

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

*TRADOC Regulation 350-36

1 September 2015


Training

**BASIC OFFICER LEADER TRAINING
POLICIES AND ADMINISTRATION**

FOR THE COMMANDER:

OFFICIAL:

KEVIN W. MANGUM
Lieutenant General, U.S. Army
Deputy Commanding General/
Chief of Staff



RICHARD A. DAVIS
Senior Executive
Deputy Chief of Staff, G-6

History. This is a major action revision to United States (U.S.) Army Training and Doctrine Command (TRADOC) Regulation 350-36, dated 14 January 2014.

Summary. 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 understanding that clearly defines corresponding responsibilities and support actions coordinated between U.S. Army Cadet Command; U.S. Military Academy, and the Commanding General (CG), U.S. Army Center for Initial Military Training (USACIMT). The policies contained herein, unless otherwise stated, apply to members of sister and foreign services attending Army IMT schools.

*This regulation supersedes TRADOC Regulation 350-36, dated 14 January 2014.

Proponent and exception authority. The proponent of this regulation is the CG, USACIMT, (ATCG-MT), 210 Dillon Circle, Fort Eustis, VA 23604-5701. The CG, USACIMT 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 CG, USACIMT 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 CG, USACIMT, (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 CG, USACIMT, (ATCG-MT), 210 Dillon Circle, Fort Eustis, VA 23604-5701. Suggested improvements may also be submitted using Department of the Army (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 Change

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

This major revision, dated 1 September 2015-

- o Reorganizes chapters 1, 2, and 4 to improve regulation cohesiveness.
- o Changes Chapter 2 content and title from "Training Guidance" to "Roles and Responsibilities".
- o Changes Chapter 3 content and title from "Common BOLC Outcomes" to "Safe and Secure".
- o Changes Chapter 4 content and title from "Administrative and Training Policies" to "The Basic Officer Leaders Course (BOLC) and Common Outcomes".

- o Changes Chapter 5 content and title from “Training Assessment” to “Administrative and Training Policies”.
- o Adds “Chapter 6 Training Assessment”.
- o Realigns Army Profession from paragraph 1-6 to 1-5.
- o Updates relationship between U.S. Army Center for Initial Military Training and Basic Officer Leaders Course (pre-commissioning) schools as a memorandum of understanding (app B).
- o Moves paragraph “4-1. In-processing tasks” in Administrative and Training Policies chapter to “Appendix G. Sample Student In-processing Checklist”.
- o Adds “Appendix H. Template for Exception to Policy”.
- o Adds “Appendix I. Required CCTL Accountability, Performance and Visibility Entries in POI”.
- o Updates “Basic Officer Leaders Course (BOLC) Model” (fig 1-1).
- o Realigns “Figure 1-2. BOLC command and Control” as Figure 2-1.
- o Realigns “Figure 1-3. Biennial Cycle CCTL” as “Figure 2-2”.
- o Realigns “Figure 1-4. Spheres of influence” as “Figure 2-3”.
- o Realigns “Figure 2-1. Characteristics of the Army Profession” as “Figure 1-2”.
- o Realigns “Figure 2-2. Lesson plan development and approval process” as “Figure 4-1”.
- o Realigns “Figure 4-1. Retest/Retrain/Recycle/Separate” as “Figure 5-1”.
- o Realigns “Figure 4-2. Proper application of iced sheets” as “Figure 3-1”.
- o Updates links to hot weather injury videos (para 3-2c(4)).
- o Changes Deputy Commanding General for Initial Military Training to Commanding General, U.S. Army Center for Initial Military Training throughout.
- o Revises and corrects grammar, composition and content throughout.

This page intentionally left blank.

Contents

| | Page |
|---|-------------|
| Chapter 1 | 7 |
| Introduction..... | 7 |
| 1-1. Purpose. | 7 |
| 1-2. Mission. | 7 |
| 1-3. References. | 8 |
| 1-4. Explanation of abbreviations and terms. | 8 |
| 1-5. Army Profession. | 9 |
| Chapter 2 Roles and Responsibilities..... | 13 |
| 2-1. Commanding General (CG), U.S. Army Center for Initial Military Training (USACIMT) intent. | 13 |
| 2-2. CG, USACIMT guidance. | 14 |
| 2-3. Command and control relationships and responsibilities of the CG, USACIMT and proponent agencies. (Refer to figure 2-1 below for a visual illustration)..... | 16 |
| Chapter 3 Safe and Secure | 20 |
| 3-1. Safer learning environments..... | 20 |
| 3-3. Secure training and risk management..... | 24 |
| Chapter 4..... | 25 |
| The Basic Officer Leaders Course (BOLC) and Common Training Outcomes..... | 25 |
| 4-1. BOLC common core task list (CCTL). | 25 |
| 4-2. Warrior tasks and battle drills (WTBD). | 26 |
| 4-3. Mandatory Training Requirements..... | 26 |
| 4-4. BOLC CCTL program of instruction (POI) development and approval process..... | 26 |
| 4-5. Development of Initial Military Training (IMT) Officer Training..... | 30 |
| 4-6. Modifications to IMT Officer Training..... | 30 |
| 4-7. BOLC Training Outcomes..... | 31 |
| 4-8. Common BOLC (pre-appointment/commissioning training) (BOLC-A) Outcomes..... | 31 |
| 4-9. Common BOLC (branch specific/technical training) (BOLC-B)/warrant officer basic course (WOBC) Outcomes..... | 32 |
| Chapter 5 Administrative and Training Policies..... | 33 |
| 5-1. BOLC leadership and cadre development. | 33 |
| 5-2. Student in-processing tasks. | 33 |
| 5-3. Early Arrivals and Holds. | 33 |
| 5-4. Graduation Requirements..... | 34 |
| Chapter 6 Training Assessment | 38 |
| 6-1. BOLC Quick Look Visits..... | 38 |
| 6-2. IMT Quality Assurance Accreditation Visits. | 39 |
| Appendix A References | 40 |
| Appendix B BOLC-A Memorandum of Understanding (MOU)..... | 44 |
| Appendix C Military Schools, Colleges, and Training Centers..... | 46 |
| Appendix D USACIMT BOLC Common Core Training..... | 48 |
| Appendix E BOLC USACIMT Common Core/Mandatory Army Comparison Training Matrix..... | 49 |
| Appendix F..... | 50 |
| BOLC Task Training Prioritization Designations | 50 |
| Appendix G Sample Student In-processing Checklist..... | 51 |

Appendix H Request for Exception to Policy Requirements.....54
Appendix I Required CCTL Accountabilty, Performance and Visibility Entries in POI.....56
Glossary57

Figure list

| | Page |
|--|-------------|
| Figure 1-1. Basic Officer Leaders Course (BOLC) Model..... | 8 |
| Figure 1-2. Characteristics of the Army Profession..... | 11 |
| Figure 2-1. BOLC command and control | 16 |
| Figure 2-3. Spheres of influence | 20 |
| Figure 4-1. Lesson plan development and approval process | 28 |
| Figure 5-1. Retest/Retrain/Recycle/Separate | 37 |
| Figure B-1. Sample Memorandum of Understanding..... | 46 |
| Figure D-1. Sample CCTL..... | 48 |
| Figure E-1. Sample Mandatory Training | 50 |
| Figure H-1. Sample Exception to Policy (ETP) Memorandum | 54 |
| Figure H-2. Sample ETP’s Information Paper..... | 55 |

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-appointment/commissioning training) (BOLC-A) and BOLC (branch specific/technical training) (BOLC-B)/warrant officer basic course (WOBC). Organizations that execute BOLC-A training are: U.S. Army Cadet Command (ROTC), United States Military Academy (USMA), Regular Army (RA) and Army National Guard (ARNG) Officer Candidate Schools (OCS), RA and ARNG Warrant Officer Candidate Schools (WOCS) and the United States Army John F. Kennedy Special Warfare Center and School (USAJFKSWCS). 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 through various pathways in order to professionally develop volunteers into Army officers and warrant officers capable of leading upon arrival at their first unit of assignment.

b. BOLC-A. Professionally develop aspiring Army officers and warrant officers through initial military training, education, and experience, into trusted Army professionals – leaders of character, competence, and commitment. Develop basic, tactical, technical knowledge, skills, and leadership attributes while imbuing candidates and cadets with the moral principles of Army Ethic. BOLC-A commissioning/appointment sources are ROTC, USMA, RA and ARNG OCS, and RA and ARNG 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) RA OCS. Train, educate, and commission officers in order to provide the Army with leaders of character who live by the Army Ethic.

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

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

(6) ARNG WOCS. Train, develop, and appoint warrant officers of character who live by the Army Ethic with the leadership skills necessary to meet future Army challenges.

c. BOLC-A Comparative Training. The Direct Commissioned Course (DCC) trains direct commissioned officers within the U.S. Judge Advocate General and U.S. Army Medical Department Corps 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 appointed 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 within their branch upon arrival at their first unit of assignment.

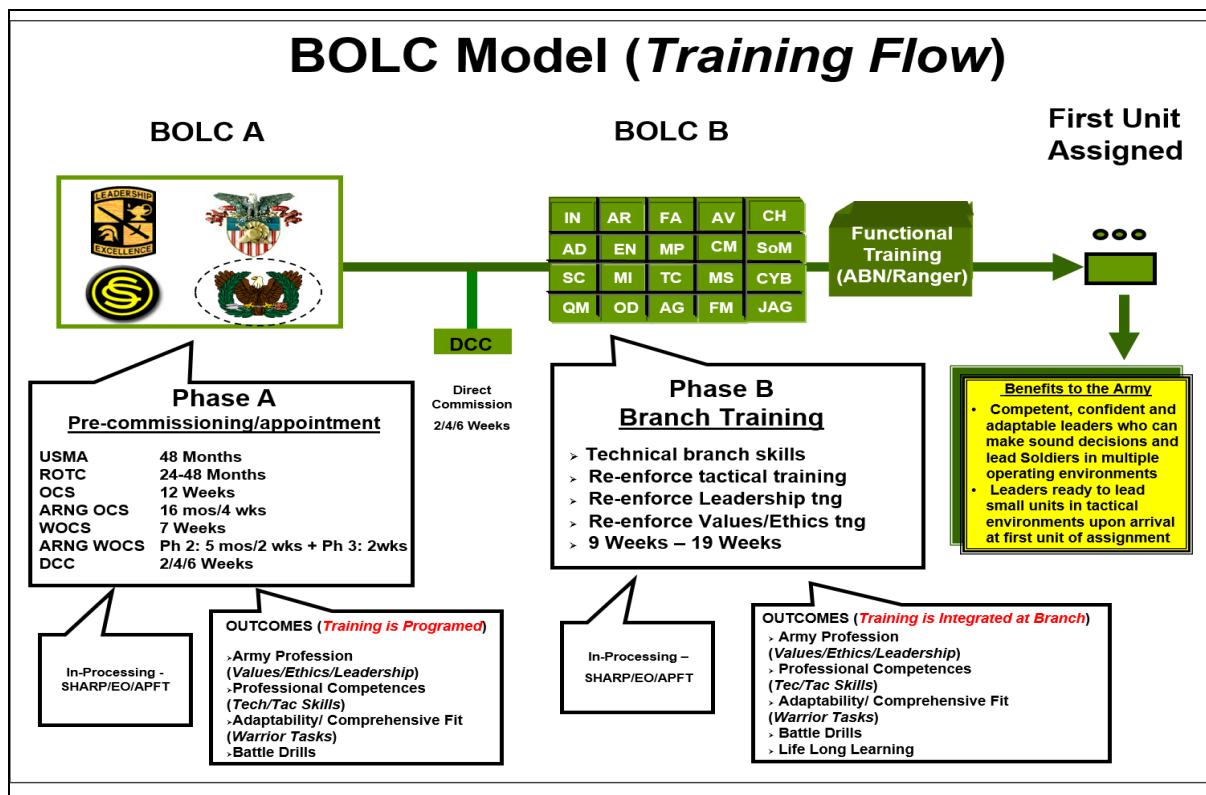


Figure 1-1. Basic Officer Leaders Course (BOLC) Model

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](#).

1-5. Army Profession.

a. The Army Profession is a unique vocation of experts certified in the ethical design, generation, support, and application of landpower, serving under civilian authority and entrusted to defend the Constitution and the rights and interests of the American people. Transformation, as used in this regulation, is the deliberate and continuous professional development process to develop aspiring officer and warrant officer candidates into trusted Army professionals – leaders of character, competence, and commitment.

(1) The Army Profession membership consists of officers and warrant officers in the Profession of Arms.

(2) The Army Profession establishes standards for “good order and discipline” and guides the actions of officers and warrant officers in accordance with the Army Ethic. They embrace a shared identity as trusted Army professionals who are: *honorable servants* in defense of the Constitution and the American people; *Army experts* in the ethical design, generation, support, and application of land power; and *responsible stewards* of the people and other resources entrusted to their care. Army professionals strengthen the Army culture of trust as they live by and uphold the *Army Ethic, the heart of the Army Profession*.

(3) The Army’s relationship with the American people is based on trust that is reinforced through contribution of honorable service, military expertise, and stewardship with courageous esprit de corps. The Army earns and maintains trust through the ethical, effective and efficient conduct of the mission.

(4) Within the Army Profession, officers and warrant officers earn and sustain trust by consistently demonstrating their character, competence, and commitment -- making right decisions and take right actions that are ethical, effective, and efficient.”

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 officers and warrant officers learn through the example of everyone with whom they have contact or via participation and observation.

(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 of officers and warrant officers during their IMT experience must be examples of proper military conduct and performance.

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

(6) When an officer's environment or conduct differs from the desired actions, leaders explain and demonstrate the Army's expectations and standards.

(7) This immersion requires officers and warrant officers to adopt and demonstrate the Army Ethic and put them into practice, understand how Army standards apply in performance and discipline, and leads to a fundamental change in their conduct.

(8) It provides leaders the opportunity to relate attitude and conduct 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 standards.

c. The Army Ethic is the evolving set of laws, values, and shared beliefs, embedded within the Army culture of trust that motivates and guides the conduct of Army professionals bound together in common moral purpose. Living by and upholding the Army Ethic is a commitment and an expectation. Specifically, the Army Ethic informs, motivates, and inspires Army Professionals to:

(1) Seek to discover the truth, decide what is right (ethical, effective, and efficient), and demonstrate the character, competence, and commitment to act accordingly;

(2) Contribute honorable service in the conduct of the mission, performance of duty, and all aspects of life;

(3) Stand strong as stewards in maintaining the Army Profession by upholding the Army Ethic - prevent misconduct and do what is right to stop unethical practices.

d. There are five essential characteristics of the Army professional and they are depicted in a graphic symbolic of a stone bridge arch with Trust as the keystone of the profession.



Figure 1-2. Characteristics of the Army Profession

e. Professional Certification. Membership of an aspiring Army professional begins upon taking the Oath to support and defend the US Constitution. Training in IMT begins the developmental process to attain the status of an Army Professional. Certification is verification and validation of an Army professional's character, competence, and commitment to fulfill responsibilities and successfully perform assigned duty with discipline and to standard. Certification has two purposes: it demonstrates to the American people that the Army is qualified to perform its expert work; and for Army professionals, it provides motivation and a sense of accomplishment.

- (1) Through certification, the Army strengthens trust by confirming the professional development of officers and warrant officers and the readiness of organizations.
- (2) Within the Army Profession, continuous and progressive development and certification in character, competence, and commitment is a life-long responsibility.
- (3) Certification criteria evaluate the whole officer and warrant officer, taking into consideration the duties and responsibilities of the person; it is a holistic assessment of one's character, competence and commitment.
 - (a) Character – dedication and adherence to the Army Ethic, including Army Values, as consistently and faithfully demonstrated in decisions and actions. Character is one's true nature including identity, sense of purpose, values, virtues, morals, and conscience.

(b) Competence – demonstrated ability to successfully perform duty with discipline and to standard. For leaders, their required competence includes expertise (i.e., knowledge, skills, and abilities) defined in ADRP 6-22: tactical, technical, geo-cultural, and joint, interagency, intergovernmental, and multi-national (JIIM). But most importantly, leaders must be competent in human and leader development, e.g., interpersonal relationships, developing their subordinates, and building cohesive teams.

(c) Commitment – resolve to contribute honorable service to the Nation and accomplish the mission despite adversity, obstacles, and challenges. Commitment is closely related to resilience.

(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 professional certification; they are adjusted to ensure achievability and show progression throughout the training and education process of professional development. Standards based on the Army Ethic do not change and are applied consistently in IMT and throughout a leader's career.

(5) Mentor/Cadre. Knowledge, skills, discipline, and leadership development require education, training, experience, coaching, counseling, and mentoring. Some of the most influential aspects in the professional development of leaders are the mentor cadre relationship. BOLC instructors, staff and faculty, tactical officers, and leaders at all levels must be exemplary professional role models, always setting the example and living by the Army Ethic. Institutional Commandants and Professors of Military Science, as the senior stewards, do this by establishing and maintaining an organizational culture of trust and positive learning climate.

f. The desired end state of professional development for all graduates is to live the following outcomes:

(1) Understand, adhere to, uphold in others, and to live by the Army Ethic.

(2) An Army officer and warrant officer is a leader, steward of the profession, and proud team member possessing a character consistent with the Army Ethic committed to the Army and the welfare of its Soldiers and Army Civilians.

(3) Possess self-discipline, and be adaptable, resilient and innovative.

(4) Be capable of identifying and solving problems appropriate to their position and responsibility.

(5) Be able to operate effectively under stress.

(6) Be physically fit.

(7) Demonstrate competency in Army traditions, customs and courtesies, and fundamental Soldier skills and responsibilities.

g. The principles of leader and professional development combine to foster an environment conducive to creating lasting change, while facilitating training, education, self-development, and character development. In this way, the officer or warrant officer will be prepared to ethically, effectively, and efficiently lead a cohesive team upon arrival at their first unit of assignment.

Chapter 2

Roles and Responsibilities

2-1. Commanding General (CG), U.S. Army Center for Initial Military Training (USACIMT) intent.

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

b. Key tasks.

(1) Evaluate, redesign, and implement relevant common core task list (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 in accordance with 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 junior officers and warrant officers.

(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 upon arrival at first unit of assignment. Officers who are physically ready, grounded in Army Values and competent in their skills to contribute to their first unit of assignment.

2-2. CG, USACIMT 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 common core requirements in POI, all will execute the “approved common core tasks” in POIs without replacing topics, or substituting one subject while deleting another. These tasks will be reviewed collaboratively by the branch, source proponents and the CG, USACIMT 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 in accordance with TRADOC Field Manual (FM) 7-22. 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 in accordance with the Soldier Fueling Initiative.

d. Marksmanship. To provide BOLC-B students with the advanced skills necessary to engage the enemy around the world, the BOLC basic rifle marksmanship (BRM) strategy consists of: zero and qualify to include CCO/BUIS, Conduct Range Operations, and AHA/HAZMAT procedures. Training is conducted with BRM 1-10 rifle marksmanship periods 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. Removal of advance rifle marksmanship skill in BOLC-B training allows re-utilization of time for branch specific marksmanship training reinforcement.

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 in 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 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.** Leader-focused training, addressing general (non-region specific) culture factors, including the components of culture, communication, rapport building, and negotiation. Permitting junior leaders and warrant officers to incorporate these cultural factors that benefit engagement efforts by practicing cross-cultural competency skills; enhancing their ability to adapt within an operating environment.

j. **Counter-Improvised Explosive Devices.** Training is conducted in IMT BOLC as integrated training in the Convoy and Tactics operations. Preparing 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

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 skills, 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, cadre 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 lead at FUA. 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. Command and control relationships and responsibilities of the CG, USACIMT and proponent agencies. (Refer to figure 2-1 below for a visual illustration)

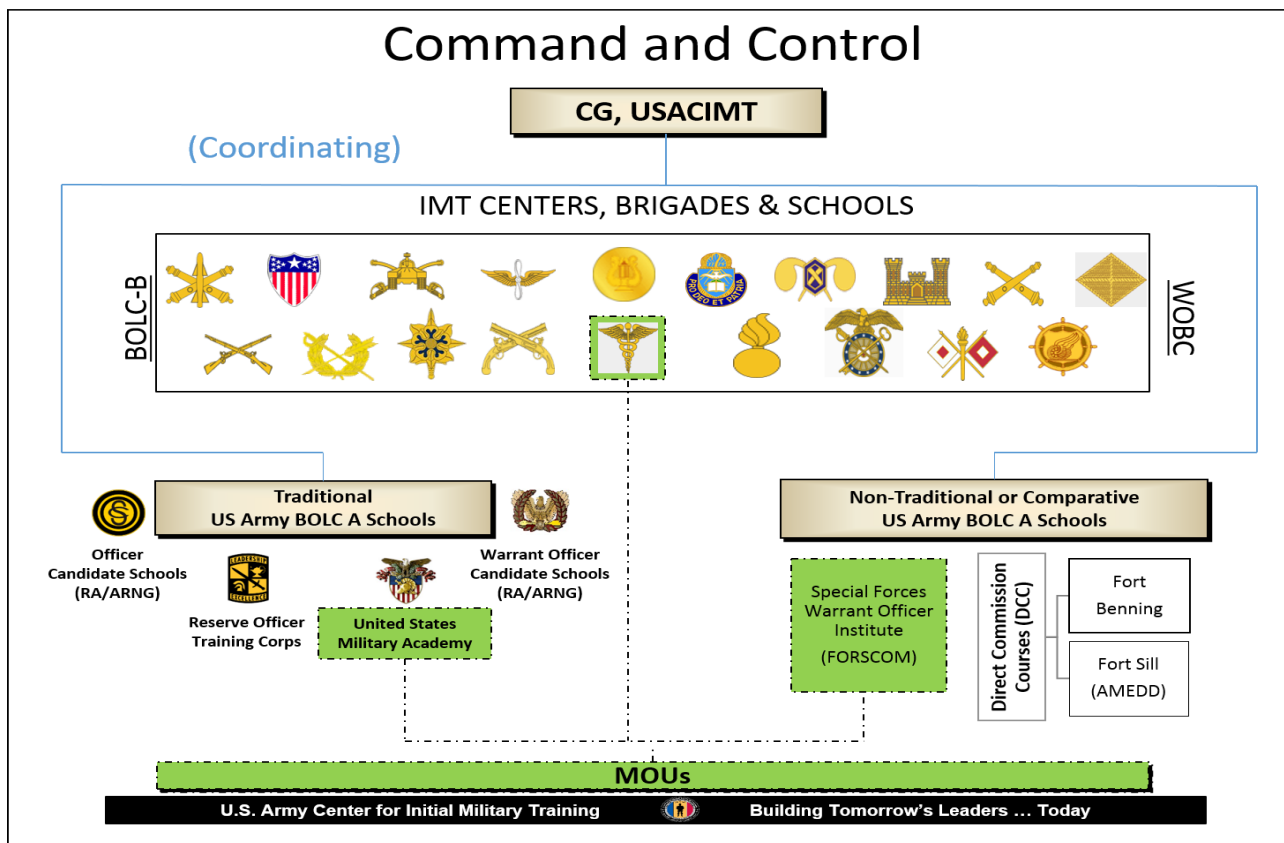


Figure 2-1. BOLC command and control

a. CG, USACIMT.

- (1) The CG, USACIMT has the lead for TRADOC core function: initial military training.
- (2) Establishes, approves, and publishes all IMT policy, strategy, and BOLC Common Core requirements.

(3) Coordinate with task and school proponents to identify training requirements as directed by TRADOC.

(4) Ensures common core training, linkage and standards between BOLC A/B, WOCS and WOBC organizations

b. Deputy Commanding General for Initial Military Training (DCG-IMT) will:

(1) Determine policy and provide guidance for the conduct of BOLC common core tasks required for BOLC-A (through memorandum of understanding (MOU) with BOLC-A organizations) and BOLC-B/WOBC.

(2) Review, validate, and approve the BOLC 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 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/WOBC 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 biennial CCTL synchronization conference to review, recommend a new CCTL and align with the two-year warrior tasks and battle drills (WTBDs) update and approval cycle (see figure 2-2 below). This will ensure it is relevant to the current warfighting efforts of the Army.

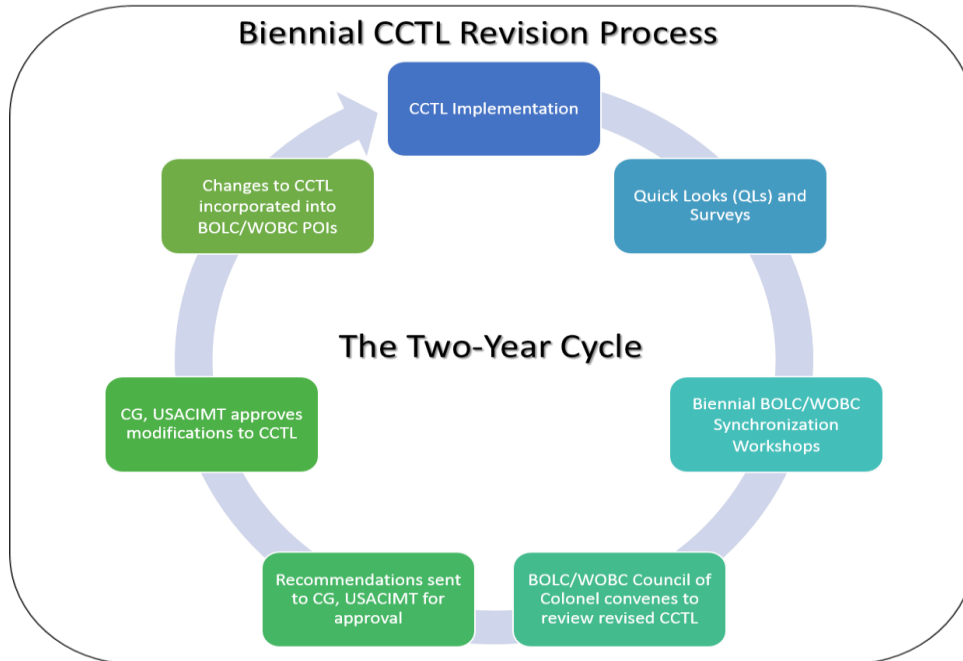


Figure 2-2. Biennial CCTL revision process

(9) Review risk management and environmental 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 MOUs (as required) with CG, USACIMT governing their method of ensuring instruction of tasks on the CCTL.

(2) Conduct BOLC-A CCTL training and other mandatory training as designated by CG, USACIMT and Headquarters (HQ), TRADOC in accordance with the MOU.

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. The Fires Center of Excellence, CG is the POI proponent and trainer for the U.S. Army Medical Department 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 2-3) 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 CG, USACIMT, 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 CG, USACIMT to TRADOC CG.

(3) Implement the Army Quality Assurance Program in accordance with Army Regulation (AR) [350-1](#), paragraphs 2-22.e and 3-5.

(4) Develop and provide training support packages (TSPs) and Training Requirements Analysis System documentation, POIs, lesson plans, and other instructional material, as required, in accordance with TRADOC Regulation (TR) 350-70, paragraph 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 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 in accordance with [AR 25-400-2](#).

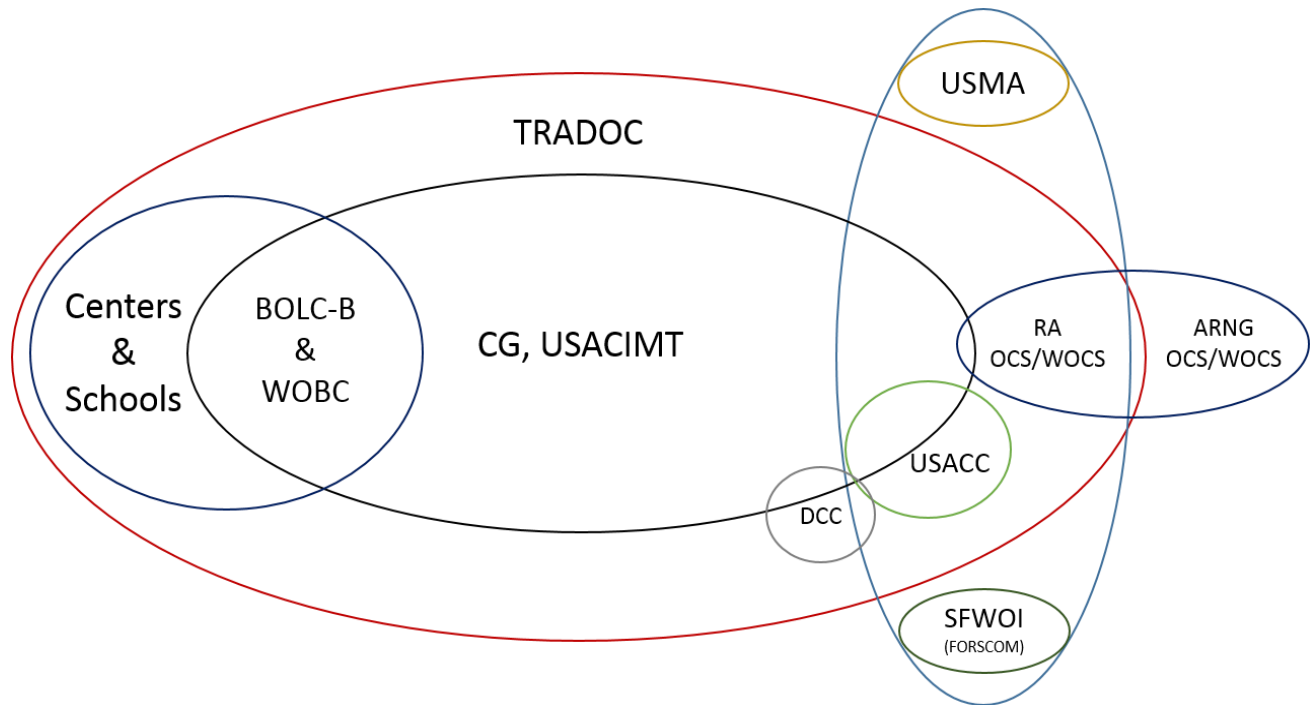


Figure 2-3. Spheres of influence

Chapter 3 Safe and Secure

3-1. Safer learning environments

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

(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 in accordance with [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 in accordance with [AR 600-20](#), paragraph 4-15. This definition includes and is not limited to the activities in subparagraph (2) above.

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

c. Hazing and Cyberbullying.

(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 in accordance with [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 PRT, and other similar activities that the commander authorizes.

(4) Cyberbullying is bullying that takes place using electronic technology, which include cell phones, computers, and tablets as well as communication tools including social media sites, text messages, chat, and websites. This practice is prohibited and punishable to its full extent. Examples of cyberbullying include mean text messages or emails, rumors sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles.

d. 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.

e. 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).

3-2. Soldier well-being

a. 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) Leaders must consider Students' acclimation to heat or cold in managing risk for the effects of temperature. Develop and implement detailed programs to prevent heat and cold casualties. Use [TR 350-29](#), paragraphs 2-2, as the basis for locally developed programs. Commanders will also coordinate with the local Medical Department Activity (MEDDAC) Preventive Medicine Service for assistance in developing their programs.

b. 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.

c. Prevention of heat and cold casualties

(1) Senior commanders are responsible for the development and implementation of detailed programs for prevention of heat and cold casualties in accordance with TR 350-29. Commanders should coordinate with the local MEDDAC preventive medicine service for assistance in developing their programs. The TRADOC Surgeon will publish hot weather guidance no later than 1 Mar and cold weather guidance no later than 1 Oct of each year.

(2) For treatment of suspected heat casualty, the use of iced sheets is mandatory. Although guidance from TR 350-29 states that ice sheets should be applied anytime the Soldier has a change in mental status, err on the side of caution and always apply ice sheets to Soldiers

showing any signs of environmental heat overexposure. Any change to this regulation needs prior approval from CG, USACIMT. The use of bed sheets cooled with ice water has been proven to significantly improve the recovery and outcome of persons suffering from heat stroke. Insulated ice chests can be maintained at training sites by Cadres/CLS; carried on ambulances; and/or maintained at troop medical clinics.

(3) Procedure for use of iced sheets.

(a) Concept. The use of bed sheets cooled with ice water has been proven to significantly improve the recovery and outcome of persons suffering from heat stroke.

(b) Procedure.

(1) Provide iced sheets in accordance with risk assessment and local guidance. For planning purposes, the recommended number of sheets is 4 per potential heat casualty, in ice chests. Determine the means of procurement for the chests, sheets, and ice through organizational supply personnel.

(2) Prepare iced sheets by placing ordinary bed sheets in ice water.

(a) Keep ice water ready in ice chests.

(b) Have sheet readily available, either soaking in ice water or in resealable plastic bags.

(c) When needed, immerse sheet in ice water and ensure it is saturated; this can be done as Soldier's outer clothing is being removed.

(3) Depending on the risk, the ice chests can be maintained at training sites; carried on ambulances or nonstandard evacuation vehicles; and maintained at troop medical clinics.

(a) Iced sheets should be applied anytime a Soldier exhibits signs or symptoms of heatstroke.

(b) Iced sheets should always be applied as shown in Figure 3-1.

(c) Place iced sheets over the casualty's chest and in the armpits, and in the groin.

(d) Cover as much exposed skin as possible with an iced sheet.

(e) Also cover the top of the head.

(f) When sheets warm up, put them back into cooler and then reapply.

(4) Heat related illnesses may occur at any temperature and iced sheets may be carried at the discretion of the commander. However, iced sheets will be maintained at the training site whenever a wet bulb is present.

(5) All IMT cadre including, Squad Leaders, company leadership, and support personnel involved in training Soldiers in a field environment will view the video “Death of a Soldier: Heat Can Kill,” on an annual basis in order to ensure all cadre are trained on hot weather injury prevention. The videos can be found at: <https://youtu.be/xTSdM2MM64k> and <https://youtu.be/xOtcM2FIJdo>.

3-3. Secure training and risk management

a. BOLC-B Risk Management. Commanders and cadre of BOLC students will utilize the principles and procedures established in ATP 5-19. Apply risk management techniques to eliminate or control hazards associated with proponent TSPs, in accordance with guidelines established in TR 350-70, chapter I-2, and TR 385-2.

(1) Conduct realistic training exercises within the bounds of an effective 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.

(4) Each installation will establish standard procedures to ensure that emergency treatment is readily available during training.

(5) Unit commanders will ensure all safety controls identified in the risk management worksheet are implemented prior to the start of training. Commanders will ensure all initial training period risk assessments are completed reflecting the conditions at the training site for the specific training period. Risk assessments are maintained at the training site, and are living, working documents and must be continually updated as conditions change. Risk management policy is in accordance with [TR 385-2](#), paragraph 1-5.

(6) The instructor will integrate the appropriate safety/caution statement into each task, and evaluate performance while Soldiers perform the task to the prescribed standard. The instructor will have a copy of the risk management worksheet with them during the training event.

(7) All training safety is built on a three-tiered approach to safety (command, leader, and individual).

(a) Tier 1 (commander responsibility). Validate the structural soundness of the training and evaluation plan for safety, ensure safety related matters are addressed, and make risk acceptance decisions. Ensure all risk assessment worksheets are signed at the appropriate level for the risk involved (low, moderate, high, or extremely high).

(b) Tier 2 (first-line leader responsibility). Consider actions taken by responsible individuals, establish a safety over watch of training, focus on adherence to standards, and make risk acceptance decisions within the commander's intent and delegated authority.

(c) Tier 3 (individual Soldier responsibility). Ensure Soldiers look after themselves and others, and know how to recognize unsafe conditions and acts. Soldiers must meet their individual responsibilities for safety, and recognize and report unsafe acts to leaders.

b. Commanders will also ensure that cadre and IMT Soldiers are aware of the appropriate procedures for reporting suspicious or adverse incidents during non-training hours. Examples are (but not limited to): actual or suspected instances of fire; theft; altercations; suicidal gestures or attempts; injury; unusual health symptoms; or any other unusual behavior or event.

Chapter 4

The Basic Officer Leaders Course (BOLC) and Common Training Outcomes

4-1. BOLC common core task list (CCTL).

The BOLC CCTL (see appendix D) 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 CG, USACIMT 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 biennial 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 CG, USACIMT 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. The CCTL Council of Colonels (CoC) will consist of BOLC school commandants, representatives, senior warrant representatives, and BOLC stakeholders. The CoC will convene biennially to review and recommend changes to the CCTL.
- e. CG, USACIMT will review changes submitted and recommend CCTL approval to TRADOC CG.
- f. Cadre will train BOLC students in WTBD in accordance with the CCTL.
- g. The CCTL is available at [CG, USACIMT BOLC Collaboration Site \(TKO Environment\)](#).

4-2. 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>.

4-3. Mandatory Training Requirements.

a. School commandants and commanders provide and record mandatory training for staff and faculty members as required.

b. Mandatory training requirements for students while in an IMT status are found in Appendix G of AR-350-1.

(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 G-2, appendix G) represent the presence of that subject in at least one course in that training system, not necessarily in all courses within that training system.

4-4. 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 at FUA.

The list represents the CG, USACIMT'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 biennial to review and revise the CCTL. Revisions will then be sent to the CG, USACIMT for approval by CG, TRADOC.

b. BOLC-A. in accordance with MOU (appendix B).

c. BOLC-B. Proponent schools are responsible for developing POIs and providing TSPs when assigned by CG, USACIMT for BOLC common core tasks. Proponent schools will prepare and approve new and revised POIs in accordance with TR 350-70, section II paragraph 4-6, 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) BOLC schools will identify all common core tasks alignment within their respective period of instruction no later than 90-days from the most recently approved CCTL. Lesson plans will be revised to incorporate the integration of the common core task. Identified common core "Integrated" tasks will be documented for accountability, performance and visibility via the "Individual Summary Page" for accountability, "Lesson Plan Remarks" for performance and through a matrix or crosswalk document for visibility. Refer to Appendix I for an example of entries and crosswalk display. The developed matrix or crosswalk shall be uploaded as a ".pdf file" at [Individual BOLC School CCTL POI Integration Matrix at CG, USACIMT BOLC Collaboration Site \(TKO Environment\)](#)

(2) Modifications to training programs. The proponent school will inform and coordinate with the CG, USACIMT, BOLC Division, for common core instruction-related changes to BOLC training programs. Proponents will prepare and acquire approval for new and revised POIs. In accordance with TR 350-70, section II paragraph 4-6 (see figure 4-1).

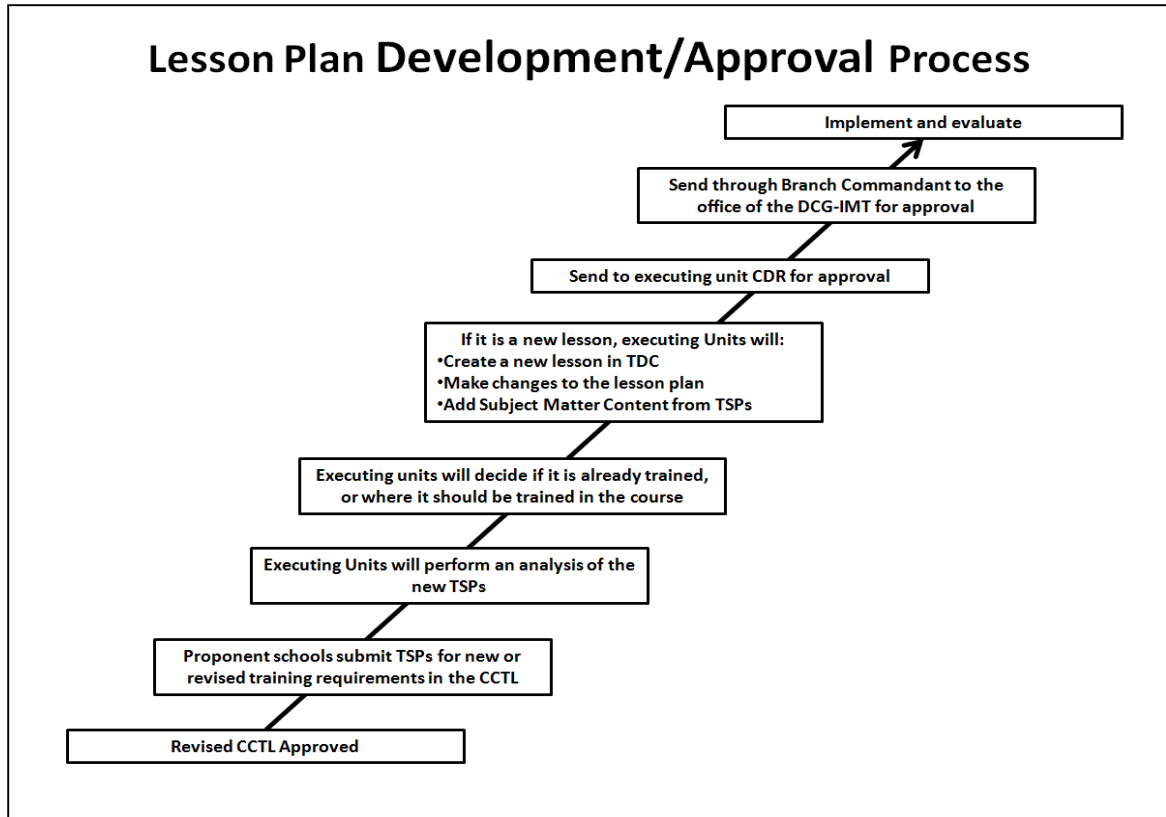


Figure 4-1. Lesson plan development and approval process

(3) Training schedules. BOLC-B schools will produce training schedules as outlined in Army Doctrine Reference Publication (ADRP) 7-0, chapter 3.

- (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 in accordance with TR 350-70, section VII-6, 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 Foundation Instructor Facilitator Course (FIFC), or Combined Arms Center-Training, Army Training Support Center equivalency course for development of staff and faculty in accordance with TP 350-70-3

(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).

(e) All BOLC-B and WOBC instructors (grades O–2 through O–4, CW3 through CW4, and E–6 through E–8) whose primary responsibility is the direct training of common Soldier skills will be Master Resilience Trainer Course certified in accordance with AR 350-53.

4-5. Development of Initial Military Training (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 in accordance with TR 350-70 para 4-6.

4-6. 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 CG, USACIMT in accordance with Appendix H. 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 in accordance with Army Learning Policy and systems, [TR 350-70](#), section II, paragraph 4-6.

d. Commandants, proponent schools recommendation for exception to policy (per appendix H) will be forwarded to the CG, USACIMT for approval on all common core task modifications and changes to common core training.

e. CG, USACIMT will serve as the executive agent for exception to policy request that require approval beyond TRADOC HQs.

4-7. BOLC Training 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 CG, USACIMT, 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.

4-8. Common BOLC (pre-appointment/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. An officer who knows and understands Army Values and begins to demonstrate them.

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

c. Army Profession. An officer who understands and embraces the concept of being a member of the Profession of Arms, the requirements of Army Profession and their oath of commission.

d. Personal Development. An officer who understands responsibilities for self-development (physical, mental, spiritual, and emotional) outside the institutional and organizational domains.

e. **Technical Competence.** An officer who possesses the fundamental knowledge and understanding of basic military skills and Army management systems.

f. **Tactical Competence.** An officer who 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 operation.

4-9. 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.** 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 Unified Land Operations.

Chapter 5

Administrative and Training Policies

5-1. BOLC leadership and cadre development.

a. The Company Commander/First Sergeant Course (CCFSC) and inclusive cadre training courses provide company command teams, cadre, and support personnel with the knowledge and skills required to enable a learner centric environment that is conducive to creating the next Soldier-leader.

b. All personnel assigned to a BOLC company command team must complete their appropriate leader or cadre training course prior to assuming their duties. IMT leader and cadre training courses are not a replacement for professional military education.

c. BOLC company commanders and 1SGs will attend the CCFSC. The brigade commander is the waiver approval authority for all company commanders and 1SGs that do not attend CCFSC prior to assuming command team duties. This course provides future company commanders and 1SGs with a training and educational experience beyond the basic TRADOC cadre training course (CTC) and is a requirement throughout IMT. Attendance to this course is in lieu of CTC. Objectives are for commanders and 1SGs to apply TRADOC's training guidance/ philosophy; effectively command and lead in the IMT environment; influence the management of IMT (training, injury prevention, misconduct procedures, and support systems); and understand IMT resilience and fitness.

5-2. Student 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 in accordance with MOU (appendix B).

b. BOLC-B in-processing tasks. Refer to the example in appendix G (Student In-processing Checklist) for the minimum required tasks performed at each BOLC-B site to ensure each officer is processed into active duty without delay.

5-3. 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.

f. 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 in accordance with [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.

5-4. Graduation Requirements.

a. Common core completion and graduation requirements.

- (1) BOLC-A: USMA and U.S. Army Cadet Command in accordance with MOU (appendix B).
- (2) BOLC-A: OCS/WOCS/DCC. The CG, USACIMT, in accordance with TR 350-36, establishes common core graduation requirements for BOLC-A in coordination with appointment/commissioning sources specific graduation requirements as 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. In accordance with 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 in accordance with AR 350-1. Any active Army student, who does not meet height and weight standards in accordance with 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 in accordance with 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 in accordance with 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 Department of the Army (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 5-1 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.

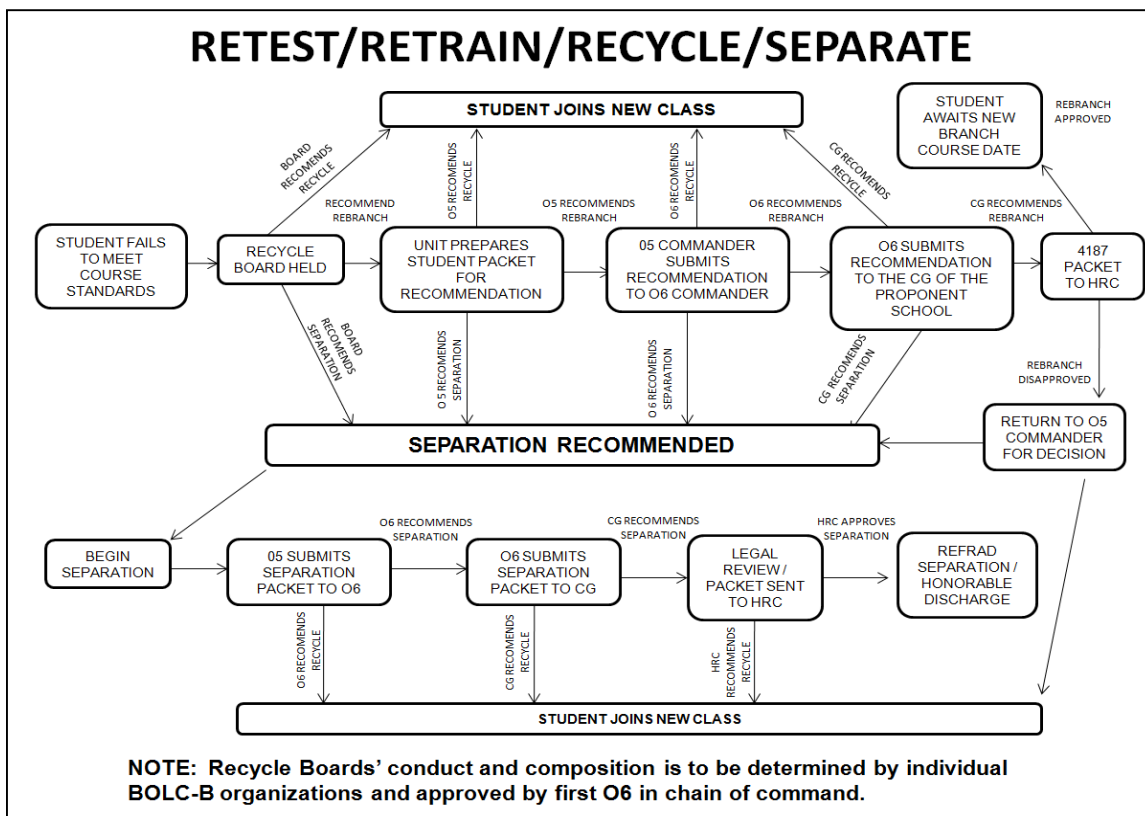


Figure 5-1. Retest/Retrain/Recycle/Separate

(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. Academic evaluation reports. BOLC-B students will receive an academic evaluation report in accordance with [AR 623-3](#).

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

Chapter 6

Training Assessment

6-1. BOLC Quick Look Visits.

a. The CG, USACIMT 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. CG, USACIMT 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 CG, USACIMT quick look visits dates are published on the CG, USACIMT 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 (in accordance with 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 CG, USACIMT visit coordinator no later than 30 days prior to scheduled visit.

(2) Provide requested read-ahead material to CG, USACIMT visit coordinator no later than 30 days prior to scheduled visit.

(3) Provide building and room numbers for all events and CG, USACIMT's working office to IMT visit coordinator no later than 21 days prior to visit.

(4) Ensure installation logistics representative makes contact with TRADOC counterpart no later than 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 (USACIMT's CG and CSM) and the installation's CG and CSM and their invited guests.

(8) Coordinate details of the visit for USACIMT's CG and CSM, 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 in accordance with 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.

6-2. 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 CG, USACIMT/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.

6-3. Feedback from the Force.

The CG, USACIMT will solicit feedback annually from the operational force of 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

ADP 1
The Army

ADP 3-0
Unified Land Operations

ADP 5-0
The Operations Process

ADP 6-0
Mission Command

ADP 6-22
Army Leadership

ADP 7-0
Training Units and Developing Leaders

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

ATP 5-19
Risk Management

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 Chemical, Biological, Radiological and
Nuclear (CBRN) Protection

FM 6-0
Problem Solving

FM 6-22.5
Combat and Operational Stress Control Manual for Leaders and Soldiers

FM 7-22
Army Physical Readiness Training

FM 21-10
Field Hygiene and Sanitation

TP 350-70-16
Army Training and Education Proponents

TR 10-5
U.S. Army Training and Doctrine Command

TR 10-5-8
Initial Military Center of Excellence

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

ADRP 1
The Army Profession

ADRP 3-0
Unified Land Operations

ADRP 5-0
The Operation Process

ADRP 6-0
Mission Command

ADRP 6-22
Army Leadership

ADRP 7-0
Training Units and Developing Leaders

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 350-1
Army Training and Education

AR 350-2
Opposing Force Program

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

AR 350-18
The Army School System (TASS)

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

AR 350-50
Combat Training Center Program

AR 385-10
Army Safety Program

AR 385-55
Prevention of Motor Vehicle Accidents

AR 5-22
The Army Proponent System

AR 600-3
The Army Personnel Proponent System

AR 600-8
Personnel

AR 600-100
Army Profession and Leadership Policy, Army Leader Development Strategy, and the Armed Forces Officer

AR 690-400
Total Army Performance Evaluation System

DA Pam 600-3
Commissioned Officer Professional Development and Career Management

FM 6-22
Leader Development

FM 21-20
Army Physical Fitness Training

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 Understanding (MOU)

BOLC-A MOU is available at [CG, USACIMT BOLC Collaboration Site \(TKO Environment\)](#).
A sample MOU is shown in figure B-1.

| |
|---|
| <p style="text-align:center">DEPARTMENT OF THE ARMY COMMANDING GENERAL, U.S. CENTER FOR INITIAL MILITARY TRAINING 210 DILLON CIRCLE FORT EUSTIS, VIRGINIA 23604-5716</p> <p style="text-align:center">MEMORANDUM OF UNDERSTANDING BETWEEN U.S. ARMY CENTER FOR INITIAL MILITARY TRAINING (USACIMT), U.S. ARMY TRAINING AND DOCTRINE COMMAND (TRADOC), AND (AGENCY'S NAME – CHOOSE ONE FROM BELOW) U.S. MILITARY ACADEMY (USMA) Or U.S. ARMY FORCES COMMAND (FORSCOM) Or U.S. ARMY MEDICAL DEPARTMENT AND SCHOOL (AMEDD)</p> |
|---|

SUBJECT: Basic Officer Leader Course (BOLC) Common Core Tasks Training Memorandum of Understanding (MOU)

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 MOU 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 CG, USACIMT 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 memorandum formalizes the training and development of all training between CG, USACIMT and (AGENCY’S NAME).

5. Responsibilities. CG, USACIMT, 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 MOU is effective upon signature by all parties. It remains in effect through the fiscal year unless amended by mutual agreement of the CG, USACIMT and (AGENCY’S NAME).

9. Primary Points of Contact. CG, USACIMT POC.

Signature Block

Signature Block

| | |
|--------|--------|
| (Date) | (Date) |
|--------|--------|

Figure B-1. Sample Memorandum of Understanding

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 Special Forces Warrant Officer Institute (Airborne), Fort Bragg, NC 28307
- U.S. Army Warrant Officer Candidate School, Fort Rucker, AL 36362
- U.S. Army National Guard Officer Candidate School at regional training institutes
- U.S. Army National Guard Warrant Officer Candidate School at regional training institutes

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

Cyber Center of Excellence

- U.S. Army Cyber Center, Fort Gordon, GA 30905

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

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 John F. Kennedy Special Warfare Center and School

U.S. Army Special Forces Warrant Officer Institute (Airborne), Fort Bragg, NC 28307

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
USACIMT BOLC Common Core Training

The BOLC CCTL encompasses the latest changes as recommended by the Council of Colonels and is available at [CG, USACIMT BOLC Collaboration Site \(TKO Environment\)](#). A sample CCTL is provided as figure D-1.

| COMMON CORE TASK LIST | | | | | | | | | | |
|--|--------------|--------------|------|--------|------|------------------|--------------------|---------|----------|-----|
| Task | Task Number | BOLC-A / DCC | WOCS | BOLC-B | WOBC | PROPONENT | PERFORMANCE LEVELS | TIME | COMMENTS | TSP |
| Army Profession | | | | | | | | | | |
| Apply customs and courtesies and traditions of the service | 158-100-1181 | P | P | I | I | CAL | Proficiency | 1 hr | | |
| PROFESSIONAL Competence | | | | | | | | | | |
| Integrate the basic knowledge of military history into your education as future officers | 155-197-0020 | P | P | | | TRADOC Historian | Introductory | 45 hr | | |
| 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 | | |
| 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 USACIMT 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 | WOCS | BOLC B | WOBC | 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 | WTB D | A |
| 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 |

TRADOC Regulation 350-36

| | | | | | | | | | |
|---|---------------|--------------------|---|---|---|-----|-----|-------|---------------|
| 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 | AR 350-53 | HQDA, DCS, G1 | 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) |
| BOLC Data Legend : P - Programmed training / I - Integrated training / A - Awareness training | | | | | | | | | |
| 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. | | | | | | | | | |
| S: Semiannual. Trained twice per year. P: Pre-Deployment. Addressed before unit is deployed on an operational mission. | | | | | | | | | |

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.

Appendix G

Sample Student In-processing Checklist

I. Medical tasks. Ensure that the following tasks are accomplished, and documented in a medical record and the Medical Protection System database in accordance with AR 40-66 and TRADOC Pam 220-1:

- Commissioning medical history and physical examination.
- Test for human immunodeficiency virus antibody within the previous six months.
- Tuberculosis screening in accordance with Office of the Surgeon General policy.
- Hearing test.

- Vision test.
- Profile reviewed and make appropriate disposition.
- Obtain blood specimens for serologic screening for hepatitis A and B, measles, rubella and varicella (as determined by local medical authority).
- Collect blood sample for group and type determination, as required.
- Collect laboratory specimen for deoxyribonucleic acid identification.
- Administer immunizations in accordance with 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.
- 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.

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

- Panorgraphic radiograph in accordance with AR 40-66.
- Dental screening in accordance with HQDA Execution Order 265-09, Soldier First Term Dental Readiness, 071215Z Aug 09.

III. Troop/Unit Tasks.

- Tri-service medical care enrollment complete.
- Transportation complete.
- Privately owned vehicle inspections complete.
- Billeting established.
- Personal owned weapons registration complete.
- Meal cards issued.
- Central issue facility issued.
- Global assessment tool (Comprehensive Soldier Fitness) complete.
- Follow on schools coordinated as appropriate.
- Assignment swap requests submitted as appropriate.
- (k) Department of the Army (DA) Form 31 (Leave form) (permissive temporary duty, Housing Relocation Assistance Program) complete.
- Pay inquiry/pay advance as appropriate.

IV. Military personnel office/S1.

- Department of Defense Form 93 complete and uploaded into Interactive Personnel Electronic Records Management System.
- Service Members' Group Life Insurance Form 8286 complete and uploaded into Interactive Personnel Electronic Records Management System.
- Identification tags on hand.

- Common access card issued as needed.
- Defense Enrollment Eligibility Reporting System enrollment as needed (required documents include marriage certificate and birth certificates).
- Oath of office (DA 71)/Orders verification on file.
- Department of Defense Form 214/220 (ARNG and Reserve only) on file.
- NGB 22 (Report of Separation and Record of Service) on file.
- Travel vouchers confirmed on hand.
- Orders with amendments and 1610 on file.
- Standard form 1199A (direct deposit) completed, requires one blank check from an open account.
- O1E/O2E computation documents active Army/reserve component/ARNG complete.
- Entitlements on file.
- Finance complete.
- Official passports as required.

V. Security Requirements. In accordance with current Department of Defense and HQDA DCS, G-2 policy:

- A national agency check with local records and credit check investigation shall be conducted on all military personnel except for those whose specialty/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).
- As a minimum, Interim Secret security clearance eligibility is required prior to commission and/or appointment.
- Responsible security personnel will utilize Joint Personnel Adjudication System to verify security clearance eligibility.
- Responsible security personnel will provide a security inbriefing to all incoming military personnel in accordance with Enclosure 5, Department of Defense Manual 5200.01, Volume 3.

Appendix H Request for Exception to Policy Requirements

OFFICE SYMBOL (Example: ATSF-BF) Date

MEMORANDUM FOR Commanding General, US Army Center for Initial Military Training, TRADOC, 210 Dillon Circle, Fort Eustis, Virginia 23604-5701

SUBJECT: Request Exception to Policy for Implementation of Task # ___, as published by FY__ CCTL

1. Use the first paragraph to provide the bottom-line up-front! Allow 1 inch margins on all sides, use your parent organization's letter head and use 12-point Arial font (or 11.5 minimum). Additionally, if the request is generated by the course manager or commander, ensure the School Commandant information is added via a THRU address line and endorsed accordingly.

a. Why is the implementation of Task # ___ not feasible?

b. Is there a lack of resources (personnel or facilities)?

c. Does your current technical and programmed training yield a more progressive approach than the common core requirement?

2. Explain how the attached enclosures (i.e. info paper, training schedule, TDA, lesson plans) support or augment your case for an exception to the common core requirement.

3. Identify the point of contact (POC) in the final paragraph, and make sure the POC is from the same office as the one shown on the office symbol line at the top of the memo. The POC line should read: The point of contact is RANK Firstname Lastname, BOLC/WOBC School, CoE Name, at DSN XXX-XXXX, 703-60X-XXXX, or pointofcontact.mil@mail.mil.

2 Encls

1. Information Paper, 20 Jan 15
2. Training Schedule, 24 May 15

COURSE O. MANAGER
LTC, USA
Commander or Director

Figure H-1. Sample Exception to Policy (ETP) Memorandum

(UNCLASS)

INFORMATION PAPER

OFFICE SYMBOL
Date

SUBJECT: Task #__ Exception to Policy Information Paper

1. Purpose: To provide direction in support of non-compliance for task implementation.
2. Facts:
 - a. An information paper provides facts in a clear and concise format for use in a discussion paper or trip book. The format may be altered to meet a specific need.
 - b. Include the subject and purpose. Paragraphs will contain only essential facts concerning the subject. Papers will be self-explanatory and will not refer to enclosures except for tabular data, charts, or schedules.
 - c. Papers should not exceed one page in length and need not be signed but must include the Action Officer's name and telephone number in the lower right corner. Type the name of the approval authority below the Action Officer's name and number to indicate organizations approval by principal, deputy, or director.
 - d. Avoid using acronyms and abbreviations, except for those that are familiar outside of the Army (e.g., DOD, ARNG, etc.).
 - e. Avoid using classified information when it does not contribute to issue clarification.
 - f. An information paper is normally forwarded as enclosure to the exception to policy.
 - g. Commandant level approval is required for any information papers sent outside the pertinent Center of Excellence, Command, RTI or Directorate.

Action Officer's Name/Phone
APPROVED BY:

(UNCLASS)

Figure H-2. Sample ETP's Information Paper

**Appendix I
Required CCTL Accountability, Performance and Visibility Entries in POI**

**For this example, we have chosen CCTL # 20 – Communicate in Writing from the 151A WOBC POI. The task and title reflects task integration within an existing technical lesson in their course (552-07545045/13.1). To understand all three entries simply follow the blue font items to observe the relationships.*

**Individual Task Summary
(Accountability Entry)**

| Task | Title | Lesson / Ver | Critical | Mandatory |
|--------------|--|---------------------|----------|-----------|
| 158-100-4009 | Communicate in Writing (CCTL #20/Integrated) | 552-07545045 / 13.1 | IAW POI | IAW POI |

**Training Module / Lesson Plan
(Remarks Annotation)**

| Lesson Id/Version | Technique of Delivery | Hours | Method of Instruction |
|--|-------------------------------|--------------------|------------------------------------|
| 552-07545045 / 13.1 | Introduction: | 0.1 | (CO) Conference/Discussion |
| | Large Group Instruction | 0.2 | (PH) Practical Exercise (Hands-On) |
| | Large Group Instruction | 22.0 | (CO) Conference/Discussion |
| | Large Group Instruction | 7.0 | (RP) Role Playing |
| | Large Group Instruction | 7.6 | (HO) Hands-On Instruction |
| | Practical Exercise (Hands-On) | 8.0 | (PH) Practical Exercise (Hands-On) |
| | Summary: | 0.1 | (CO) Conference/Discussion |
| | | Total: 45.0 | |
| Security Clearance: Unclassified | | | |
| Lesson Title: Manage AMC/ASC Production Control Section | | | |
| Action | | | |
| Text: Manage AMC/ASC Production Control Section. | | | |
| Condition: Given a computer loaded with applicable references, internet access, ULLS-A(E) system, DA Forms 1352 and 1352-1, student handouts, a scenario-based practical exercise and a role-playing requirement to brief the chain of command. | | | |
| Standard: Manage AMC/ASC Production Control Section IAW applicable references. | | | |
| Remarks: Students complete activities, role play and exercises towards comprehension of managing a production control section that integrates the components of “Communicate in Writing” or CCTL # 20. | | | |

Crosswalk or Matrix Template (Visibility)

| Integrated Critical Task | | Lesson/TLO/Outcome | Individual Student Assessment | Method of Delivery/Instruction | Estimated Academic Time |
|--------------------------|--------------|---|--|---|-------------------------|
| CCTL # 20 | 158-100-4009 | <p>Lesson: Manage AMC/ASC Production Control Section</p> <p>TLOs: Draft, edit and review official military documents</p> <p>Outcome: Effective communication with leaders and subordinates</p> | <ul style="list-style-type: none"> • Check on learning • Practical Exercise • Role Playing • Classroom Discussions | <ul style="list-style-type: none"> • Cadre Led • Hands-on Instruction | 2hr |
| Communicate in Writing | | | | | |

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 |
| CBRN | chemical, biological, radiological, and nuclear |
| CCTL | common core task list |
| CG | commanding general |
| CSM | command sergeant major |
| DA | Department of the Army |
| DCC | Direct Commission Course |
| DEET | N,N-diethyl m-toluamide |
| FM | field manual |
| FRG | Family readiness group |
| HQ | headquarters |
| HQDA | Headquarters, Department of the Army |
| IMT | initial military training |
| MOU | memorandum of understanding |
| NGB | National Guard Bureau |
| OCS | Officer Candidate School |
| POI | program of instruction |
| PRT | physical readiness training |
| TR | TRADOC Regulation |
| TRADOC | U.S. Army Training and Doctrine Command |
| TSP | training support package |
| U.S. | United States |
| USACIMT | United States Army Center for Initial Military Training |
| 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.