-approved equivalent course.

(2) BOLC-B specific training requirements. Commanders/Commandants (or delegated authority) must ensure BOLC instructors are familiar with the following subjects, guidance, techniques and procedures:

(a) Risk Management (range safety, heat injury, etc. – AR 385-10, The Army Safety Program).

(b) Developmental Counseling Techniques (AR 690-400, Total Army Performance Evaluation System; FM 6-22, Army Leadership).

(c) Conduct effective after action reviews –(TR 350-70).

(d) Standards of Conduct, Ethics and Values Training (AR 350-1, Army Training And Education).

2-7. Development of IMT Officer Training.

The designated proponent school is responsible for the development of training (individual and collective tasks), and POI within their area of expertise. Designated proponent schools will approve new and revised POIs IAW TR 350-70 para II-8-4.

2-8. Modifications to IMT Officer Training.

a. The time allotted for subjects in POI may vary depending on the aptitude and achievement levels of each group of Soldiers, the number of Soldiers in each cycle or class, the instructor to student ratio, and the availability of equipment and facilities. For these reasons, commanders are permitted to make adjustments to the amount of time devoted to a task, provided the learning objectives and performance standards are met, and the overall course length remains unchanged.

b. Request for an exception to policy for changes to BOLC/WOBC Common Core training (other than those specified in paragraph a), that do not require a revision to the POI, must be submitted to the office of the DCG, IMT. Information provided will include the purpose and nature of the temporary change or planned pilot, its duration, and the number of students involved. Ensure coordination is made for such pilots with the proponent. Conduct a risk assessment in support of temporary changes, to identify any new hazards, changes in residual risk, and appropriate hazard controls and risk countermeasures necessary to ensure safe training. The supporting safety office will review and validate the risk assessment.

c. Recommendations are an important part of the continuing POI review and update process. Submit all recommended changes for all IMT to the BOLC Directorate; ATTN Director of

Operation, Plans & Training. All recommendations will be reviewed and evaluated. These recommendations, when appropriate, will assist with the revision of course materials, individual training plans, course administrative data, and POIs IAW TR 350-70, paragraph II-8.

d. Commandants, proponent schools recommendation for exception to policy will be forwarded to the DCG, IMT for approval on all common core task modifications and changes to common core training.

Chapter 3

Common BOLC Outcomes

3-1. Purpose of Outcomes.

Common outcomes ensure follow-on training organizations and initial units will receive officers with a common basis of training and professional development. BOLC training is sequential and progressive; and training events build from proficiencies and outcomes achieved in previous training. All students will transition through BOLC-A and BOLC-B in sequence. The only branch exceptions to the sequence rule are Army medical department, chaplains, and Judge Advocate General Corps. Individual case-by-case exceptions will be coordinated through DCG, IMT, BOLC Division, who will further coordinate with the appropriate TRADOC and HQDA agencies to ensure timelines do not interfere with Army Force Generation support to the operational Army.

3-2. Common BOLC (pre-commissioning training) (BOLC-A) Outcomes.

Through the execution of the CCTL and source specific training, education, and experience, each BOLC-A program will achieve the following outcomes:

a. Values and Ethics. Newly commissioned/appointed officer who knows and understands Army Values and begins to demonstrate them.

b. Leadership. Newly commissioned/appointed officer who demonstrates knowledge of core leadership attributes and competencies and who applies fundamentals of leadership with peers and in small units.

c. Professionalism and Officership. Understands and embraces the concept of being a member of the Profession of Arms, and the requirements of officership and their oath of commission.

d. Personal Development. Understands responsibilities of an officer for self-development (physical, mental, spiritual, and emotional) outside the institutional and organizational domains.

e. Technical Competence. Possesses fundamental knowledge and understanding of basic military skills and Army management systems required of a junior officer.

f. Tactical Competence. Possesses basic military skills and demonstrates knowledge of the orders process and troop leading procedures while executing small unit tactics. Experiences an introduction to WTBD and fundamentals of Army operations.

3-3. Common BOLC (branch specific/technical training) (BOLC-B)/warrant officer basic course (WOBC) Outcomes.

Building upon the outcomes achieved by the various BOLC-A programs, BOLC-B/WOBC programs will achieve the following outcomes through execution of the CCTL along with functional training:

a. Values and Ethics. Junior officers and warrant officers who embody, live, and defend the Army values, and who can lead their Soldiers with ethically-sound decisions upon arriving at their first unit of assignment.

b. Leadership. Junior officers and warrant officers who possess attributes and competencies to assess, train, and lead in their first unit of assignment.

c. Professionalism and Officership. Applies roles and responsibilities associated with the Profession of Arms and their oath of commission upon arrival at their first unit of assignment.

d. Personal Development. Demonstrates self-development and understands the lifelong learning process for themselves and their subordinates. Advances in personal and professional development as part of the requirement for service in the Army.

e. Technical Competence. Demonstrates technical skills proficiency for individual branch integration as a member of the combined arms team. As a leader, applies Army training and management systems and sustainment functions.

f. Tactical Competence. Makes appropriate decisions based on doctrine (includes troop leading procedures), assessment, critical thinking, and judgment to provide solutions to tactical problems within their specific branch. Functions as a leader in training and employing WTBD and branch defined technical and tactical skills. Adapts troop leading procedures and problem solving skills to branch specific mission support requirements. Executes branch defined missions in support of ULO.

Chapter 4 Administrative and Training Policies

4-1. In-processing tasks.

a. BOLC-A in-processing tasks are determined by the individual executive proponents in all TRADOC and ARNG schools. Direct Reporting Units service schools and academies under the control of U.S. Department of the Army in-processing procedures are IAW MOA (appendix B).

b. BOLC-B in-processing tasks. The following are the minimum in-processing tasks performed at each BOLC-B site to ensure each officer is processed into active duty.

(1) Medical tasks. Ensure that the following tasks are accomplished, and appropriately documented in a medical record and the Medical Protection System database IAW AR 40-66:

(a) Commissioning medical history and physical examination.

(b) Test for human immunodeficiency virus antibody within the previous six months.

(c) Tuberculosis screening IAW Office of the Surgeon General policy.

(d) Hearing test.

(e) Vision test.

(f) Profile reviewed and make appropriate disposition.

(g) Obtain blood specimens for serologic screening for hepatitis A and B, measles, rubella and varicella (as determined by local medical authority).

(h) Collect blood sample for group and type determination, as required.

(i) Collect laboratory specimen for deoxyribonucleic acid identification.

(j) Administer immunizations IAW AR 40-562. Educate female office on the benefits and risks of human papillomavirus quadrivalent (types 6, 11, 16 and 18) vaccine, recombinant (Gardasil) to females. Offer Gardasil to female Soldiers.

(k) Issue the following items: Lip balm with sun protection factor of at least 15; foot powder; insect repellent containing N,N-diethyl m-toluamide (DEET) (March through October); hand-sanitizing gel containing alcohol (4-ounce containers); sunscreen with sun protection factor of at least 30.

(2) Dental tasks. Ensure that the following tasks are accomplished and appropriately documented in a dental record and Medical Protection System database:

(a) Panoramic radio IAW AR 40-66.

(b) Dental screening IAW HQDA Execution Order 265-09, Soldier First Term Dental Readiness, 071215Z Aug 09.

(3) Troop/Unit Tasks.

(a) Tri-service medical care enrollment complete.

- (b) Transportation complete.
- (c) Privately owned vehicle inspections complete.
- (d) Billeting established.
- (e) Personal owned weapons registration complete.
- (f) Meal cards issued.
- (g) Central issue facility issued.
- (h) Global assessment tool (Comprehensive Soldier Fitness) complete.
- (i) Follow on schools coordinated as appropriate.
- (j) Assignment swap requests submitted as appropriate.
- (k) Department of the Army (DA) Form 31 (Leave form) (permissive temporary duty, Housing Relocation Assistance Program) complete.
- (l) Pay inquiry/pay advance as appropriate.
- (4) Military personnel office/S1:
 - (a) Department of Defense Form 93 complete and uploaded into Interactive Personnel Electronic Records Management System.
 - (b) Service Members' Group Life Insurance Form 8286 complete and uploaded into Interactive Personnel Electronic Records Management System.
 - (c) Identification tags on hand.
 - (d) Common access card issued as needed.
 - (e) Defense Enrollment Eligibility Reporting System enrollment as needed (required documents include marriage certificate and birth certificates).
 - (f) Oath of office (DA 71)/Orders verification on file.
 - (g) Department of Defense Form 214/220 (ARNG and Reserve only) on file.
 - (h) NGB 22 (Report of Separation and Record of Service) on file.
 - (i) Travel vouchers confirmed on hand.

(j) Orders with amendments and 1610 on file.

(k) Standard form 1199A (direct deposit) completed, requires one blank check from an open account.

(l) O1E/O2E computation documents active Army/reserve component/ARNG complete.

(m) Entitlements on file.

(n) Finance complete.

(o) Official passports as required.

(5) Security Requirements. IAW current Department of Defense and HQDA DCS, G-2 policy:

(a) A national agency check with local records and credit check investigation shall be conducted on all military personnel except for those whose speciality/military occupational specialty require Top Secret eligibility. In those instances, a Single Scope Background Investigation will be completed by the responsible investigative agency (currently the Officer of Personnel Management).

(b) As a minimum, Interim Secret security clearance eligibility is required prior to commission and/or appointment.

(c) Responsible security personnel will utilize Joint Personnel Adjudication System to verify security clearance eligibility.

(d) Responsible security personnel will provide a security inbriefing to all incoming military personnel IAW Enclosure 5, Department of Defense Manual 5200.01, Volume 3.

4-2. Early Arrivals and Holds.

a. BOLC-B. In-process and actively engage student and officers in introductory training and/or leadership positions as deemed appropriate by the chain of command. Train and employ student/officers to provide them technical, tactical skills, and experiences to enhance their leader development.

b. Introductory Training. Consist of orientation, PRT, and unit taught subjects as directed by the commander. Commanders will prepare students for first unit of assignment by scheduling them for training such as: combat life saver, combatives certification, and airborne. Students may also be placed into temporary leadership positions (platoon leader, company executive officer, etc.), for training units.

c. Categorizing early arrivals/holds are as follows:

- (1) Early arrival hold/under: Awaiting start of BOLC-B course.
- (2) Medical hold/under: Medical holds waiting for clearance to re-enter BOLC-B course.
- (3) Administrative hold/under: Pending rebranch or elimination.
- (4) Recycle hold/under: Waiting to re-enter the course after being recycled or pulled for reasons other than medical.
- (5) Holdover: BOLC graduates awaiting start of follow-on schools or awaiting resolution of administrative issues; such as outside continental United States permanent change of station.

4-3. Training Abuse and Prohibited Practices.

a. Training abuse is any improper or unlawful physical, verbal, or sexual act committed against a student. Examples include extreme exercise-based corrective action not IAW PRT, extreme profanity, sexual misconduct, extortion, hazing, inappropriate fundraising, or prohibited relationships. Only a commander can determine an incident as student abuse.

b. Hazing.

(1) Hazing is defined as any conduct that causes another to suffer, or be exposed to any activity which is cruel, abusive, humiliating, oppressive, demeaning, or harmful. Soliciting or coercing another to perpetrate any such activity is also considered as hazing. Hazing need not involve physical contact; it can be verbal or psychological in nature. Actual or implied consent to acts of hazing does not eliminate the culpability of the perpetrator. Hazing is explicitly forbidden IAW AR 600-20, chapter 4 and applies to Soldiers and civilian personnel. Hazing is an offense punishable under the Uniform Code of Military Justice.

(2) This definition includes and is not limited to playing abusive tricks, threatening or offering violence or bodily harm to another, striking, branding, tattooing, any forced or coerced consumption of alcohol, drug, or tobacco product, or causing the harmful, excessive, or abusive consumption of liquid, food, or any other substance.

(3) Hazing does not include command authorized mission or operational activities, the requisite training to prepare for such missions or operations, administrative corrective measures, extra military instruction, command authorized PT, and other similar activities that the commander authorizes.

c. Sexual Harassment, fraternization, inappropriate or unprofessional relationships. This conduct is explicitly forbidden IAW AR 600-20 and may violate local regulations. These offenses are contrary to the principles of officership and are punishable under the Uniform Code of Military Justice.

d. Prohibited Relationships. Any relationship between permanent party and BOLC students not required by the training mission is prohibited IAW AR 600-20. This definition includes and

is not limited to dating BOLC students, writing personal letters and e-mails, having personal telephone conversations unrelated to the training mission, gambling, dancing, entertaining in a personal residence, sharing accommodations in a hotel/motel, or any other conduct of a personal or sexual nature.

(1) This does not preclude the normal exchange of military courtesies, the standard courtesies extended at command sponsored functions, participating in religious activities, or activities specifically approved by the commander, or necessitated by emergency.

(2) Cadre and Soldiers in Training. Any relationship between permanent party and any Soldiers in training, not required by the training mission is prohibited IAW AR 600-20, paragraph 4-15. This definition includes and is not limited to dating IMT Soldiers, writing personal letters, text messages, e-mails, exchanging personal communications on social media, having personal telephone conversations unrelated to the training mission, playing cards, gambling, dancing, entertaining in personal residences, sharing accommodations in a hotel/motel, transporting in a privately owned vehicle, or any other conduct of a personal or sexual nature.

(3) Cadre personnel are prohibited from "Friending" or requesting to be a "Friend" of Soldiers in training through use of personal social media outlets/networking sites (that is, Facebook, MySpace, etc.). However, social media outlets/networking sites, such as official unit sponsored pages directed at conveying official Army information, communications, or activities may be used for official/professional communication between cadre and Soldiers in training.

(4) Soldiers in training. Any relationship between Soldiers in training not required by the training mission is prohibited IAW AR 600-20, paragraph 4-15. This definition includes and is not limited to the activities in subparagraph (1) above.

e. Physical contact with Soldiers for any reason other than to make necessary training-related corrections. Exceptions to this are where the safety of the Soldier is in question (for example, heat exhaustion, physical injury, etc.). Cadre members are not required to ask the Soldier's permission when making necessary corrections; however, effective trainers tell Soldiers what they are going to do prior to doing it.

f. Requiring or encouraging IMT Soldiers to purchase common use items or common area cleaning supplies with their own funds (for example, bay cleaning supplies, toilet paper for common latrines, and other common use items).

g. Fundraising.

(1) No cadre member may sell any product, service, or opportunity to IMT Soldiers.

(2) No IMT Soldiers will be directed to participate in any authorized fundraising activities, and no Soldiers will be directed to purchase items at any authorized fundraising activities conducted in the brigade, battalion, company, or training area.

(3) Family readiness group (FRG) fundraising activities are only permitted IAW AR 608-1 Appendix J, Army FRG Operations, AR 210-22, and Private Organizations on Department of the Army Installations.

(4) This provision does not prohibit Soldiers from voluntarily contributing to officially authorized campaigns (such as, Combined Federal Campaign, Army Emergency Relief, etc.) or making chapel offerings.

4-4. Graduation Requirements.

a. Common core completion and graduation requirements.

(1) BOLC-A: USMA and U.S. Army Cadet Command IAW MOA (appendix B).

(2) BOLC-A: OCS/WOCS. The DCG, IMT, IAW regulations and procedures, establishes common core graduation requirements for BOLC-A in coordination with commissioning sources specific graduation requirements established by the school.

(3) BOLC-B. Branch specific graduation requirements are established by the proponent school. General requirements for graduation include:

(a) Achieve performance levels as directed in the CCTL matrix for all common core tasks (see appendix D).

(b) Successfully complete and pass all branch-specific requirements as outlined in each BOLC-B Individual student assessment plan (TR 350-70, chap 6).

b. Professional Requirements. Officers and warrant officers must demonstrate their professionalism and ability to embody, live, and defend the Army Values throughout their progression of BOLC. 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.

c. Army physical fitness test (APFT)/Height and Weight.

(1) BOLC-A. IAW HQDA directives and individual commissioning source specific graduation requirements established by the school.

(2) Candidates enrolling in WOCS or OCS must pass the standard three-event APFT as an enrollment requirement. If a Soldier enrolling in WOCS or OCS fails the initial APFT, the Soldier will be denied enrollment but allowed one retest with a subsequent class.

(3) BOLC-B/WOBC.

(a) Students must meet height and weight standards for graduation IAW AR 350-1. Any active Army student, who does not meet height and weight standards IAW AR 350-1 prior to

graduation, will be placed in a hold status until they have met the requirements or processed from the Army. Any USAR or ARNG student who does not meet the height and weight standards IAW AR 350-1 prior to graduation will be processed from the course and returned to their parent unit.

(b) Students must pass a record APFT prior to graduation IAW AR 350-1. Any student attending BOLC-B/WOBC for less than 30 days (Army Medical Command) and will not be taking an APFT for record, must hand carry their DA Form 705 with a score within 6 months of attending BOLC-B/WOBC. Any AA student who does not have a passing record APFT score prior to graduation; will be placed in a hold status until he or she passes or is processed from the Army. Any USAR or ARNG student who does not have a passing record APFT score prior to graduation; will be processed from the course and returned to their parent unit.

(c) In the case of students whose profile prevents them from taking the APFT or approved alternate APFT, the APFT requirement may be waived if the student in question has passed a record APFT within one year prior to the date of graduation from their final BOLC course or DCC. If the student on profile does not have a record APFT within one year of graduation, he or she will be assigned to a medical hold status and recycled until they are able to take the APFT.

d. Medical limitations.

(1) Commanders will determine participation in BOLC-B following a medical evaluation and accompanying recommendations. The first colonel or designated lieutenant colonel in the chain of command will make the decision to recycle the student immediately, or hold him/her at the BOLC-B location pending medical treatment and recovery. In the case of reserve component students, consultation with USAR/ARNG liaison is required. Officers who are not medically capable of completing the BOLC-B course will be referred for the Medical Evaluation Board and or military occupational specialty/Medical Retention Board process. If the officer has a temporary profile or medical issues, such as pregnancy, the officer will be put in a hold status until cleared to continue BOLC-B training.

(2) The IMT Sick Slip lists more activities specific to the IMT environment, along with specific PRT exercises. The office of the Surgeon General/U.S. Army Medical Command has approved its use for IMT Soldiers. Consult with the supporting military treatment facility regarding use of the IMT Sick Slip.

e. Recycles and board process. In the event that a student fails to meet BOLC-B graduation requirements as outlined above, the officer will begin the board process to determine whether recycling, branch transferring, or release from active duty is required. Figure 4-1 outlines the process:

(1) Retraining/retesting/recycling in BOLC-B. The first colonel or designated lieutenant colonel in the chain of command will review and may authorize retraining/retesting/recycling of students who do not meet graduation requirements. Delay of student graduation will be coordinated with U.S. Army Human Resources Command to minimize dual-slotting seats in subsequent courses as well as effect on Army Force Generation.

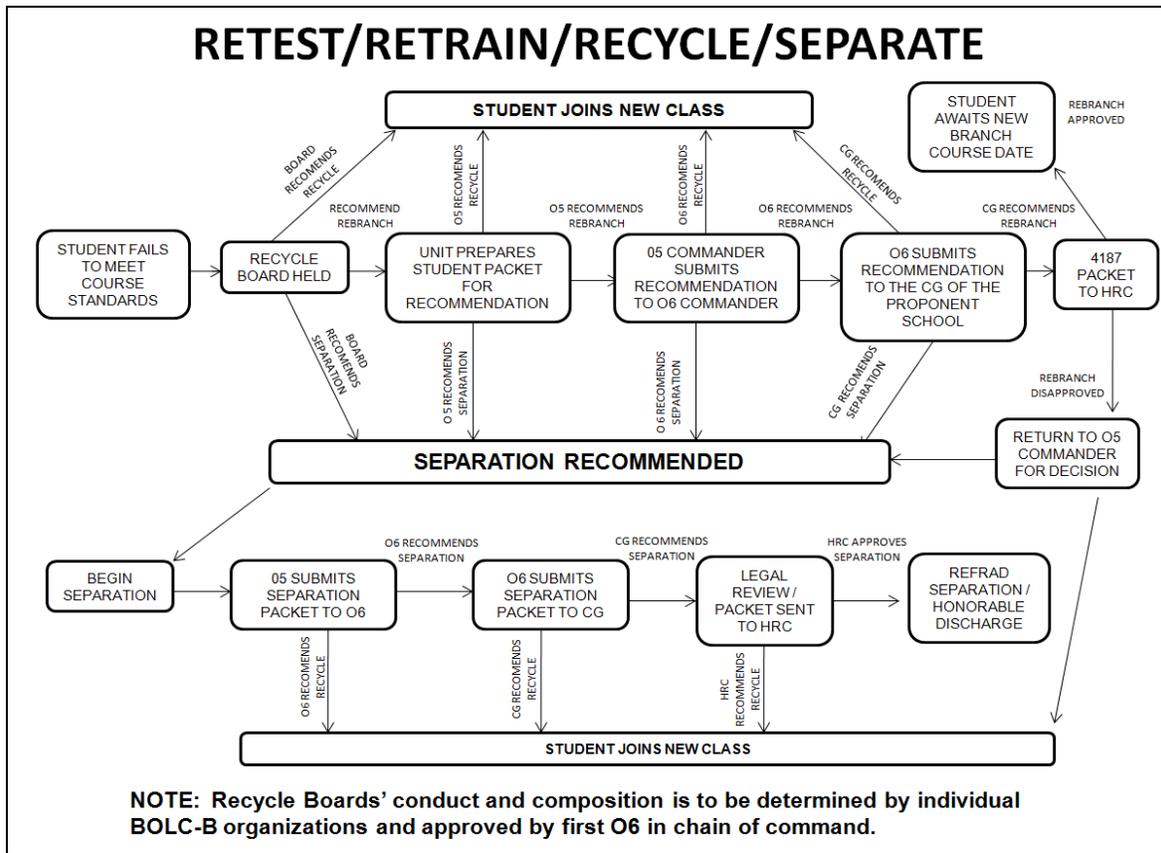


Figure 4-1. Retest/Retrain/Recycle/Separate

(2) Disposition of Nongraduates. AR 600-8-24 establishes procedures for separating officers for failure to complete training. In BOLC-B, when it is determined that the student will not succeed, the first colonel or designated lieutenant colonel in the chain of command will forward a recommendation to the General Court-Martial Convening Authority, documenting the efforts to assist the student and the facts supporting the release from active duty. Final separation is determined by HQDA. The Judge Advocate General or his designee has final disposition authority of their branch students enrolled in the DCC. This includes recycling and separation procedures.

f. Final common core graduation requirements of all BOLC-B students are determined by the DCG, IMT, TRADOC.

g. Academic evaluation reports. BOLC-B students will receive an academic evaluation report IAW AR 623-3.

4-5. Miscellaneous.

a. BOLC-B Risk Management. Commanders and cadre of BOLC students will utilize the principles and procedures established in FM 5-19. Apply composite risk management

techniques to eliminate or control hazards associated with proponent TSPs, IAW guidelines established in TR 350-70, chapter I-2, and TR 385-2.

(1) Conduct realistic training exercises within the bounds of an effective composite risk management program.

(2) Before training, thoroughly brief all cadre and BOLC students on the risks associated with each specific training event/activity.

(3) Commanders will ensure that cadre and BOLC students are aware of the appropriate procedures for reporting suspicious or unsafe incidents during non-training hours.

b. Injury Prevention Measures.

(1) Prevent and reduce injuries in BOLC training by carefully following the exercise principles of "recovery" and "progression." Research suggests that there is a dose-response relationship between the amount of training and the risk of injury (for example, the more physical activity a group performs, the more injuries will occur). Furthermore, there are thresholds of training above which fitness does not improve substantially, but injury rates still increase. PRT is progressive and disciplined training that challenges the Soldier's physical ability. The progressive nature of the PRT program is essential for the most beneficial physical development and safety of all Soldiers. Adjust the duration and intensity of PRT sessions to compensate for other physically demanding activities.

(2) Students must be acclimated to heat or cold. Develop and implement detailed programs to prevent heat and cold casualties. Use TR 350-29, paragraphs 2-3 through 2-8, as the basis for locally developed programs. Commanders will also coordinate with the local Medical Department Activity Preventive Medicine Service for assistance in developing their programs.

c. Suicide prevention

(1) IMT, BOLC training includes programmed/integrated instruction on suicide awareness and identification of potentially suicidal Soldiers.

(2) The commanders and orientations will instruct Soldiers on the appropriate actions they should take in the event a fellow Soldier talks to them about suicide; specifically, Soldiers must recognize the need to immediately notify the first cadre member available in the chain of command.

d. Resident Individual Training Management (RITMS)/Digital Training Management System. All individual training in institutional schools will be documented in the RITMS. The student company (or equivalent) will initiate and maintain a documented Individual Training Record for proponent schools for every officer attending BOLC-B.

Chapter 5
Training Assessment

5-1. BOLC Quick Look Visits.

a. The DCG, IMT is charged by the CG, TRADOC, with the responsibility to conduct TRADOC quick look visits. Quick looks will occur in part through announced, regularly scheduled IMT assessment visits at all installations and organizations conducting BOLC training.

(1) Intent. To assist the commanders' and installations' efforts in conducting IMT; to review and assess execution of mission; and assist commanders in addressing issues and problem areas by providing actionable information and objective feedback to decision makers.

(2) Concept. DCG, IMT directed and led. Team remains on site for three to five days, depending on the size of the training organization. Team consists of key TRADOC staff members.

(3) Coordinating DCG, IMT quick look visits dates are published on the DCG, IMT Web site, Army Knowledge Online collaboration site, and on the TRADOC master activities calendar. Detailed coordination begins not later than two months prior to visits.

b. Tasks required by visited BOLC-B installation (IAW MOI for IMT assessment visits):

(1) Provide BOLC Company training schedules covering the dates of the visit, to include physical training and unit dining facility schedules, to the DCG, IMT visit coordinator no later than (NLT) 30 days prior to scheduled visit.

(2) Provide requested read-ahead material to DCG, IMT visit coordinator NLT 30 days prior to scheduled visit.

(3) Provide building and room numbers for all events and DCG, IMT's working office to IMT visit coordinator NLT 21 days prior to visit.

(4) Ensure installation logistics representative makes contact with TRADOC counterpart NLT 30 days prior to visit to identify problems ahead of visit.

(5) Provide a team meeting/conference room with tables, chairs, and audiovisual equipment for team meetings. Must have 24-hour access and seating for all team personnel. This room is used solely by the team throughout the duration of the visit.

(6) Coordinate and provide adequate meeting rooms for all interviews and focus groups.

(7) Coordinate a pre-out-brief for the following: The visiting team lead (DCG, IMT and the CSM, IMT) and the installation CG and CSM and their invited guests.

(8) Coordinate details of the visit for DCG, IMT and CSM, IMT, with their respective personal staffs to ensure all requirements are met.

(9) Key Component of Assessment Visits.

(a) Instructor qualifications.

(b) What is the instructor selection process?

(c) What is the instructor qualification process and does it meet the Army's requirement; i.e. Army Basic Instructor Course)?

(d) How much time are instructors given for train-up, i.e., right seat, left seat ride?

(e) How are students records being documented and stored (manual, RITMS, or Digital Training Management System)?

(f) After action reviews: How are after action reviews conducted (i.e. after each event)?

(g) FRG: Is there a FRG and what does it include?

(h) PRT: Is PRT being conducted IAW prescribed guidance?

(i) Equipment/Personnel/Time: Are there any resource issues?

(j) What are the biggest challenges that you need help with?

(k) Can you execute training to standard?

(l) Common Core Integrated Training: How is integrated training being conducted? A layout of where in the POI the task is taught and how it is being conducted.

5-2. IMT Quality Assurance Accreditation Visits.

The HQ TRADOC Quality Assurance Office ensures IMT standards are relevant and focused on outcomes. The IMT Quality Assurance office participates as members of the HQ TRADOC accreditation team evaluating IMT training as appropriate, and develops written assessments based on DCG, IMT/CG approved standards and weighting criteria. Accreditation helps to assure the command that the evaluated training meets the competency needs of today's Army and the operating force. BOLC-B/WOBC is always evaluated during an accreditation visit.

5-3. Feedback from the Force.

The DCG, IMT will solicit feedback annually from the operational force for each proponent branch to ensure relevancy of the CCTL. Proponent branches will also solicit feedback from the operational force within their proponent branch to remain relevant within their functional training tasks.

Appendix A
References

Section I
Required Publications

AR 40-5
Preventive Medicine

AR 40-66
Medical Record Administration and Healthcare Documentation

AR 350-1
Army Training and Leader Development

AR 600-9
The Army Weight Control Program

AR 600-20
Army Command Policy

AR 623-3
Evaluation Reporting System

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

FM 3-11
Multi-service Tactics, Techniques, and Procedures for Nuclear, Biological, and Chemical Defense Operations

FM 3-11.4
Multi-service Tactics, Techniques, and Procedures for Nuclear, Biological, and Chemical (NBC) Protection

FM 5-19
Composite Risk Management

FM 7-0
Training the Force

FM 21-10
Field Hygiene and Sanitation

TRADOC Regulation 350-36

TC 3-22.20

Physical Readiness Training

TR 350-10

Institutional Leader Training and Education

TR 350-29

Prevention of Heat and Cold Casualties

TR 350-70

Systems Approach to Training Management, Processes, and Products

TR 385-2

TRADOC Safety Program

Section II

Related Publications

AR 1-201

Army Inspection Policy

AR 11-2

Management Control

AR 25-30

The Army Publishing Program

AR 27-10

Military Justice

AR 40-66

Medical Record Administration and Health Care Documentation

AR 40-562

Immunization and Chemoprophylaxis

AR 165-1

Chaplain Activities in the United States Army

AR 350-2

Opposing Force Program

AR 350-1

Army Training and Education

AR 350-10
Management of Army Individual Training Requirements and Resources

AR 350-30
Code of Conduct/Survival, Evasion, Resistance and Escape (SERE) Training

AR 385-10
Army Safety Program

AR 385-55
Prevention of Motor Vehicle Accidents

AR 5-22
The Army Proponent System

AR 350-1
Army Training and education

AR 350-10
Management of Army Individual Training Requirements and Resources

AR 350-18
The Army School System (TASS)

AR 350-50
Combat Training Center Program

AR 385-10
Army Safety Program

AR 600-3
The Army Personnel Proponent System

AR 600-8
Personnel

AR 690-400
Total Army Performance Evaluation System

FM 6-22
Army Leadership

FM 21-20
Army Physical Fitness Training

TRADOC Regulation 350-36

TR 350-6

Enlisted Initial Entry Training (IET) Policies and Administration

Section III

Referenced Forms

DA Form 260

Request for Printing of Publication

DA Form 1045

Army Ideas for Excellence Program (AIEP) Proposal

DA Form 2028

Recommended changes to Publications and Blank Forms

Section IV

Policy

HQDA Execution Order 265-09, Soldier First Term Dental Readiness, 071215Z Aug 09

Memorandum, HQ MEDCOM, MCHO-CL-C, 16 Nov 11, subject: Initial Entry Training (IET)
Soldier Athlete Initiative Sick Slips

Appendix B
BOLC-A Memorandum of Agreement

BOLC-A MOA is available at <https://www.us.army.mil/suite/page/613990>. A sample MOA is shown in figure B-1.

DEPARTMENT OF THE ARMY
DEPUTY COMMANDING GENERAL, INITIAL MILITARY TRAINING
DILLION CIRCLE, BUILDING 210
FORT EUSTIS, VIRGINIA 23604-5716

MEMORANDUM OF AGREEMENT
BETWEEN
INITIAL MILITARY TRAINING,
U.S. ARMY TRAINING AND DOCTRINE COMMAND (TRADOC),
U.S. MILITARY ACADEMY (USMA)
AND
(AGENCY'S NAME)

SUBJECT: Basic Officer Leader Course (BOLC) Common Core Tasks Training Memorandum of Agreement (MOA)

1. References.

- a. TRADOC Regulation (TR) 350-36: Basic Officer Leader Course (BOLC) Training Policies and Administration.
- b. Army Regulation (AR) 350-1: Army Training and Leader Development.
- c. TR 350-70: Systems Approach to Training Management, Processes, and Products.
- d. BOLC Common Core Critical Task List.

2. Purpose. This MOA establishes authorities, responsibilities, objectives, methodology, policy and administration for training and development of newly commissioned and warrant officers between (AGENCY'S NAME).

3. Background. The DCG, IMT is the proponent for TR 350-36 and is responsible for providing guidance and determining policy for the conduct of BOLC common core tasks.

4. Scope. This agreement formalizes the training and development of all training between DCG, IMT and (AGENCY'S NAME).

5. Responsibilities. DCG, IMT, will determine policy and guidance for the conduct of BOLC

common core tasks training.

6. **Administrative Requirements.** Provide newly commissioned officers upon graduation with the necessary in and out processing documents needed for transition to BOLC-B.

7. **Proponent and exception authority:** (AGENCY'S NAME) have the authority to approve exceptions or waivers to this regulation that are consistent with controlling law and regulations.

8. **Implementation Instructions.** This MOA is effective upon signature by all parties. It remains in effect through the fiscal year unless amended by mutual agreement of the DCG, IMT and (AGENCY'S NAME).

9. **Primary Points of Contact.** DCG, IMT POC.

Signature Block

(Date)

Signature Block

(Date)

Figure B-1. Sample Memorandum of Agreement

Appendix C
Military Schools, Colleges, and Training Centers

BOLC-A

U.S. Army Cadet Command, Fort Knox, KY 40122
U.S. Military Academy, West Point, NY 10996
U.S. Army Officer Candidate School, Fort Benning, GA 31905
U.S. Army National Guard Officer Candidate School – each state’s regional training institute
U.S. Army Warrant Officer Candidate School, Fort Rucker, AL 36362
U.S. Army National Guard Warrant Officer Candidate School - each state’s regional training institute

BOLC-B

Aviation Center of Excellence

U.S. Army Aviation Warfighting Center, Fort Rucker, AL 36362

Army Medical Department

U.S. Army Medical Department Center and School, Fort Sam Houston, TX 78234

Fires Center of Excellence

U.S. Army Air Defense Artillery Center, Fort Sill, OK 73503
U.S. Army Field Artillery Center and Fort Sill, OK 73503

Intelligence Center of Excellence

U.S. Army Intelligence Center, Fort Huachuca, AZ 85613

Maneuver Center of Excellence

U.S. Army Armor School, Fort Benning, GA 31905
U.S. Army Infantry School, Fort Benning, GA 31905

Maneuver Support Center of Excellence

U.S. Army Engineer School, Fort Leonard Wood, MO 65473
U.S. Army Military Police School, Fort Leonard Wood, MO 65473
U.S. Army CBRN School, Fort Leonard Wood, MO 65473

Signal Center of Excellence

U.S. Army Signal Center, Fort Gordon, GA 30905

Sustainment Center of Excellence

U.S. Army Ordnance School, Fort Lee, VA 23801
U.S. Army Quartermaster School, Fort Lee, VA 23801
U.S. Army Transportation School, Fort Lee, VA 23801
U.S. Army School of Music, Joint Expeditionary Base Little Creek-Fort Story, Virginia 23459

U.S. Army Training Center

U.S. Army Financial Management School, Fort Jackson, SC 29207

U.S. Army Adjutant General School, Fort Jackson, SC 29207

U.S. Army Chaplain School, Fort Jackson, SC 29207

U.S. Army Judge Advocate General's Legal Center and School

U.S. Army Judge Advocate General's Legal Center and School, Charlottesville, VA 22903

**Appendix D
IMT BOLC Common Core Training**

The BOLC CCTL encompasses the latest changes as recommended by the Council of Colonels and is available at <https://www.us.army.mil/suite/files/36842275> . A sample CCTL is provided as figure D-1.

COMMON CORE TASK LIST										
Task	Task Number	BOLC-A	WOCS	BOLC-B	WOBC	PROPONENT	PERFORMANCE LEVELS	TIME	COMMENTS	TSP
OFFICERSHIP										
Apply customs and courtesies and traditions of the service	158-100-1181	P	P	I	I	CAL	Proficiency	1 hr		
PROFESSIONAL DEVELOPMENT										
Integrate the basic knowledge of military history into your education as future officers	155-197-0020	P	P			TRADOC Historian	Introductory	45 hr		
TECHNICAL COMPETENCE										
Manage training	152-020-0030	P	P	I	I	CADD-CTD	Proficiency	3 hr		
VALUES/ETHICS										
Resolve an ethical problem	159-100-3006	P	P	I		ACPME	Proficiency	3 hr		
LEADERSHIP										
Communicate basic concepts of leadership doctrine	158-100-3003	P	P	I	I	CAL	Proficiency	3 hr		
TACTICAL COMPETENCE										
Conduct troop leading procedures	071-326-3049	P	P	I		INF	Proficiency	3:25 hr		
WARRIOR TASKS										
Employ hand grenades	071-325-4407	P	P			INF	Introductory	2 hr		
BATTLE DRILLS										
React to contact	071-326-0513									

Figure D-1. Sample CCTL

Appendix E
BOLC IMT Common Core/Mandatory Army Comparison Training Matrix

Table Mandated Mandatory training subjects taught in training institutions				BOLC/WOBC Data						Table Mandated (See Below)
Subject	Reference	Proponent	IMT	BOLC A	WOCB A	BOLC B	WOCB B	CCTL Task	Unit	
Antiterrorism training	AR 525-13	PMG	X	P	P	I	N/A	29	A	
Army physical fitness training	AR 350-1	HQDA, DCS, G-3/5/7	X	P	P	I	I	55	O	
Army Substance Abuse Program	AR 600-85	HQDA, DCS, G-1	X	A	A	N/A	N/A		I/A/R	
Army Suicide Prevention Program	AR 600-63	HQDA, DCS, G-1	X	P	P	N/A	N/A	30	A/P/R	
Army Traffic Safety Training Program	AR 385-10	HQDA, ACSIM	X	P	P	P	P	32/33	I	
Army Warrior Training	https://atiam.train.army.mil/soldierPortal/	HQDA, DCS, G-3/5/7	X	P	P	P/I	P/I	WTBD	A	
Composite Risk Management	AR 385-10	TRADOC	X	P	P	P	P	32/33	O	
Cultural awareness training	AR 350-1 Chapter 8	TRADOC	X	P	P	I	N/A	47	P	
Electronic Warfare training	AR 350-1	TRADOC	X	N/A	N/A	P	N/A	42	A/P/R	
Enlisted PME Policy	CJCSI 1805.01	HQDA, DCS, G-1	X	P	P	I	I	1	I	
Equal Opportunity Program	AR 600-20	HQDA, DCS, G-1	X	P	P	P	N/A	14,15	S	
Fraternization	AR 600-20	HQDA, DCS, G-1	X	P	P	N/A	N/A	18	A	
Health Promotion (Preventive Medicine)	AR 600-63	HQDA, DCS, G-1	X	P	P	N/A	N/A	41	A	
Homosexual Conduct Policy (SHARP TRN)	AR 600-20	HQDA, DCS, G-1	X	P	P	P	P	16/17	A	
Law of War / Detainee Ops	DODD 2311.01E	TJAG	X	P	P	I	N/A	35/38/39	A/P	
Leadership and Leader Development Doctrine	AR 600-100	HQDA, DCS, G-1	n/a	P	P	I	I	19/20/21	A	
Military Justice	AR 27-10	TJAG	X	P	P	N/A	N/A	18	A	
Modern Army Combatives Program	AR 350-1	TRADOC (USACS)	X	A	A	P	N/A	49/50	O	
Occupational and Environmental Health (Combat Stress)	AR 40-5	TSG	X	P	P	P	N/A	32/33/41	I	
Officer PME Policy	CJCSI 1800.01C	HQDA, DCS, G-1	X	P	P	I	N/A	2	A/I	
Operational security (OPSEC)	AR 530-1	HQDA, DCS, G-3/5/7	x	P	P	I	N/A	28	I/A/P/R	
Personnel Recovery	AR 350-1	HQDA, DCS, G-3/5/7	X	P	P	I	N/A	44	A	
PMCS	AR 750-1	HQDA, DCS, G-4	X	A	A	P	N/A	11	A	

Prevention of Sexual Harassment (SHARP TRN)	AR 600-20	HQDA, DCS, G-1	X	P	P	P	N/A	14,15	S
Public affairs program/Media awareness	AR 360-1	CPA	X	A	A	N/A	N/A	48	A
Resilience training	https://www.us.army.mil/suite/page/442200	MEDCOM	X	P	P	I	I	54	P/R
SAEDA	AR 381-12	HQDA, DCS, G-2	X	P	P	I	N/A	28/29	I/A
Sexual Assault Prevention & Response (SHARP TRN)	AR 600-20	HQDA, DCS, G-1	X	P	P	P	N/A	16/17	A/P/R
Weapons qualification	DA Pam 350-38	HQDA, DCS, G-3/5/7	X	P	P	P	N/A	45	S (AA) A (RC)
<p>BOLC Data Legend - P - Programmed training - I - integrated training A - Awareness training</p> <p>Legend for Table Mandated Training: A: Annual. Trained annually. I: In processing. Required whenever an individual is assigned to a new unit . O: Ongoing. Continuous training, not a single event. R: Redeployment. Addressed upon redeployment from an operational mission.</p> <p>S: Semiannual. Trained twice per year. P: Pre-Deployment. Addressed before unit is deployed on an operational mission.</p>									

Figure E-1. Sample Mandatory Training

Appendix F BOLC Task Training Prioritization Designations

F-1. Training tiers

- a. Tier I – Critical tasks – MUST TRAIN.
- b. Tier II – Important Tasks – TRAIN.
- c. Tier III – Train if time is available.

F-2. Proficiency level designations

- a. Mastery – Soldier understands the how and why of a task, and demonstrates the ability to perform the task at first unit of assignment and under combat conditions.
- b. Proficiency – Soldier demonstrates the ability to perform the task under combat conditions and upon arrival at first unit of assignment.
- c. Introductory – Soldier demonstrates the ability to perform the task under supervision.

F-3. Explanation of common military training codes used

a. Programmed Training. Training of a critical task or supporting skills and knowledge. It includes all of the academic instruction that is in the course (reflected in the POI) and applies to the resident and nonresident instruction. It includes common or shared task TSPs forwarded to non proponent schools for inclusion in a formal course of instruction as a stand-alone lesson with a separate lesson number POI file number. Conducted in resident or nonresident training. Trained to standard. Essential as it serves as the foundation for the other training in the course. A qualification training requirement. Evaluated during instruction.

Note: For common core or shared task TSPs, it evaluates task performance during instruction under conditions prescribed in the TSPs. May require specific equipment.

b. Integrated Training. Training of a critical task or supporting skills and knowledge. It is integrated into existing course academic instruction (reflected in the POI) and applies to resident and nonresident instruction. It includes common or shared task TSPs forwarded to non-component schools for integration into an existing lesson. This task may be one in which the performer has received prior training (that is, it is best used to sustain/refine previously acquired skills). Evaluates task performance during instruction under conditions prescribed in common or shared task TSPs.

c. Awareness Training. Training used to disseminate information that provides an individual with the basic knowledge/understanding of a policy, program, or system, not a critical task or

supporting skill or knowledge. The proponent school identifies the most efficient and economical media to disseminate the awareness training and disseminates as part of a TSP with supporting administrative information. Awareness training may not be related to course specific training objectives and takes place outside of POI academic time (although the training material may be passed out during POI time). Lessons can be disseminated as handouts, supplemental reading, orientations, etc, and is not formally evaluated. An example is the annual security briefing.

Glossary

Section I

Abbreviations

APFT	Army physical fitness test
AR	Army regulation
ARNG	Army National Guard
BOLC	Basic Officer Leaders Course
BOLC-A	Basic Officer Leaders Course (pre-commissioning training)
BOLC-B	Basic Officer Leaders Course (branch specific/technical training)
BRM	basic rifle marksmanship
CCTL	common core task list
CG	commanding general
CSM	command sergeant major
DA	Department of the Army
DCC	Direct Commission Course
DCG	Deputy Commanding General
DEET	N,N-diethyl m-toluamide
FM	field manual
FRG	Family readiness group
HQ	headquarters
HQDA	Headquarters, Department of the Army
IAW	in accordance with
IMT	initial military training
MOA	memorandum of agreement
NBC	nuclear, biological, and chemical
NGB	National Guard Bureau
NLT	no later than
OCS	Officer Candidate School
POI	program of instruction
PRT	physical readiness training
RITMS	resident individual training management
STR	service treatment record
TR	TRADOC Regulation
TRADOC	U.S. Army Training and Doctrine Command
TRAS	training requirements analysis system
TSP	training support package
ULO	Unified Land Operations
U.S.	United States
USMA	United States Military Academy
USAR	U.S. Army Reserve
WOCS	Warrant Officer Candidate School
WOBC	warrant officer basic course
WTBD	warrior tasks and battle drills

Section II

Terms

Active Army

Members and units of the Active Army.

Adaptive leader methodology

This methodology is a cultural change rather than a specific set list of exercises. Adaptive leader methodology develops adaptability through the rapid decision making process with instructors certified on how to employ learning models through scenario based education and problem solving exercises. Additionally, adaptive leader methodology parallels the latest findings of the academic world in leader and cognitive development.

ARNG

The ARNG is one component of the Army (consisting of Active Army, the Army National Guard and the Army Reserve). The ARNG is composed primarily of traditional guardsmen -- civilians who serve their country, state and community on a part-time basis (usually one weekend each month and two weeks during the summer). Each state, most territories, and the District of Columbia have its own National Guard, as provided for by the Constitution of the United States.

Army Physical Fitness Test

A three-event (push-up, sit-up and 2 mile run) test designed to measure the basic component of fitness and evaluate Soldiers' ability to perform physical tasks.

Basic Rifle Marksmanship

A program designed to develop the shooting proficiency of new Soldiers. Soldiers train in basic operations and maintenance requirements of assigned individual weapons. They progress through dry fire, live fire, feedback, and advanced skills; culminating in weapons qualification.

Cadre

All military, permanent party members, or civilian personnel that command, supervise, instruct, train, or directly support IMT Soldiers.

Centers of Excellence

An organization that creates the highest standards of achievement in an assigned sphere of expertise by generating synergy through effective and efficient combination and integration of functions while reinforcing unique requirements and capabilities.

Common Core

The combination of common military tasks, common leader tasks, and directed or mandated tasks for specific courses, grade levels, or organizational levels regardless of branch or career management field or program.

Initial Military Training

Term that encompasses all initial Army training including enlisted, warrant officer, and officer.

Individual Training

(1) Training which prepares the Soldier to perform specified duties or tasks related to an assigned duty position or subsequent duty positions and skill level.

(2) Training which officers and noncommissioned officers (leader training) or Soldiers (Soldier training) receive in schools, units, or by self-study.

(3) This training prepares the individual to perform specified duties or tasks related to the assigned or next higher specialty code or skill level and duty position.

Lead

a. Role a higher headquarters assigns.

b. Responsibility for the function, task, or role begins with initial assignment and ends with its completion.

c. The responsibility also includes all aspects of execution and integration of all applicable doctrine, organization, training, materiel, leadership, and education, personnel, and facilities domains.

d. The organization which receives assistance from another organization(s) or staff element(s), and is responsible for ensuring that the supporting organization(s) or staff element(s) understands the assistance required.

e. Specifically, lead has three areas of responsibility.

(1) Develop, coordinate, and recommend command policy.

(2) Develop, coordinate, and recommend command guidance.

(3) Develop, coordinate, and recommend taskings to execute specific missions or tasks or provide specific support (TR 10-5).

Phased Training

The division of BOLC into separate phases of training; BOLC-A and BOLC-B.

Policy

A high-level overall plan embracing the general goals and acceptable procedures of an organization in light of given conditions to guide and determine present and future decisions. (TR 10-5).

Remedial Training

Additional training given to Soldiers enabling them to attain training standards and remain in cycle, rather than having to restart in a new cycle.

Reserve Components

Members and units of the ARNG and USAR.

Soldier Fueling Initiative

A standard for Soldiers in IMT that encompasses Department of Defense nutritional standards, nutritional education, menu development, and preparation and serving standards to increase IMT Soldier fitness and performance.

Training Requirements Analysis System (TRAS)

The purpose of TRAS is to ensure that students, instructors, facilities, ammunition, equipment, and funds are all at the right place and time to implement directed training. The TRAS is a management system that provides for the documentation of training and resource requirements in time to inject them into resource acquisition systems. TRAS documents include the individual training plan, course administrative data, and POI.

Warrior Tasks and Battle Drills (WTBD)

Selected skills taught in all phases of IMT to train students how to survive in combat.