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DEPARTMENT OF THE ARMY PAMPHLET NO. 600-3

CAREER PLANNING
FOR
ARMY
COMMISSIONED
OFFICERS



HEADQUARTERS, DEPARTMENT OF THE ARMY JUNE 1967

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HEADQUARTERS
DEPARTMENT OF THE ARMY
WASHINGTON, D. C., 30 June 1967

CAREER PLANNING FOR ARMY COMMISSIONED OFFICERS

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*This pamphlet supersedes DA Pam 600-3, 30 June 1964, including C 1, 30 November 1964, and DA Pam 600-4, 29 April 1963.

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SECTION I

INTRODUCTION

1. Purpose and Scope

a. This pamphlet provides broad guidance for individual officers, commanders, and personnel management agencies in career development and utilization of commissioned officers in the United States Army. A career pattern for each branch of the service is provided as a guide to the assignment of officers below general officer grade. Assignments within these patterns will achieve optimum long-range personnel utilization to meet the needs of the Army and the Nation and develop the career of the individual.

b. Career planning for Army officers involves the entire field of personnel management and facilitates the realization of three primary objectives: First, it provides for the maximum development and utilization of an officer's inherent abilities, aptitudes, and interests, as well as for the best utilization of his acquired skills and accumulated knowledge. It recognizes that an officer makes significant use of his talents when his duty requirements are consistent with his capabilities and preferences. Second, career planning assists in building and maintaining a corps of highly motivated and competent officers which results in a more efficient and proficient Army. Third, career planning assists in fulfilling the Army's obligation to the Nation by developing competent military leaders who are qualified to occupy positions of great responsibility in periods of peace and war.

c. Career planning requires the establishment of a program of duty assignments and formal schooling designed to meet the current needs of the Army and develop skills for future requirements. The success of the program depends upon the energetic support and cooperation given by each officer, and all the echelons of command.

d. To assure success, the policies and plans outlined herein must be administered so as to insure that—

- (1) All officers are classified according to their qualifications, and such qualifications are made a matter of record.
- (2) The professional capabilities of officers are developed to the highest level through intelligently planned and progressive rotation of assignments in order that the Army will always have a sufficient number of qualified officers to successfully accomplish its many assigned missions and functions.
- (3) All officers have equal opportunity for selection for promotion, and significant assignments on the basis of demonstrated merit.
- (4) All officers are counseled on a continuing basis to provide accurate and adequate information on the opportunities, challenges, and benefits of an Army career.

2. Basic Elements of Career Planning

a. Successful career planning must insure progressive advancement through the various phases of training from a basic program up to the highest level of training for which the officer has the capability. This advancement is dependent to a large degree on the duty assignments the officer receives during the development stage and is influenced by his capabilities and desires. Duty assignments are dependent on—

- (1) Current requirements for filling position vacancies.
- (2) The grade, skill, educational, and branch or experience requirements of the position vacancies.

- (3) Availability of officers who meet the requirements of the position, or who are in need of the particular on-the-job training offered by the position.
- (4) Stated preference of the officer.
- b. Effective career planning requires—
 - (1) Formal education and training in military and civilian schools.
 - (2) Rotation of assignments in varied types of duty.
 - (3) Development of capacity by performance in progressively higher echelons.
 - (4) Early identification and programed training and assignment of officers possessing specialized or outstanding generalized talents.

3. Responsibilities for Career Planning

Officer career planning is a responsibility of the Department of the Army, of the officer's immediate and intermediate commanders, and of the individual.

a. Department of the Army participates in career planning by—

- (1) Assignments on a change-of-station basis which provide career development opportunities.
- (2) Military and civil schooling.
- (3) Development and implementation of appropriate promotion and retention policies.
- (4) Development of policies affecting an officer's career.

b. Immediate and intermediate commanders participate in career planning by—

- (1) Rotating assignments within their commands based on the officer's career needs.
- (2) Using their knowledge gained through experience to advise their subordinates.
- (3) Counseling individual officers and rendering efficiency reports as required.

c. Each officer participates in his own career planning by—

- (1) Successful performance of assigned duty.

- (2) Demonstrated capacity for growth. Examples of this capacity are attainment of Department of the Army announced levels of civil schooling, graduate training on an off-duty basis, successful completion of military schools and outstanding performance in a command or key position.
- (3) Evaluating his own progress periodically and taking or requesting appropriate action. Each officer should visit his career branch once every 3 years to obtain assistance in making his evaluation and information on current career policies. If an officer is unable to make a personal visit, all branches, encourage correspondence requesting information for career guidance purposes.
- (4) Insuring that he has a current preference statement on file and that the choices are logical and in accord with the career pattern of his branch.

4. Points of Decision

a. The most important element in the career management of an individual is the individual himself. It is essential that an officer be able to recognize repetitive type assignments which do not broaden his experience to the degree that it should be broadened. It is incumbent upon that officer to discuss this with his commanding officer and, if necessary, to correspond with his career branch in an attempt to develop better variety of assignments. This should be followed up in discussions with Career Branches on visits to Washington or when the branch representative visits the installation.

b. On a few occasions in an officer's career, he has a choice between what might be called a desirable and pleasant assignment, including continuation of a current position, and another assignment involving personal sacrifice, additional effort or even danger on his part. In such situations, the officer can many times influence to a high or even decisive degree the final determination of his assignment. Consequently, he should weigh very carefully the advantages and disadvantages of either assign-

ment since the more difficult might well be the very type which, if successfully accomplished,

would indicate the true professional potential of the officer.



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SECTION II

CAREER POLICIES

5. General

a. The potential of career officers is developed through proper assignment, military and civil schooling, and professional career guidance. Proper assignment is the major factor in the career development process since it must provide that progressive development which increases an officer's capabilities. Broad basic policies and sound personnel planning provide the means to achieve a practical and beneficial assignment pattern over a period of years and allow for a balance between career development and operational requirements.

b. As the Army exists in peacetime to prepare for victory in war, so Army officer careers are guided to insure that each officer is properly trained so that he can perform effectively in time of war. It is toward this goal that all schooling, experience, assignments and promotions of the career officer are aimed.

c. This section contains Department of the Army policies which serve as tools in career planning. These policies are applicable to all commissioned officers; however, their application to career Reserve officers may require some modification because of the normally shorter period of active service. The positions available to Reserve officers not on extended active duty may dictate certain modifications.

6. Tour of Duty

a. The Department of the Army objective is to establish tour lengths that will provide for proper utilization by the local commander, improve family stability, reduce PCS expenditures, and increase career attractiveness. However, this objective is not always compatible with operational requirements and the career development need for diversified experience, such as schooling and command duty.

b. In general, the normal tour of duty is 3 years except for certain foreign service tours that will vary with climatic and living conditions. Requirements occasionally dictate that officers be reassigned prior to completing the minimum length of a normal tour. Tour lengths are reviewed frequently and changes are announced from time to time in appropriate regulations.

c. Length of detail to another branch is 3 years except for detail of newly commissioned Regular Army lieutenants to the combat arms, which is 1 year.

7. Detail of Newly Appointed Regular Army Officers to the Combat Arms

In order to provide the training desirable for basic career development, lieutenants newly appointed in the Regular Army whose basic branch assignment is Chemical Corps, Ordnance Corps, Transportation Corps, Quartermaster Corps, Adjutant General's Corps or the Finance Corps are detailed to Infantry, Artillery, or Armor for a 1-year period. Lieutenants whose branch is Military Police will serve a 1-year detail in either Infantry or Armor. Lieutenants whose branch is Military Intelligence will be detailed to Armor, Artillery, Corps of Engineers, Infantry, or Signal Corps. In addition, 25 percent of the newly commissioned Regular Army officers of the Transportation Corps may be detailed to the Corps of Engineers for a period of 1 year. Duty with a combat arm affords the young officer the opportunity to familiarize himself firsthand with the combat soldier's needs and to provide increased opportunities for face-to-face leadership and command. The detail period does not include intransit time and time required for schools. The 1-year detail is performed in a rifle company or comparable unit.

8. Assignment of Colonels

Activities concerning career planning and assignments of colonels of all branches except the Army Medical Service, the Judge Advocate General's Corps and Chaplains are centralized under the Director of Officer Personnel, Office of Personnel Operations, Department of the Army. Personalized career management to achieve maximum utilization of developed skills in positions of highest responsibility throughout the Army is thereby enhanced.

9. Command and Supervisory Positions

a. Command and supervisory positions enjoy the highest prestige of all positions in the Army, and therefore are the most sought after duty assignments. Ideally, officers should receive at least one command assignment at each grade level. The amount of command will vary in each branch and is obviously dependent on command positions available. Most often, the limited number of command positions dictates that they be filled by those officers whose records indicate a leadership potential for command at a higher level.

b. Successful completion of a tour of duty at a level of command such as company or battalion, or comparable supervisory level, coupled with other duty assignments in time of peace, should make the officer a potential commander at higher levels in time of emergency. The proven ability to command can influence many personnel actions, such as selection for high level military schooling, tours of duty in special key assignments, promotion, and other equally important personnel actions.

c. Certain specialists of the Army Medical Service, Judge Advocate General's Corps, the Chaplains, and the Women's Army Corps are limited in the exercise of command by law and regulation. However, leadership or supervisory ability is as essential to these and other specialists as it is to all other officers exercising troop command or comparable leadership responsibilities.

10. Troop Duty

a. A major career development goal is to assign all officers of the arms, and most officers

of the services to troop duty at progressively higher levels of responsibility. The frequency of recurrent assignment to troop duty varies depending on individual branch requirements and ordinarily will decrease with length of service. Normally the early years of service, except for schooling, will consist of troop duty.

b. The assignments in the Basic Military Development Phase of an officer's career, when he receives his basic military training and education, are most critical. It is the objective of Department of the Army that lieutenants be assigned to troop duty preferably at company level, but not above battalion level. If troop assignments are not available, these officers should be assigned to operational type duties at military installations. Commanders will make exceptions to this assignment policy only when there is no other practical solution.

11. Rotation of Duties

Rotation of duty assignments, to include additional or special duties, within organizations, installations, and activities is the normal practice. Each officer can expect to perform a variety of tasks appropriate to the grade in which he is serving.

12. Requesting Officers by Name

In the past the practice of requesting officers by name has prevented their proper career development because of the repetitive nature of the assignment for which requested and the untimeliness of many of the requests. This practice has also precluded desirable assignments and proper development of the abilities and potential of other deserving officers. For these reasons, requests for officers by name are discouraged by the Department of the Army.

13. Recurrent Assignment

a. Continued or recurrent assignment of officers to duties which fail to provide progressive development or to increase an individual's potential will be avoided, particularly during the early career development phases. The assignments of officers with special qualifications and those enrolled in special career programs are discussed in greater detail in section VIII.

b. The career development period normally will end for Regular Army officers between the 19th and 23d years of service, and for career Reserve officers after 15 years of service. After completion of the development phase, officers will be assigned to those duties in which they are best qualified by experience and ability.

14. Release From Assignment

Commanders and supervisors must always consider the long-range benefits to the Army and to the individual, and release officers at the proper time for assignments and schooling essential for an officer's career development.

15. Assignment to Military Assistance Advisory Group (MAAG)

a. Assignment to advisory duty with units and headquarters of MAAG's and missions is an important assignment for a career officer. Assignments to these activities provide valuable experience in understanding and working with our allies and in furthering the interests and prestige of the United States. Officers assigned to such duties must possess the talent and experience necessary to obtain the cooperation and support of their counterpart in the host nation. Tours of duty with a MAAG or military mission are considered in conjunction with troop and staff duty in any evaluation of an officer's overall record. The opportunity for this type duty varies in each branch.

b. Proficiency in the language of the host nation, although not always mandatory, is highly desirable. Previous attendance at Command and General Staff College or a senior service college is often a prerequisite. Assignment to this type of duty is made only after a careful review of the officer's record has verified his ability to work in harmony with personnel of other services and the host nation, and to maintain the high standards of personal conduct expected of a representative of the United States.

16. Assignment to Special Action Forces

Special Action Forces (SAF) are task organizations of Special Forces, Psychological Warfare, Army Security Agency, Civil Affairs,

Engineer, Medical, Intelligence, Military Police, and Signal units. Special Action Forces are designed and trained for employment within major oversea commands for unconventional warfare and cold war missions. Assignment to a Special Action Force offers opportunity for training and experience in counterinsurgency operations, psychological operations, and in unconventional warfare. Special Forces assignments are made from airborne qualified officers, from officers who volunteer for airborne training, and from Special Forces volunteers. Assignments to the other Special Action Force units are based upon individual qualifications and experience consistent with personnel policies in effect at the time of the assignment. Current Department of the Army policy provides that all personnel assigned to Special Action Forces will be airborne qualified. Assignment to a Special Action Force unit compares equally to duty with other Army combat units for career development purposes. In addition a special annotation will be made on the personnel records of those individuals who have been members of a Special Action Force and are qualified in counterinsurgency.

17. Assignment to Reserve Components, Recruiting Duty, and Army Training Centers

In any war or major national emergency, citizen soldiers will comprise the bulk of the Army. Therefore, the career officer must be familiar with the problems, training requirements, and psychological outlook of personnel in the Reserve components and of trainees from civilian life. All career Army officers, except members of the Chaplains branch, Judge Advocate General's Corps, Finance Corps, and certain specialists of the Army Medical Service will, when practicable, serve at least one tour of duty with one of the Reserve components, e.g., the United States Army Reserve, the Army National Guard, or the Recruiting Service. In addition, combat arms officers can expect a tour of duty with an Army Training Center. Repetitive assignments normally will not be made to the same component or to an Army Training Center at the same experience level.

18. Instructor Duty

An officer will be engaged in some form of instruction in educating and training enlisted men, cadets, or other officers throughout his professional career. Formal assignment as an instructor at the United States Military Academy or other service academy, at an ROTC unit, at an Army Training Center or at one of the branch or service schools of the Armed Forces is an important means of developing abilities and techniques in educating and training personnel. Instructor duty improves an officer's personal and professional qualifications and contributes to the development of self-confidence. Consequently, assignment to instructor duty is given high priority in career development.

19. Inspector General Detail

a. It is desirable, both to the commander and to the unit, to introduce into the inspector general system mature officers with broad Army background and experience whose past performance, moral attributes, and personal traits are well above average. It is particularly desirable that these officers have recently completed command or troop assignments in order that they can bring to the position current knowledge of the problems of the commander, the units, and the individual soldiers.

b. Officers detailed as inspectors general acquire broad experience in all aspects of the operations and administration of the organizations or headquarters to which they are assigned, thus developing a greater potential for future higher command or staff responsibilities. In order to provide the maximum number of officers with an opportunity to obtain the valuable background derived from such assignments, many officers can expect one such assignment; however repetitive tours normally are not authorized.

20. Joint and Combined Staff

a. Opportunities for duty with joint and combined staffs are necessarily limited to those officers who possess an outstanding record of performance and a high degree of potential. It is desirable that officers who perform this

type of duty have a broad Army background and a demonstrated potential to work in harmony with officers of other services and allied nations.

b. Completion of the course of instruction at the Command and General Staff College, Armed Forces Staff College, or one of the Senior Service Colleges normally is considered a prerequisite for assignment to this type of duty.

21. Assignment Upon Completion of School Courses

a. Assignments of officers completing a course of instruction at a service school normally will follow the branch career pattern as outlined in section VII. When planning assignments for school graduates, the desirability of assignment to a staff and faculty to take advantage of recent schooling is an important consideration.

b. Training in civilian institutions will be immediately followed by a utilization assignment in the general field of duty. Utilization tour lengths normally will be 3 years. Such tours may be deferred if the needs of the service dictate. Normally, officers will not attend two consecutive service or civil school courses.

22. Preference Statements

a. It is important that every officer realize his responsibility in developing his own career. Efficient, personalized assignment and development of the officer corps requires the active participation of all officers. Every officer has the privilege and responsibility of keeping his commander and career branch informed of his ideas regarding his best utilization and development. This is particularly important in assignment actions accomplished at Department of the Army level. Therefore, every officer should insure that a current "preference statement" is on file in his career branch.

b. Consideration will be given to individual assignment preferences consistent with military requirements and career needs. Officers must recognize, however, that requirements of the Army may not always allow satisfaction of personal desires.

c. Special consideration will be given to preferences requesting further education, particularly for those officers who have not acquired baccalaureate degrees.

23. Efficiency Reports

a. The most important periodic contribution to the officer's record is the official rating and description provided by the efficiency report. This report is used in all personnel actions such as assignments, promotions, selections for schools, Regular Army integration, elimination from the service, and similar personnel actions. Unless an officer's capabilities and deficiencies are reflected accurately in his efficiency reports, intelligent assignment and evaluation cannot be accomplished. Each efficiency report must contain a comprehensive, objective appraisal of an officer's abilities and capabilities. The appraisals should portray a complete and descriptive picture of the officer's performance of his duties.

b. The efficiency report requires careful consideration and thorough preparation on the part of all rating and endorsing officers. The information provided assists the career branch in monitoring the career of each individual officer. Efficiency reports that are incomplete or do not accurately reflect the rated officers performance of duty, personal traits, or potential value to the service deny personnel action agencies the information essential for evaluating that officer's career development.

24. Officer Promotion

a. The promotion systems, temporary and permanent, comprise the personnel procedure concerned with moving officers through an Army career considering—

- (1) Statutory limitations and requirements.
- (2) Grade authorizations.
- (3) Opportunity for advancement.
- (4) Equity of consideration.
- (5) Age and service at time of advancement.

b. Career planning must be closely correlated with the promotion systems to insure that

officers receive the training considered essential for the next higher grade. In the same manner, the promotion system should insure that an officer serves a sufficient length of time in grade in order that requisite training can be obtained.

c. Although it is recognized that promotion policies should not fluctuate appreciably, changes in the size of the Army, operational concepts and requirements, and the laws governing the military services make changes in promotion policies mandatory.

d. Officers should realize that permanent promotion, Regular Army, or United States Army Reserve, determines tenure in each component. For example, a Regular Army officer who twice fails selection for lieutenant colonel Regular Army is separated from active duty in his 21st or 22d year of promotion list service. The Regular Army officer achieving this grade has 28 years tenure.

e. All qualified Regular Army second lieutenants are promoted to permanent first lieutenant by Department of the Army action after 3 years of service regardless of vacancies. Permanent promotions above first lieutenant are made as a result of Army selection boards.

f. See AR 624-100 for additional information on promotion of officers on active duty, and for general guidance to be furnished promotion selection boards.

25. Elimination of Personnel

Every officer deserves a fair chance to demonstrate his capabilities. Special counseling and training must be given to newly commissioned officers who encounter initial difficulties resulting from inexperience. An officer's responsibility for leadership and proper example requires that he accomplish his duties effectively and conduct himself in an exemplary manner at all times. The officer who fails to achieve or maintain minimum standards must be identified promptly and positive action taken to improve his performance. If the officer does not maintain acceptable standards of performance or conduct and he fails to respond to reasonable efforts for improvement, eliminative action must be taken.

26. Appointment in the Regular Army, Extension of Service, and Branch Transfer

One of the most challenging problems facing the Army today is the procurement and retention of highly qualified officers. A balanced experience distribution by grade and branch must be maintained throughout the officer structure. Maintaining the strength and vitality of the career officer corps requires that a large number of officers be retained beyond their initial period of obligated service. Deserving Reserve officers must be encouraged to extend their period of obligated service or to apply for appointment in the Regular Army.

a. Appointment in the Regular Army. Procedures for applying for appointment in the Regular Army are contained in AR 601-100 and AR 601-105.

b. Extension of Service. AR 135-215 contains the details and procedures for Reserve officers to extend their periods of service. It provides for an indefinite category of extensions and for extensions for specific periods.

c. Branch Transfer. Officers desiring to transfer to another branch because of interest, education or experience should consult AR 614-100.

SECTION III

CAREER COUNSELING

27. General

a. The purpose of this section is to encourage an effective counseling program which will motivate officers toward an Army career. Career counseling dispels misconceptions and informs individual officers of the many advantages of a career in the Army. Career counseling is not intended to supplant performance counseling nor should the two be combined. Effective career counseling can be enhanced by a full appreciation of the information contained in this pamphlet and DA Pam 608-2 "The Army Personnel Affairs Handbook." Career counseling, properly executed, will strengthen the officer corps.

b. Counseling is a face to face relationship between two or more persons in which there is an exchange of communication. Counseling is an important part of effective leadership. Career counseling involves an accurate and adequate presentation of information on the many opportunities, challenges and benefits of an Army career. The objective of career counseling is to motivate the young officer toward an Army career. Career counseling during the first few months of the young officer's service is most important. It is during this period that the officer forms the impressions he will carry throughout his service. These impressions will have a major effect on his decision concerning a military career. All career officers have the responsibility, and duty, to insure that junior officers have a full understanding of what it means to be a career Army officer. Commanders not experienced in conducting a counseling session will find the information contained in appendix II to be of assistance.

28. Officer Procurement

a. A brief analysis of recent officer procurement trends is considered pertinent and is in-

cluded as a basis for the discussion of officer retention which follows.

b. New officer accessions have fluctuated during the past decade due to cutbacks in requirements for officers as well as sudden increases in the authorized strength of the Army. This latter factor has resulted in difficulties in fulfilling annual officer procurement requirements for the first time in several years.

c. Although the ROTC program has been the largest single procurement source for Army officers, the increase in Active Army requirements has necessitated the expansion of the OCS program. This program is presently the largest source of new officer procurement.

d. Apart from USMA, ROTC and OCS graduates, the other major source of new officers for the Army has consisted of direct appointments in the Women's Army Corps and various specialist corps, e.g., physicians, veterinarians, dentists, lawyers, chaplains, nurses, medical service specialists, etc. Procurement for these programs have been generally satisfactory and no insurmountable difficulties have been experienced.

29. Officer Retention

a. A great number of young officers leave the Army upon completion of obligated service because they have never gained an understanding of what it means to be a career Army officer. For the past decade too few junior officers have been retained on active duty beyond their minimum obligated tour. This situation has created an unbalanced experience distribution, by year group, in the Army officer corps. Correcting this imbalance through increased retention of junior officers, in terms of quality and numbers, is a primary problem in the Army officer personnel area today.

b. Retention experience has varied among the various officer procurement sources. As a group, graduates of the United States Military Academy and Regular Army officers obtained through the ROTC program are most likely to remain in the Army. This trend is understandable for presumably these are the most highly motivated, career oriented officers. Approximately 85 percent of this group remain on active duty beyond the first year following completion of obligated periods of service. Retention experience for other major procurement sources is not as impressive. At the present time, approximately 25 per cent of the junior Reserve officers extend their military service beyond their obligated tour.

c. A key to retention has been, and will continue to be, the commander who comes in daily contact with the junior officers which the Army

is attempting to retain. It is this commander who imparts to the young officer a sense of belonging, both to his organization and to the Army, and instills in him the desire to make the Army a career. Conversely, it is this commander who, through the lack of proper emphasis, might cause many otherwise career oriented junior officers to leave the Army.

d. All commanders must continue to concern themselves with the application of the principles of troop leadership, i.e., they must know and understand the problems, needs and desires of their officers. Commanders must recognize the serious situation which poor retention experience poses for the Army of the future. Continuous effort must be exerted toward retention by instilling in young officers a desire for a career in the Army.



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ARMY EDUCATIONAL PATTERN

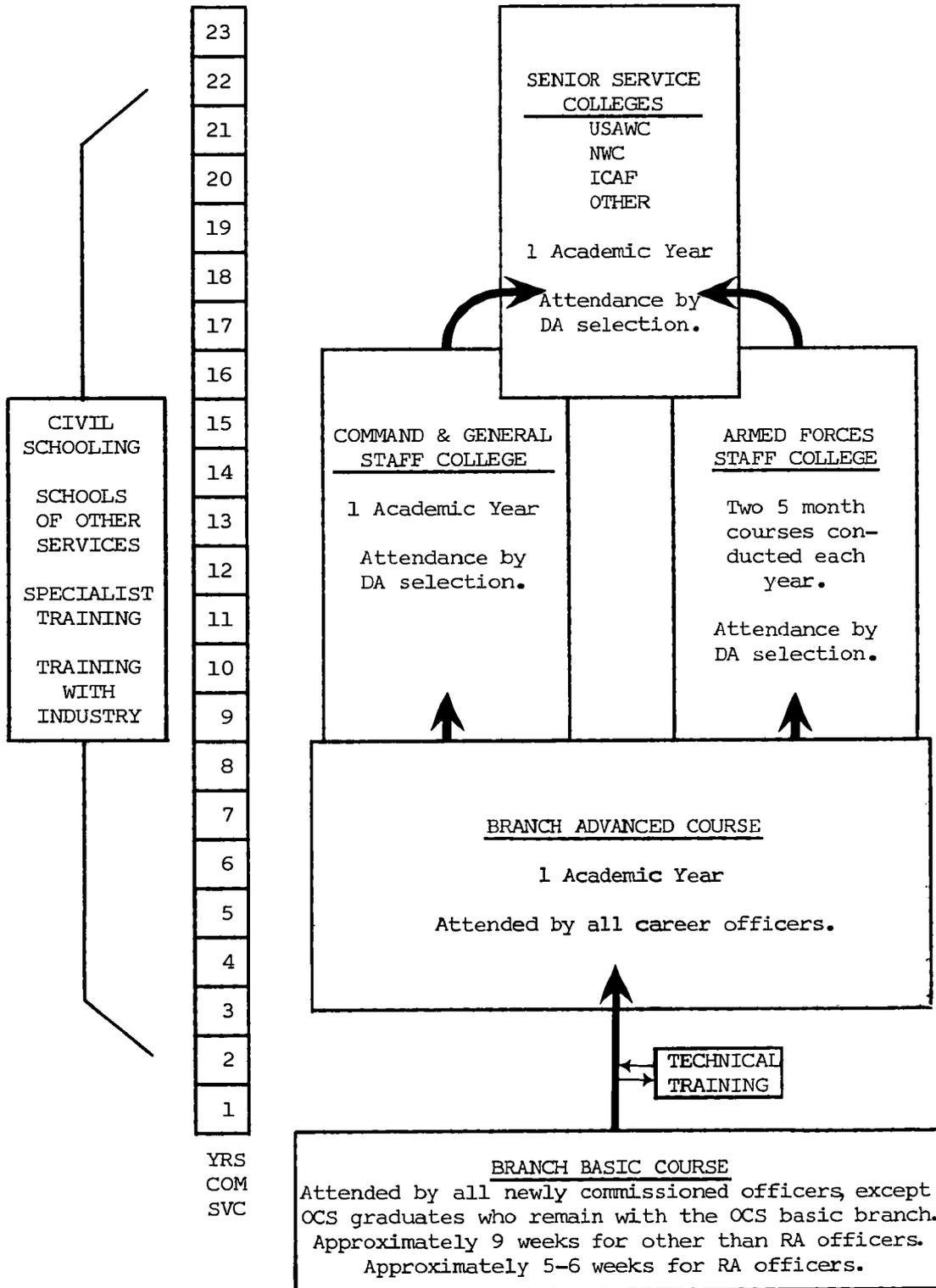


Chart 1.

SECTION IV

ARMY MILITARY SCHOOL SYSTEM

30. General

This section outlines the Army military school system and the career policies and procedures associated with military schooling for Army officers.

31. Qualifications and Eligibility Lists

Prerequisites for attendance at service schools are established by The Deputy Chief of Staff for Personnel, Department of the Army, and prescribe the length of service, age limit, and prior education required for eligibility. Based on these prerequisites, each career branch maintains current eligibility lists of officers qualified to attend career military schools.

32. Selection

The general procedure for selecting officers to attend military career courses is as follows:

a. Basic Course. Newly commissioned officers, except OCS graduates who remain with their basic branch, attend a basic course as soon as practicable after entry on active duty. These officers attend the basic course of their basic branch except that detailed officers attend the basic course of their detail branch. Branch transferees, Regular Army officers joining their assigned branch after their Arms detail, and OCS graduates assigned to a branch other than that of the OCS they attended will normally attend a specially designed basic branch orientation course. This orientation course will give these officers sufficient basic branch instruction to get them through to their branch advanced course.

b. Branch Advanced Course. Officers will attend the advanced course as soon as practicable after being promoted to the grade of captain.

c. Command and General Staff College. Upon receipt of quotas, each career branch nominates officers qualified and available to attend. These nominations are based on a competitive analysis of all officers on the current eligibility list. Types of duty performed, responsibility entailed, broad development of the officer concerned, demonstrated academic ability, and overall manner of performance and potential are factors considered by career branches in the nomination process. Zone of eligibility is from the completion of 8 years service through 16 years service. Promotion list service determines years of service for Regular Army officers, and active Federal commissioned service is the governing factor for Reserve component officers.

d. Armed Forces Staff College. This is a joint college rather than an Army school. It prepares selected officers for staff and command duty in joint and combined operations. Attendance is limited to a relatively small quota, and is equated to the Command and General Staff College for the purpose of career progression. Officers normally attend only one of these two courses. Eligibility criteria are the same as for the Command and General Staff College.

e. Senior Service Colleges. The Army War College, the National War College, the Industrial College of the Armed Forces, the Naval War College, the Air War College, the Inter-American Defense College, the British Imperial Defence College, the Canadian National Defence College, and the French Ecole Superieure de Guerre are considered to be at the same military educational level. Army officers who attend these colleges are selected by a Department of the Army selection board on the basis of the best qualified among eligible officers without regard to branch or assignment.

f. Navy, Air Force, Marine and State Department Schools. Invitational quotas to Navy, Marine, Air Force, and State Department schools are received by the Department of the Army. Procedures established for selection of students to attend comparable United States Army schools apply to selection of students for these schools.

33. Foreign Schools

Officers are selected to attend foreign schools as students in accordance with invitational quotas received by the United States Government. Selection procedures follow those of the corresponding United States service schools.

34. Application for Schools

It is unnecessary for officers to make application for assignment to the various career schools. Officers are automatically considered for such schooling as they reach the appropriate zone of eligibility and at the time they are being considered for reassignment. Officers may apply for schooling where special interest or aptitude is a factor in selection, or where attendance is restricted to officers who volunteer for such schooling.

35. Release From Current Assignment and Consecutive Courses

a. Whenever possible, assignment to schools will be coordinated with a normal permanent change in assignment. Tours of duty in a particular assignment may be extended or curtailed within reasonable limits to eliminate interim assignments.

b. Normally, officers will complete at least one nonacademic tour between service school courses, e.g., an officer will not attend Com-

mand and General Staff College immediately after completing his branch advanced course.

36. Language Training

Officers of the U.S. Army are performing duties in more than 70 foreign countries requiring language fluency. For this reason, the Department of the Army encourages all career officers to attain fluency in at least one foreign language, either through USAFI or extension course off-duty study, "on-duty" study, or by other means. To assist in accomplishing this objective, officers are encouraged to volunteer for training in the language of their choice. In the absence of sufficient volunteers, officers may be ordered into language training on a mandatory basis to meet requirements of the service. Consistent with Army requirements and career development needs, an effort is made to assign officers who have acquired a proficiency in a foreign language to duties which will utilize their linguistic skills.

37. Military Schooling Other Than Career Courses

Many military school courses are conducted to provide the knowledge or skills required for a specific assignment. Officers may apply for these courses or they may be programmed to attend such courses by their career branch to qualify for a specific assignment. Complete information concerning such courses is contained in The U.S. Army Formal Schools Catalog (DA Pam 350-10), or may be obtained from local training agencies.

38. Service Obligation

Attendance at certain military schools incurs a service obligation under the provisions of AR 350-100 and DA Pam 350-10.

SECTION V

ARMY CIVIL SCHOOLS PROGRAM

39. General

This section describes the Army civil schooling system and explains policies and procedures for officers training in civilian institutions. It also includes general education development through off-duty academic instruction and the Degree Completion Program.

40. Basic Policies

a. Training in civilian institutions under the Army Civil Schools Program is conducted for qualified volunteer personnel to augment schooling and training available within U.S. Army agencies. It is restricted to training in fields where a definite military requirement exists. All matriculation and travel expenses are borne by the Government for full-time study exclusive of general educational development programs.

b. General educational development of officers is conducted through off-duty academic instruction. Within this area partial payment of tuition costs is authorized. The exact percentage of payment is announced by appropriate Department of the Army directives. As a supplement to this program, a Degree Completion Program has been established. This program permits officers to attend civilian educational institutions on permissive TDY orders for periods up to 12 months to attain baccalaureate degrees, and one semester or two quarters, with an additional summer session, to attain a master's or doctor's degree. All expenses associated with this training are borne by the applicant. Normal pay and allowances are authorized during the period of training as well as the financial assistance provided by the Veterans' Readjustment Benefits Act of 1966.

41. Quotas

Input of officers into the Civil Schools Pro-

gram is determined by the career branches based on established position requirements validated by the Department of the Army Educational Requirements Board (AERB) to meet specific Army requirements for officers with specialized training. The input of officers into the Degree Completion Program is limited by an established ceiling.

42. Qualifications and Selection

a. Prerequisites for attendance at a civilian institution are established by the Department of the Army in coordination with the appropriate agencies concerned and vary according to the field of study.

b. The selection of officers to be trained in civilian institutions under the Army Civil Schools Program is made—

- (1) By the appropriate career branch based on:
 - (*a*) The approved program and budget.
 - (*b*) A thorough review of the military record of the officer concerned, including his academic record at previous civilian schools attended.
- (2) From among those officers who have applied for training at a civilian institution. Officers selected are given the opportunity to decline the assignment.
- (3) With careful consideration of the officer's career development and in conjunction with planning for his future assignments and military schooling.

43. Assignment Upon Completion of Civil Schooling

a. All officers who receive more than 20 weeks training under the Civil Schools Program normally are assigned to a 3-year utilization tour. These assignments are made to meet the requirements established for officers trained

in specific fields of study. These tours may be interrupted for attendance at service schools, short tours, or other career broadening assignments which are considered at the time to be in the best interest of the service. Upon completion of a utilization tour, an officer continues the normal career pattern of his branch to include subsequent utilization of his special qualification. Changes in assignment during this utilization tour except for officers of the Army Medical Service, Chaplains, and the Judge Advocate General's Corps must be processed through the Director of Officer Personnel prior to the publication of orders.

b. Although there is no formal utilization tour connected with participation in the Degree Completion Program, any acquisition of additional qualifications by civil schooling is considered in an officer's future assignments and the development of his career.

c. Utilization of officers with advanced academic degrees is governed by two basic types of career pattern. First is for the officer who, upon completion of his advanced civil education, receives assignment to a utilization tour and then is employed in a series of assignments not necessarily related to his field of study. Normally, such officers can expect additional utilization tours subject to the needs of the service. In this case, the Army seeks to obtain direct return on its investment during the initial utilization tour and any subsequent utilization assignments. In addition, direct benefits are obtained from the officer's advanced training through the additional knowledge and qualifications which he brings to his subsequent assignments, whatever they may be. A career pattern of this type usually can be managed effectively under the policies of the officer's basic branch.

d. The second pattern is for the officer who, upon completion of his initial utilization tour, desires additional assignments which will utilize his special qualifications at various times in his career. These officers may indicate such assignment preferences on DA Form 483 (Officers Assignment Preference Statement). In areas where a formal Department of the Army Special Career Program has been established

(sec VIII), the officer may assure himself such a career by volunteering and being accepted for participation in the appropriate special career program. The officer who has received graduate schooling may be reassigned to a position requiring competence in his principal area of study depending upon needs of the service and officer's desires, in that priority. Such officers need cross-orientation in order to maintain branch qualification and also proficiency in their field of advanced study. When an officer is assigned to a position employing his scientific or similar qualifications, he must assume the responsibility of keeping abreast of new ideas and current trends in his basic branch. Likewise, the "user" of his advanced talents should assist the officer by providing him with periodic branch or general Army orientation, or arrange for him to attend a tour of duty refresher course at a service school. Similar actions will keep him informed of latest developments in his scientific field when he has advanced qualification. The branch immaterial career pattern is not necessarily incompatible with a branch material career pattern. For example, the artilleryman who desires to concentrate in the atomic energy field, or the ordnance officer who desires to concentrate on research and development (R&D), will receive assignments in the two areas that are mutually supporting. An ordnance officer participating in the R&D program could serve exclusively in branch material positions.

e. Officers who acquire advanced knowledge of a subject will be assigned command and managerial positions in which the possession of such advanced knowledge will enhance overall qualifications as an officer. For example, a graduate-schooled officer or a volunteer in the R&D officers' program assigned as an atomic energy laboratory scientist in the grade of captain may be assigned as the test officer making a specific application of atomic energy to Army weaponry when a field grade officer. Later as a senior officer, he might command a large and important laboratory or installation. Thus, over the span of a career, the pattern and sequence of assignments would encompass duty as a laboratory or field sci-

entist and also an administrator of a scientific program.

44. Service Obligation

Officers accepted for training at a civilian institution, to include participation in the Degree Completion Program, are obligated to remain on active duty with the Armed Forces for a specified period of years subsequent to completion of training, unless sooner relieved for the convenience of the Government. All officers selected for training in the Civil Schools Program for a period exceeding 20 weeks will be required to remain on active duty 2 years for

each year of schooling or fraction thereof, subsequent to the completion of such schooling. Obligated tour of active duty service for this type training will not in any event be less than 3 years. Officers participating in the Degree Completion Program will be required to remain on active duty for a period of 2 years subsequent to the completion of the schooling. Officers participating in the Department of the Army financed off-duty tuition assistance program incur a 2-year service obligation. No service obligation is associated with off-duty tuition assistance received under the provisions of the Veterans' Readjustment Benefits Act of 1966.

OVERALL CAREER ASSIGNMENT PATTERN

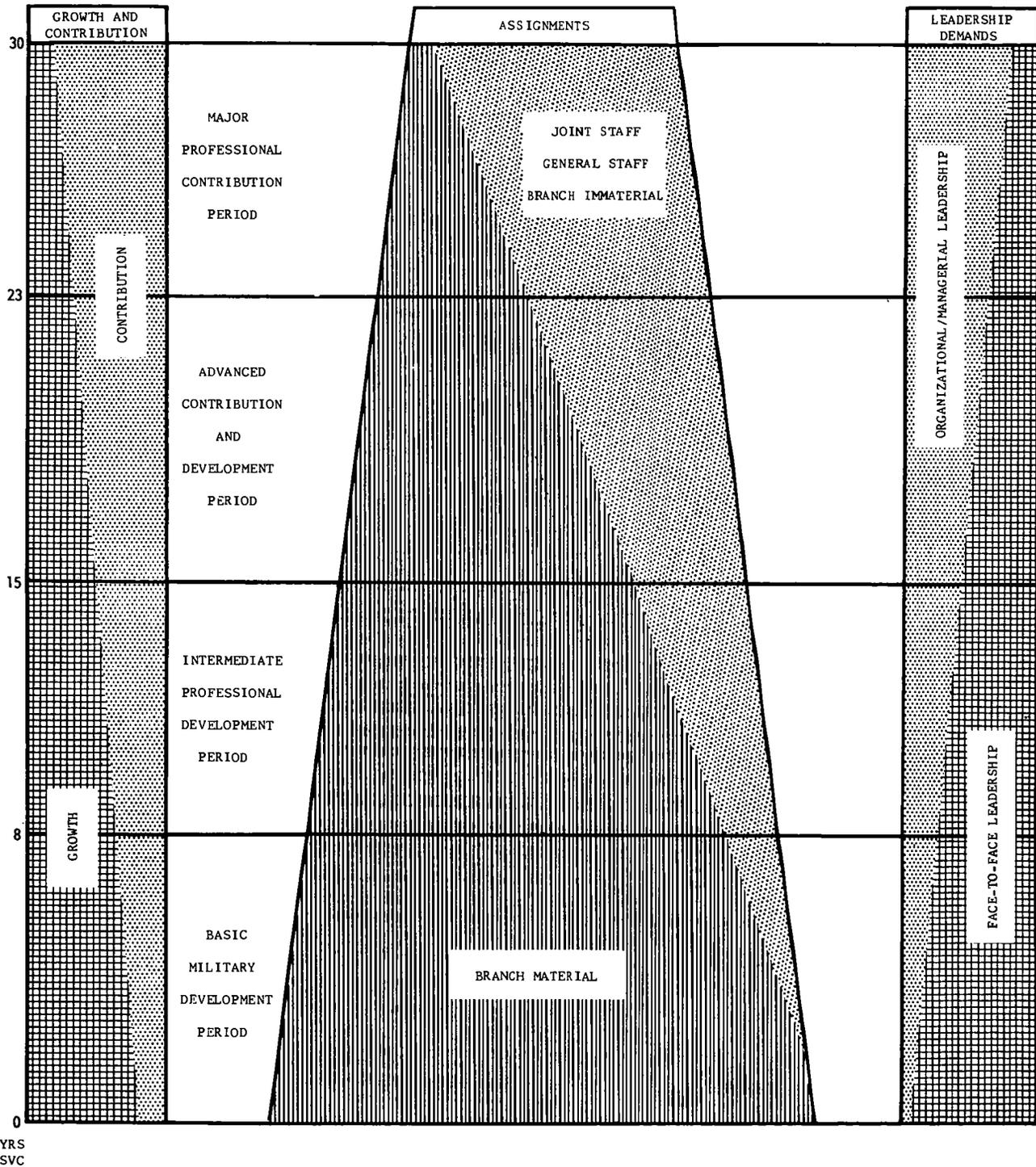


Chart 2.

SECTION VI

OVERALL CAREER PLAN

45. General

a. Career planning develops and expands the capabilities inherent in the officer corps to the optimum. These capabilities must be developed to meet effectively the many and varied demands made on the Army both in peace and war.

b. The overall career assignment pattern, as depicted on chart 2, applies to the officer corps at large. This chart presents on a time-scale of 30 years a framework of development and a design for a military career system. On the left of chart 2 are the four career periods with a graphic representation of how leaders grow and contribute. The center of the chart shows the types of duty assignments appropriate to the four periods. The right of chart 2 indicates the change in demands of leadership. Each career period has its distinct pattern of activities. The specific career time periods set forth in chart 2 are intended only as general guidance for the development of more detailed career patterns and for assisting individual officers in actively planning their own development.

46. Basic Military Development Period (0-8 Years)

This is the period in which the officer becomes well grounded in the tactics, techniques and technical requirements of his basic branch, including a knowledge of materiel and equipment. More important, the officer learns the elements of leadership and the technique of commanding troops. This period is considered critical in the development of an officer. It is here that the officer develops lasting traits, attitudes, standards of performance and a sense of duty which will influence his contribution throughout his entire service career.

47. Intermediate Professional Development Period (9-15 Years)

a. In this period emphasis is on the —

- (1) Development of advanced proficiency in tactical and technical skills, and the integration of knowledge and skills.
- (2) Selection for more complex assignments such as major staff assignments, schools, civilian components, and command of larger organizational elements.

b. Increasing responsibilities assumed during this period cause an officer to set higher standards for himself. This period is one which serves most significantly as a means for uncovering the officer's distinguishing talents for future development. As such, this is a period of re-evaluation, redirection, and preparation for the next step in career development.

48. Advanced Contribution and Development Period (16-23 Years)

a. This is a period of attaining career satisfaction and of advanced professional standing for the officer. It is also a period marked by an increase in the proportion of branch immaterial positions requiring professional competence in General Staff functional areas and in branch immaterial assignments. Strictly branch material assignments are materially decreased during this period. The tactical and technical proficiencies and skills which were necessary in earlier stages of a career are now subordinated to the ability to view the military establishment as a whole and the role of the Army in society. Depending upon the particular aptitude of the officer and the relative demands for various abilities, the officer's duties in this career period may contain various

combinations of repetitive assignments such as those involving purely branch material duties; assignments requiring special qualifications pertinent to the officer's branch or outside the purview of his branch; General Staff Officer assignments employing his talent for integrating the knowledge of various components in furtherance of a military function, such as personnel or logistics; or assignments as a commander.

b. The particular assignment pattern chosen should be one which will capitalize on the officer's strength and his potentialities thus assuring the availability to the Army of outstanding competence to meet whatever military demands may arise.

c. For many officers, the duty assignments of this period will represent the realization and

fulfillment of their own aspirations and contributions. During this period, the development of the future leaders of the U.S. Army will occur. For such officers, this period will be one of preparation for subsequent assignments in positions of great responsibility.

49. Major Professional Contribution Period (24-30 Years)

This is the period during which the officer makes his maximum contribution by applying his talents to problems of worldwide strategy and by initiating and implementing policies for the Army and the Armed Forces. He commands large tactical, logistical and strategic forces, and serves in high staff positions in our national military establishment.

SECTION VII

BRANCH CAREER PATTERNS

50. General

Career patterns are chronological "pathways" or "ladders" followed by officers from the time they are commissioned until they attain the highest position of responsibility commensurate with their capabilities. The career patterns for the various branches of the Army are discussed and are illustrated in this section.

51. Purpose of Career Patterns

a. The purpose of career patterns is to provide a guide for the development and training of officers and to enable them to advance to higher grades and assume increased responsibilities.

b. The career pattern implies progressive development of the individual officer to perform either command or staff duties and prepares him to assume the responsibilities of higher command and staff duties in time of emergency. This is accomplished by controlled assignments and planned education.

c. The development and publication of career patterns enhances participation by officers in the career planning program. When an officer sees the picture of various career field opportunities, visualizes advancement possibilities and understands the way that he fits into the total career plan, he is better able to plan his own self-development and to participate actively in career planning.

52. Use of Career Patterns

a. The career patterns developed for each branch of the Army are designed for application to all officers of that branch. While patterns are intended primarily for direct application to career officers, they also apply, with modification, to Reserve officers not on active duty.

b. The career pattern of each branch is designed to provide guidance in the assignment of officers throughout their careers. It is the responsibility of the field commander or the supervisor, as well as the Department of the Army Career Branch Chief to assign officers in conformance with this guidance. This requires extensive knowledge of career planning and proper personnel management.

53. Branch Career Patterns

a. Detailed career patterns, and related discussion, pertaining to each career branch of the Army are contained in paragraphs 54 through 75.

b. Studies are now being conducted at Department of the Army level on the influence of functionalization on the branches and career patterns. However, the missions of the branches must continue to be performed in the foreseeable future. In the event a change is indicated, career patterns will be changed and distributed as necessary.

ADJUTANT GENERAL'S CORPS																															
OBJECTIVES FOR PERIODS INDICATED	BASIC MILITARY DEVELOPMENT								INTERMEDIATE PROFESSIONAL DEVELOPMENT								ADVANCED CONTRIBUTION AND DEVELOPMENT								MAJOR PROFESSIONAL CONTRIBUTION						
		Develop basic military knowledge and basic branch experience by: a. Attendance at basic and advanced courses, and civil schooling. b. Assignment to and rotated duty within field units. c. One year Arms detail for Regular Army lieutenants.								Broaden military knowledge through: a. Continued duty in field units in positions of increasing responsibility. b. Assignments. (1) Assistant Adjutant General in major commands. (2) Duty in TAGO. (3) Special and general staff (division level and above). (4) Instructor duty at service schools. (5) Civilian component duty. (6) Attendance at CGSC or AFSC for selected officers.								Utilization of developed skills and preparation for future high level positions by: a. Attendance at A&C, M&C, or ICAP for selected officers. b. Assignments. (1) Adjutant General in divisions and comparable units. (2) Adjutant General in major commands. (3) Command duty in TAGO Class II activities and installations. (4) Joint staff and other high level assignments. (5) Instructor duty at service schools. (6) Civilian component duty.								Maximum contribution by assignments to positions requiring the utmost of professional and technical competence developed in earlier periods. Afford the most competent officers an opportunity to be tested in the important positions of Adjutant General, and ss staff officers in major, joint, and combined commands, as well as on TAGO, DA and DOD staffs.					
YEARS OF SERVICE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
SCHOOL ELIGIBILITY	1/	2/		ADVANCED COURSE								COMMAND AND GENERAL STAFF COLLEGE OR ARMED FORCES STAFF COLLEGE								3/		SENIOR SERVICE COLLEGE							3/		
	CIVILIAN GRADUATE SCHOOLING AND OTHER TECHNICAL SCHOOLING																														
TRAINING AND ASSIGNMENTS	6/																														
	ASSIGNMENT TO FIELD UNITS (DIVISION, POST, TRAINING CENTER, ETC.)															CIVILIAN COMPONENT DUTY															
															ASSISTANT ADJUTANT GENERAL - MAJOR COMMANDS																
															DUTY IN THE ADJUTANT GENERAL'S OFFICE; STAFF AND FACULTY AT AG AND OTHER SCHOOLS																
															GENERAL AND SPECIAL STAFF (DA AND GENERAL STAFF WITH TROOPS)																
															ADJUTANT GENERAL (DIVISION AND COMPARABLE UNITS)																
															ADJUTANT GENERAL OF MAJOR COMMANDS																
															COMMANDANT OF THE ADJUTANT GENERAL'S SCHOOL																
															JOINT STAFF & OTHER HIGH LEVEL ASSIGNMENTS																
NOTES: 1/ Basic course. RA lieutenants attend basic course of Arm to which detailed and Ranger Course. Airborne training only if being assigned to an airborne unit. 2/ Orientation type courses. OCS graduates attend last six weeks of the AG basic course and an AG specialty course when required in connection with first duty assignment. RA officers joining AG branch after Arms detail and branch transferees attend AG specialty course when required in connection with first duty assignment. 3/ Attendance by DA selection. 4/ Ends civil schooling eligibility for other than Regular Army officers (total service), except for short course instruction (AR 350-200). 5/ Ends civil schooling eligibility for Regular Army officers (promotion list service), except for short course instruction (AR 350-200). 6/ One year Arms detail for Regular Army lieutenants. The one year detail excludes intransit and schooling time.																															

Chart 3.

54. Adjutant General's Corps

a. General. The career program is designed to develop officers who have broad rather than specialized training and experience in adjutant general duties. This is accomplished through rotation of assignments in positions of increasing responsibility, and through the completion of Army and civilian education courses.

b. Major Responsibilities. The major responsibilities of Adjutants General require proficiency in six primary military occupational specialties (MOS).

- (1) MOS 2110—Adjutant or Adjutant General
- (2) MOS 2210—Personnel Management Officer
- (3) MOS 0030—Postal Officer
- (4) MOS 2401—Machine Records Officer
- (5) MOS 2402—Automatic Data Processing Plans and Operations Officer
- (6) MOS 5000—Special Services Officer

In addition, experience in MOS 2230 (Psychologist) and 2239 (Psychological Assistant) is provided, particularly in the lower grades. Restriction of education and duty assignments to just one of these specialties seriously hinders an officer's maximum development and consequently limits his value to the Army. Assignment to positions of highest responsibility requires a working knowledge of all six areas, and channeling of officers in any one narrow field of specialization is to be avoided. Overall requirements of the Army cause a small percentage of selected AGC officers to be assigned to branch immaterial positions. Such assignments should be made only after the officer concerned has received a solid branch material base of experience appropriate to his grade and years of service. Repetitive assignments in branch immaterial positions are to be avoided.

c. Basic Military Development Period (1–8 years).

- (1) *Duty assignments.* During the first year, newly commissioned Regular Army lieutenants are detailed to troop duty with a combat arm. Following this detail they, along with AGC Reserve officers serving initial tours on extended active duty, normally are

given assignments which are pointed primarily toward giving them the widest possible grounding in the basic MOS of 2110 and 2210. Also, to the extent practicable, experience in one or more of the other four primary areas is encouraged. Branch immaterial assignments during this period are neither sought nor encouraged.

- (2) *Education.* As part of the initial 1-year detail with a combat arm, Regular Army lieutenants attend the basic course of that branch. Reserve officers attend the Adjutant General Officer Basic Course (9 weeks) immediately upon entry on active duty. Officers are programed to attend the Adjutant General Officer Advanced Course as soon after promotion to the grade of captain as availability and military requirements permit. Education at civilian universities related to the personnel management, automatic data processing, or business administration fields, normally commences during the latter part of this period. In some instances training with civilian industry, ADP training, for example, is incorporated into this educational pattern.

d. Intermediate Professional Development Period (9–15 years).

- (1) *Duty assignments.* Service includes duty with field units, civilian components, and major commands in all six primary MOS areas. New assignments during this period may include duty with The Adjutant General's Office, staff and faculty of the U.S. Army Adjutant General's School (USAAGS), and Department of the Army Staff and general staff assignments with troops. An attempt is made to rotate duty in the various AGC MOS fields so that at the completion of 15 years of service officers will have a full and productive working knowledge of all primary military occupational specialties within the AGSC sphere of responsibility.
- (2) *Education.* If not completed earlier, attendance at

the advanced course and training at civilian universities are concluded during this period and maximum emphasis is placed on selecting qualified officers to attend the Command and General Staff College or the Armed Forces Staff College.

e. Advanced Contribution and Development Period (16-23 years).

- (1) *Duty assignments.* During this period officers are assigned to positions of increasing responsibility on progressively higher levels. New assignment possibilities include duty as Adjutant General of divisions or comparable commands, department directors at the USAAGS and assignments to joint staff organizations.
- (2) *Education.* Officers of outstanding promise are selected to attend the Army War College, the Industrial College of the Armed Forces, the National War College or other senior service colleges.

f. Major Professional Contribution (24-30 years). Officers are assigned to positions of highest responsibility in The Adjutant General's Office, the major commands, the USAAGS, on the Department of the Army staffs, Department of Defense staffs, and with the Reserve components.



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ARMOR

OBJECTIVES FOR PERIODS INDICATED	BASIC MILITARY DEVELOPMENT								INTERMEDIATE PROFESSIONAL DEVELOPMENT							ADVANCED CONTRIBUTION AND DEVELOPMENT							MAJOR PROFESSIONAL CONTRIBUTION							
	a. Attendance at the basic and advanced course. b. Troop command duty at platoon and company level. c. Troop staff duty at battalion and brigade level. d. Service school instructor duty.								a. Troop staff and command duty at battalion level. b. Staff duty at brigade, division and higher level. c. Service school instructor duty. <u>1/</u> d. Civilian component duty. e. Duty with MAAGs and Missions. f. Attendance at CGSC or AFSC for selected officers.							a. Command duty at battalion and brigade level. b. Division and higher level staff duty. c. Service school instructor duty. <u>1/</u> d. Civilian component duty. <u>1/</u> e. Duty with MAAGs and Missions. <u>1/</u> f. Attendance at senior service college for selected officers.							a. Obtain maximum contribution by assignments to positions requiring the utmost of professional and technical competence developed in earlier periods. b. Afford ablest officers an opportunity to be tested in all important qualifications of command and other positions of great responsibility.							
YEARS OF SERVICE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
SCHOOL ELIGIBILITY	<u>2/</u>															<u>4/</u>							<u>5/</u>							
	<u>6/</u>		ADVANCED COURSE						COMMAND AND GENERAL STAFF COLLEGE OR ARMED FORCES STAFF COLLEGE <u>3/</u>							SENIOR SERVICE COLLEGE <u>3/</u>														
	OTHER SCHOOLS: LANGUAGE, ADVANCED CIVIL SCHOOLING, SPECIALIST TRAINING, SCHOOLS OF THE OTHER SERVICES, FOREIGN SERVICE SCHOOLS																													
TRAINING AND ASSIGNMENTS	TROOP DUTY (COMMAND AND STAFF)																													
	SERVICE SCHOOL STAFF AND FACULTY																													
	ADVANCED CIVIL SCHOOLING <u>4/</u>																													
	CIVILIAN COMPONENT DUTY																													
	PARTICIPATION IN SPECIAL CAREER PROGRAMS																													
	DUTY WITH MAAGs AND MISSIONS																													
	DIVISION AND HIGHER LEVEL STAFF																													
DA AND JOINT STAFF																														
<p>NOTES: <u>1/</u> An objective if not accomplished during previous period(s). <u>2/</u> Basic course. Regular Army officers attend Ranger Course upon completion of basic course. Airborne training only if being assigned to an airborne unit. <u>3/</u> Attendance by DA selection. <u>4/</u> Ends civil schooling eligibility for other than Regular Army officers (total service), except for short course instruction (AR 350-200). <u>5/</u> Ends civil schooling eligibility for Regular Army officers (promotion list service), except for short course instruction (AR 350-200). <u>6/</u> Orientation course for branch transferees and OCS graduates from other than Armor OCS.</p>																														

After 23 years of service, extraordinarily able officers will be given tours of duty of great responsibility. Available troop assignments will be used to give practical command experience to outstanding officers.

Chart 4.

55. Armor

a. The Armor officer career pattern is designed to provide guidance for the progressive and balanced development of Armor officers. As the officers' careers advance they must be fully qualified to carry out the duties of command and staff positions appropriate to the grade in which serving. Because of school programming, varying tour lengths, operational necessity, and other reasons, officers enter the various career development periods at different times.

b. Upon completion of the Armor Basic Course and Ranger training (latter applies only to newly commissioned Regular Army officers) each career officer will be assigned to an Armor troop unit. He must have ample opportunity to acquire and demonstrate the ability to command an Armor platoon. Once this proficiency has been gained and prior to entry into the advanced course, the officer may be given other troop assignments including troop staff and company command. The importance of this initial troop duty cannot be over emphasized and any effort to divert a young officer during this period into an assignment other than the type envisaged herein should be strongly opposed. Except for Army aviators, Armor officers are not allowed to specialize until completion of the branch advanced course.

c. After completion of the advanced course a variety of assignment possibilities are offered. Selected officers enter various specialist fields and pursue graduate work, primarily in the physical sciences, under the Civil Schooling Program. Each officer should have had the opportunity to demonstrate his ability to command a company size unit and to serve as

a principal staff officer at battalion, regimental or brigade level before attending the Command and General Staff College.

d. Officers are considered for attendance at the Command and General Staff College or the Armed Forces Staff College after completion of 8 years service and through their 16th year of service. After graduation an officer can expect to be considered for a broad range of assignments, normally in a different field and on a higher level than those received after the advanced course. Certain qualified officers will be selected to pursue graduate study in the social and physical sciences under the Civil Schooling Program. An officer's ability to command a battalion size unit and handle important staff assignments at Department of the Army or higher levels should be tested before he is considered for senior service college level schooling (16-23 years service).

e. During the latter portion of an officer's career (24-30 years) assignment emphasis gradually shifts from career development to maximum utilization of his experience and capabilities. Outstanding officers are given the opportunity to demonstrate their ability to command brigades or regiments as well as to prove their worth in key positions on higher level Army and joint staffs.

f. At different times in their careers some Armor officers volunteer for and are selected to enter one of the special career fields. The career patterns of these officers are discussed in paragraphs 76 through 81. During branch qualification tours these officers receive Armor command and staff assignments appropriate to their period of career development as shown on chart 4.

ARTILLERY																															
OBJECTIVES FOR PERIODS INDICATED	BASIC MILITARY DEVELOPMENT								INTERMEDIATE PROFESSIONAL DEVELOPMENT								ADVANCED CONTRIBUTION AND DEVELOPMENT								MAJOR PROFESSIONAL CONTRIBUTION						
	Development of basic knowledge of branch by: a. Attendance at the basic and advanced course. b. Rotated troop duty at battery level. c. Troop staff duty at battalion level. d. Service school instructor duty.								Continued development through: a. Troop staff and command duty at battalion level. b. Staff duty at group, division artillery and higher level. c. Service school instructor duty. <u>1/</u> d. Civilian component duty. e. Duty with MAAGs and Missions. f. Attendance at CGSC or AFSC for selected officers.								Continued development through: a. Command duty at battalion, group and division artillery. b. Division and higher level staff duty. c. Service school instructor duty. <u>1/</u> d. Civilian component duty. <u>1/</u> e. Duty with MAAGs and Missions. <u>1/</u> f. Attendance at senior service college for selected officers.								To afford the opportunity for the very ablest officers to be tested in all important qualifications of troop command and other positions of great responsibility.						
YEARS OF SERVICE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
SCHOOL ELIGIBILITY	2/															3/		4/													
			ADVANCED COURSE					COMMAND AND GENERAL STAFF COLLEGE OR ARMED FORCES STAFF COLLEGE 5/								SENIOR SERVICE COLLEGE 5/															
	OTHER SCHOOLS: LANGUAGE, ADVANCED CIVIL SCHOOLING, SPECIALIST TRAINING, SCHOOLS OF THE OTHER SERVICES, FOREIGN SERVICE SCHOOLS, WEAPONS SYSTEM QUALIFICATION COURSES																														
TRAINING AND ASSIGNMENTS	TROOP DUTY (COMMAND AND STAFF)																														
	SERVICE SCHOOL STAFF AND FACULTY																														
	ADVANCED CIVIL SCHOOLING 3/															4/															
	CIVILIAN COMPONENT DUTY																														
	PARTICIPATION IN SPECIAL CAREER PROGRAMS																														
	DUTY WITH MAAGs AND MISSIONS																														
	DIVISION AND HIGHER LEVEL STAFF																														
DA AND JOINT STAFF																															
NOTES: <u>1/</u> An objective if not accomplished during previous period(s). <u>2/</u> Basic course. Regular Army officers attend Ranger Course upon completion of basic course. Airborne training only if being assigned to an airborne unit. <u>3/</u> Ends civil schooling eligibility for other than Regular Army officers (total service), except for short course instruction (AR 350-200). <u>4/</u> Ends civil schooling eligibility for Regular Army officers (promotion list service), except for short course instruction (AR 350-200). <u>5/</u> Attendance by DA selection.																															

Chart 5.

56. Artillery

See chart 5. Detailed information on the Artillery career pattern (chart 5) will be included at a later date pending approval of an ongoing study affecting the Artillery Branch.



CHEMICAL CORPS																														
OBJECTIVES FOR PERIODS INDICATED	BASIC MILITARY DEVELOPMENT								INTERMEDIATE PROFESSIONAL DEVELOPMENT							ADVANCED CONTRIBUTION AND DEVELOPMENT							MAJOR PROFESSIONAL CONTRIBUTION							
		a. Develop broad background knowledge of the functions and responsibilities of the Chemical Corps and its contribution to the fulfillment of the mission of the Army. b. Become well grounded in the tactics, techniques, and technical requirements of Chemical, Biological, and Radiological operations as well as general military functions through career military and civilian schooling, troop duty, and one or more technical or administrative assignments.								a. Increase knowledge and professional competence in Chemical Corps functional areas through various branch material and branch immaterial assignments. b. Enhance qualification in CBR operations as well as general military functions by further schooling, troop and staff assignments.							a. Increase professional contribution and development, particularly in the field in which the officer has demonstrated maximum potential. b. Prepare for the future as a military manager and leader with broad responsibility through senior service schools and staff and commands at high levels.							To make maximum contribution in branch material and branch immaterial positions of highest responsibility requiring the ultimate in professional and technical competence.						
YEARS OF SERVICE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
SCHOOL ELIGIBILITY	1/	5/	ADVANCED COURSE					COMMAND AND GENERAL STAFF COLLEGE OR ARMED FORCES STAFF COLLEGE 2/							SENIOR SERVICE COLLEGE 2/															
ASSIGNMENTS MAY BE MADE IN MORE THAN ONE FUNCTIONAL AREA DURING PERIOD																														
TYPICAL ASSIGNMENTS	COMMAND AND STAFF		CML Plat COSTAR Plat Supply Off Maint Off CO XO CO Opns Off				CO, CML Co, Plat or Det CO, COSTAR Co, Plat or Det CML Battalion Staff Off COSTAR Battalion Staff Off Bde CML Off (Asst S-3) Asst Div CML Off FASCOM Hq Staff Off CML Gp Staff Off				CO, CML Battalion CO, COSTAR Battalion Bn, Gp, Bde, or Div Staff Off Post CML Off Corps, Army, CONARC, Theater Staff Off DA and Higher Staff Off				CO, CML/COSTAR Gp or Bde CO, CML Arsenal, Laboratory & Installation Army, CONARC, Theater Staff Off DA and Higher Staff Off Div CML Off (Asst G-3)				Positions of highest responsibilities in major headquarters.											
	TECHNICAL OPERATIONS		Installations, Laboratories, Arsenals and Depots CBR Munitions, Agents and Material Testing				Research & Development Laboratories Branch Immaterial Logistic Assignments Nuclear Effects Engineer Research & Development Coordinator Project Mgr Staff Off CDC Staff Off				Project Manager AMC Technical/Material Command Staff Off CDC Staff Officer; Br, Div Chief																			
INSTRUCTOR, ADVISOR AND SPECIAL CAREER PROGRAMS	SERVICE SCHOOL STAFF AND FACULTY																													
	CIVILIAN COMPONENT DUTY																													
	PARTICIPATION IN SPECIAL CAREER PROGRAMS FOR QUALIFIED OFFICERS																													
NOTES:	1/ Chemical Officer Basic Course for Reserve officers. RA lieutenants attend basic course of Arm to which detailed and Ranger Course. Airborne training only if assigned to an airborne unit. 2/ Attendance by DA selection. 3/ Ends civil schooling eligibility for other than Regular Army officers (total service), except for short course instruction (AR 350-200). 4/ Ends civil schooling eligibility for Regular Army officers (promotion list service), except for short course instruction (AR 350-200). 5/ Orientation course for branch transferees, OCS graduates, and RA officers joining CML Branch after Arms detail.																													

Chart 6.

57. Chemical Corps

a. Objective. The objective of the Chemical Corps career program is to first develop officers with expertise in Chemical-Biological-Radiological operations. Second, to develop officers with broad military views capable of performing in various branch functional fields. Both objectives are accomplished as early in a Chemical Corps officer's career as possible through both branch material and branch immaterial assignments. In the selection of these assignments every attempt is made to maintain the proper balance between schooling, branch qualification, and general military proficiency required of today's officers.

b. Basic Military Development (0-8 years). During the period of basic military development the junior officer gains a background knowledge of the Army and the Chemical Corps. The career pattern during the initial period differs for Regular Army and Reserve officers. The newly commissioned Regular Army lieutenant is required to serve a combat arms detail tour of 1 year excluding time spent in school, TDY or leave prior to joining their unit. This tour is designed to familiarize the Regular Army officer with the requirements of the arms to which the Chemical Corps has a combat support mission. The Reserve officer is assigned to a Chemical troop unit, COSTAR units, research and development activity, or arsenal based on needs of the service, his personal inclinations, his previous educational or experience background, and his desires for future specialty.

- (1) Junior officers in the Chemical Corps are encouraged to exercise initiative, accept responsibility, and express their desires with regard to their professional development. All Chemical Corps officers having a satisfactory military performance record will attend the Chemical Officers Advanced Course by the eighth year of service and preferably around the fourth and fifth years of service.
- (2) Officers will be enrolled in leading colleges and universities for graduate study in the physical and life sciences and business fields to meet Chemical Corps

advanced training requirements. An important aspect of the Chemical Corps mission is the responsibility to provide radiological operations experts for the Army. Therefore, all Chemical Corps officers should be qualified in nuclear weapons employment and radiological defense. Normally, such qualification will be acquired by successful completion of a formal course of instruction at the Chemical Corps School. Chemical Corps officers will also be selected for graduate training in Nuclear Effects Engineering conducted at a civilian institution or at the Naval Post Graduate School, Monterey, California.

c. Intermediate Professional Development (9-15 years). In this phase of the Chemical Corps career pattern, the officer will be considered for attendance at the Command and General Staff College. Officers may volunteer for a special career program and, if selected, will receive carefully monitored assignments which require special qualifications and which insure development in the particular specialty program. Such assignments will be alternated with career broadening assignments in the Chemical Corps and in branch immaterial positions. Officers not specializing under a formal Department of the Army program will receive assignments in both branch material and immaterial assignments to broaden them as Army officers but will retain Chemical-Biological-Radiological operations as their specialty.

d. Advanced Contribution and Development (16-23 years). This phase of career development consists of senior service schooling and key assignments. If the officer is in one of the Army special career programs, he generally will receive consecutive assignments in his specialty after his twenty-first year of service. Officers in this career phase will be assigned to key positions and receive military and civilian schooling commensurate with their qualifications and Army requirements. During this period, outstanding field grade officers are identified and given the more challenging command and staff positions in preparation for greater career opportunities.

e. Major Professional Contribution (24-30 years). The

36 final phase of the career pattern involves officer utilization in positions of broad responsibility and authority. At this time, the Army receives the most benefit from the officer's past training and experience. Assignments will be to positions of highest responsibility consistent with an officer's demonstrated ability and Army requirements.

f. Overall Chemical Corps Career Pattern. The ultimate in a properly developed Chemical Corps officer is one who has acquired a mastery of CBR operations, a capacity to think creatively, imaginatively, and critically; generalized military experience in varied troop, staff, and technical assignments both in the Chemical Corps and in other fields; and those professional attributes required of a mature military leader of a world power.



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CORPS OF ENGINEERS																														
OBJECTIVES FOR PERIODS INDICATED	BASIC MILITARY DEVELOPMENT								INTERMEDIATE PROFESSIONAL DEVELOPMENT							ADVANCED CONTRIBUTION AND DEVELOPMENT							MAJOR PROFESSIONAL CONTRIBUTION							
	a. Develop fundamental knowledge in branch qualification and the functioning of the Army team. b. Increase branch qualification by career schooling, troop duty and by one or more functional assignments.								a. Broaden professional military competence through schooling and tours in various assignment fields. b. Develop an understanding of the purpose and interrelationship of command and staff procedures. c. Become qualified in the troop field and one or more functional fields.							a. Make optimum contribution in command and staff positions of increasing responsibility, to include branch immaterial assignments. b. Demonstrate capability and potential for positions of highest responsibility. c. Continue professional development, particularly in the field in which the officer has demonstrated maximum potential.							Make maximum contribution through utilization of officers in positions of highest responsibility or positions requiring the professional and technical competence developed in earlier periods.							
YEARS OF SERVICE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
SCHOOL ELIGIBILITY	1/ 2/															4/ 5/														
				ADVANCED COURSE					COMMAND AND GENERAL STAFF COLLEGE OR ARMED FORCES STAFF COLLEGE 3/							SENIOR SERVICE COLLEGE 3/														
TRAINING AND ASSIGNMENTS	TROOP COMMAND:																													
	PLATOON		COMPANY					BATTALION							GROUP, BRIGADE AND/OR OTHER COMMAND															
	TROOP STAFF: BATTALION AND GROUP																													
	POST/DISTRICT/DIVISION ENGINEER (ASST PE, PROJECT ENGR, RESIDENT ENGR, AREA ENGR, NASA, DEP DISTRICT ENGR, OCE, PE, DISTRICT ENGR, DEP DIVISION ENGR, DIVISION ENGR)																													
	LOGISTICS (MAINT AND/OR SUPPLY) (BATTALION, GROUP, BRIGADE, DIVISION, CORPS, ARMY, THEATER ARMY, ODCSLOG, DSA, AMC, JOINT OR COMBINED STAFF)																													
	RESEARCH & DEVELOPMENT (OIC NUCLEAR REACTOR POWER PLANT, ERG, WES, ERDL, GIMRADA, AEC, AMC ACTIVITIES, CDC AGENCIES, OCRD, DASA)																													
	GEODESY, INTELLIGENCE OR MAPPING (SURVEY, TOPO OFFICER, AMS, IAGS, OCE, MAAG, MISSION, ATTACHE, DIA)																													
INSTRUCTOR/ADVISOR (ROTC, USMA, SERVICE SCHOOLS, CGSC, AFSC, MAAG, MISSION, CIVILIAN COMPONENTS, SENIOR SERVICE COLLEGE)																														
INTERMEDIATE STAFF (DIVISION, ENGINEER BRIGADE, ENGINEER COMMAND)																														
															HIGH LEVEL STAFF (THEATER ARMY, CDC, OCE, AMC, JOINT, COMBINED, DA, DOD)															
NOTES: 1/ Basic course. Regular Army officers attend Ranger Course upon completion of basic course. Airborne training only if being assigned to an airborne unit. 2/ Orientation course for branch transferees and OCS graduates from other than Engineer OCS. 3/ Attendance by DA selection. 4/ Ends civil schooling eligibility for other than Regular Army officers (total service), except for short course instruction (AR 350-200). 5/ Ends civil schooling eligibility for Regular Army officers (promotion list service), except for short course instruction (AR 350-200).																														

Chart 7.

58. Corps of Engineers

a. General. Corps of Engineers career planning is designed to insure the fullest professional development and effective utilization of officers while accomplishing the mission of the Army. The combat and combat support roles of the Corps provide a wide variety of interesting and challenging assignments. Two special pamphlets, "The Corps of Engineer Officer" and "The Engineer Officer's Guide" are distributed to newly commissioned officers shortly after entry upon active duty. These special texts outline the details of officer career planning policies and programs. Officers with personal or career problems or questions are encouraged to write or visit the Engineer Branch, Office of Personnel Operations, for counseling.

b. Assignment Fields. Typical assignments in the seven assignment fields shown on chart 7 are related to the years of service column, e.g., command duty recurs at higher levels of responsibility as an officer advances in grade and experience. Normal planning for duty in two or more of the assignment fields provides the breath of experience necessary in positions of increasing responsibility and rank. Individual preferences for qualification in two assignment fields will be considered upon completion of basic branch qualifications (first 8 years). In general, career development is designed to broaden the individual's engineer background and further enhance his military perspective. Thus, in addition to engineer assignments, branch immaterial assignments may be expected.

c. Preplanning in the Basic Military Development Period. Three typical assignment patterns covering the first 8 to 12 years of service have been established. These enable the officer to know in advance the general sequence in which he will receive initial training, civil schooling, branch technical duty, and the Engineer Officer Advanced Course (EOAC).

d. Period of Intermediate Professional Development and Re-evaluation.

- (1) *Varied assignments.* The periods preceding and following the EOAC provide an opportunity for

varied assignments in several of seven branch assignment fields. Each officer becomes qualified in troops and at least one and sometimes two other assignment fields before attending the Command and General Staff College or Armed Forces Staff College. In the period between the EOAC and the Command and General Staff College or Armed Forces Staff College, an officer may enter one of the formalized Department of the Army special career programs or request recurring assignments in one of the branch assignment fields. Branch action on such requests considers the officer's qualifications, potential, and preferences as well as current Army requirements. Additional development of an officer's potential is provided by attendance of selected officers at civil schools to broaden their engineering background or, in some cases, to supplement specialized military education.

- (2) *Specialization.* All officers must develop branch qualification and professional competence to prepare and qualify them for high staff and command responsibilities. Those officers desiring specialization are encouraged to enter a special career program; however, narrow and total specialization is discouraged. See section VIII for further detail.
- (3) *Military schooling.* Officers are considered for attendance at the Command and General Staff College or Armed Forces Staff College after completion of 8 years service through their 16th year of service.

e. Period of Advanced Contribution and Development. Assignment to higher staff positions, including both important branch material and branch immaterial positions, normally follow Command and General Staff College or Armed Forces Staff College. Officers possessing the greatest potential receive battalion command experience during this period. During this period, those officers who did not attend the Command and General Staff College or Armed Forces Staff College may indicate a preference for specialization. This period of ad-

vanced career development culminates for selected officers with attendance at a senior service college.

f. Period of Major Professional Contribution. During this last phase of an officer's career, assignments are carefully planned to provide for optimum utilization of each officer's talents and experience at Department of Defense, Department of the Army, joint or combined staff level; as a District and/or Division Engineer; or as a commander at brigade or group level. In addition, assignments are made to other key positions in the seven assignment fields and the branch immaterial area.



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FINANCE CORPS																																					
OBJECTIVES FOR PERIODS INDICATED	BASIC MILITARY DEVELOPMENT								INTERMEDIATE PROFESSIONAL DEVELOPMENT								ADVANCED CONTRIBUTION AND DEVELOPMENT							MAJOR PROFESSIONAL CONTRIBUTION													
		a. Branch qualify each officer b. Acquaint Regular Army lieutenants with the requirements of the combat arms by detailing them to one of the arms for one year. c. Develop leadership. d. Varied assignments to branch material and branch immaterial positions in the financial management area to prepare officers for greater responsibilities.								To further broaden officers in financial management operations as it relates to the Finance Corps and Comptroller areas of interest; build upon branch qualification and provide Army-wide outlook.								To continue development and preparation of officers for the highest levels of responsibility.							To effect maximum utilization of officers' developed talents through application of their experience in positions of highest responsibility and to afford an opportunity for the ablest officers to serve in top command and staff positions.												
YEARS OF SERVICE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30							
SCHOOL ELIGIBILITY	1/	5/		ADVANCED COURSE				COMMAND AND GENERAL STAFF COLLEGE OR ARMED FORCES STAFF COLLEGE				4/		3/																							
																SENIOR SERVICE COLLEGE				4/		TECHNICAL TRAINING IN SUCH AREAS AS ADP, ACCOUNTING AND COMPTROLLERSHIP															
TRAINING AND ASSIGNMENTS	6/	ASST FINANCE OFFICER AT TRCOP UNIT LEVEL								ASST BUDGET, ACCOUNTING OR ADPS OFFICER AT INSTALLATION LEVEL								UTILIZATION IN POSITIONS OF HIGHEST RESPONSIBILITY.																			
																SERVICE SCHOOL STAFF AND FACULTY				COMPTROLLER, FINANCE & ACCOUNTING OFFICER, BUDGET OFFICER OR ADPS OFFICER AT INSTALLATION LEVEL								BUDGET OR ACCOUNTING OFFICER - MAJOR COMMAND				PARTICIPATION IN SPECIAL CAREER PROGRAMS			DA OR JOINT STAFF DUTY		
															ADVANCED CIVIL SCHOOLING				2/		3/		MAJOR COMMAND STAFF FINANCE & ACCOUNTING OFFICER, BUDGETING OR COMPTROLLER														
NOTES: 1/ Finance Officer Basic Course. RA lieutenants attend basic course of Arm to which detailed and Ranger Course. Airborne training only if being assigned to an airborne unit. 2/ Ends civil schooling eligibility for other than Regular Army officers (total service), except for short course instruction (AR 350-200). 3/ Ends civil schooling eligibility for Regular Army officers (promotion list service), except for short course instruction (AR 350-200). 4/ Attendance by DA selection. 5/ Orientation course for branch transferees, OCS graduates, and RA officers joining Finance Branch after their Arms detail. 6/ One year Arms detail for Regular Army lieutenants. The one year excludes intransit and schooling time.																																					

Chart 8.

59. Finance Corps

a. The Finance Corps officer career program is designed to provide each officer with an opportunity for progressive development and training in all phases and areas of financial management; further, it is designed to qualify an officer for branch immaterial positions to include general staff duty, thereby enhancing his potential as an Army officer.

b. The basic development period includes the first 8 years of the officer's career. Upon receipt of a Regular Army commission, the finance officer is detailed to a combat arm for 1 year. This detail normally involves attendance at basic course, service with a troop unit, field duty and, perhaps, command responsibility. During his initial tour, each finance officer is conditioned by his relationships with personnel of those units of the Army which all services support—the combat arms. Consequently such a detail is considered vital for a successful military career.

c. Upon completion of the combat arm tour, the officer normally will attend the Finance Officer Basic Course at Fort Benjamin Harrison, Ind., en route to his first branch material assignment. Most initial branch assignments will be in the disbursing area—the Finance Corps equivalent of troop duty. Subsequent assignments will include those outlined in chart 8. During this basic development phase, the officer will also attend the Finance Officer Advanced Course. This period rounds out the executive-training cycle.

d. The officer's training and education continues during the intermediate development phase (9–16 years of service). During this phase, the individual's potential is optimized through diversity of assignment. Nevertheless, branch qualification remains the basis for selection for schools and assignments. During this period, the officer competes for attendance at the Command and General Staff College and civil schooling as outlined in chart 8, and he receives training and experience at various levels of command. The intermediate phase qualifies him for assignments of greater scope, complexity and responsibility; concurrently, such training creates an Army officer with broader military experience. These as-

signments allow the officer to refine his talents and develop his abilities. As indicated in chart 8, assignments will be rotated between branch material and branch immaterial (comptroller, logistics, civil affairs, etc.) duties.

e. The advanced phase finalizes the development and education of the individual officer. During this period, he competes for senior service schools, key positions, and positions of high trust and responsibility. The Finance Career Branch guides the officer's career by utilizing him in assignments which will maximize the officer's potential to the Army; eliminate any gaps in the officer's development which were generated because of exigencies of the service; and provide an opportunity for an orderly progression to positions of increased responsibility. Normally, officers enter their professional utilization phase after 20 years of service.

f. The final phase of an officer's career in the Finance Corps is the utilization period (24–30 years of service). During this period, the officer holds positions of maximum responsibility in accordance with the training, education, and assignment pattern previously experienced. The officer is of relatively advanced rank and is looked to for leadership and guidance, training of subordinates, dedication and maximum contribution. Experience discloses that officers gain maximum satisfaction from service during this period; it is the time when the officer capitalizes upon his schooling and experience for the benefit of others. In this period, he is truly a leader. Since the training phase is completed, many officers specialize in such fields as the budget, accounting, comptroller-ship, ADP, etc.

g. All officers are automatically considered for training and schooling at the appropriate time in their career. In addition to the normal career pattern indicated in chart 8, the officer can expect to receive instruction in allied subject areas (e.g., ADP, electrical accounting machines, review and analysis, etc.) as requirements dictate.

h. Officers are selected for assignments based upon military requirements, career needs and the individual's desires. Officers with personal or career problems or questions are encouraged to write or visit the Finance Career Branch at any time.

INFANTRY																															
OBJECTIVES FOR PERIODS INDICATED	BASIC MILITARY DEVELOPMENT								INTERMEDIATE PROFESSIONAL DEVELOPMENT								ADVANCED CONTRIBUTION AND DEVELOPMENT								MAJOR PROFESSIONAL CONTRIBUTION						
	Development of basic branch knowledge by: a. Attendance at the basic and advanced course. b. Troop command duty at platoon and company level. c. Troop staff duty at battalion and brigade level. d. Service school instructor duty.	Continued development through: a. Troop staff and command duty at battalion level. b. Staff duty at brigade, division and higher level. c. Service school instructor duty. 1/ d. Civilian component duty. e. Duty with MAAGs and Missions f. Attendance at CGSC or AFSC for selected officers.								a. Command duty at battalion and brigade level. b. Division and higher level staff duty. c. Service school instructor duty. 1/ d. Civilian component duty. 1/ e. Duty with MAAGs and Missions. f. Attendance at senior service college for selected officers.								a. Obtain maximum contribution by assignments to positions requiring the utmost of professional and technical competence developed in earlier periods. b. Afford ablest officers an opportunity to be tested in all important qualifications of command and other positions of great responsibility.													
YEARS OF SERVICE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
SCHOOL ELIGIBILITY	2/																4/		5/												
	ADVANCED COURSE						COMMAND AND GENERAL STAFF COLLEGE OR ARMED FORCES STAFF COLLEGE 3/								SENIOR SERVICE COLLEGE 3/																
	OTHER SCHOOLS: LANGUAGE, ADVANCED CIVIL SCHOOLING, SPECIALIST TRAINING, SCHOOLS OF THE OTHER SERVICES, FOREIGN SERVICE SCHOOLS, SPECIAL FORCES, DEGREE COMPLETION PROGRAM																														
TRAINING AND ASSIGNMENTS	TROOP DUTY (PLATOON AND COMPANY COMMAND); BATTALION AND BRIGADE STAFF																Training for and utilization in positions of highest responsibility.														
	SERVICE SCHOOL INSTRUCTOR DUTY; ADVANCED CIVIL SCHOOLING				DIVISION AND HIGHER STAFF; CIVILIAN COMPONENT DUTY								HIGH LEVEL STAFF (CONARC, STRICOM, DA); JOINT STAFF; BATTALION COMMAND; SPECIALIZATION							After 23 years of service, extraordinarily able officers will be given tours of duty of great responsibility. Available troop assignments will be used to give practical command experience to outstanding officers.											
NOTES: 1/ An objective if not accomplished during previous period(s). 2/ Basic course. Regular Army officers attend Ranger Course upon completion of basic course. Airborne training only if being assigned to an airborne unit. 3/ Attendance by DA selection. 4/ Ends civil schooling eligibility for other than Regular Army officers (total service), except for short course instruction (AR 350-200). 5/ Ends civil schooling eligibility for Regular Army officers (promotion list service), except for short course instruction (AR 350-200).																															

Chart 9.

60. Infantry

a. The Infantry officer career pattern is designed to insure the maximum development of each officer's potential through progressive rotation of duty and school assignments. It is the responsibility of the career branch, the field commander, and the individual officer to insure conformance with this pattern.

b. The basic military foundation for all officers is provided by attendance at the basic course. All newly commissioned Regular Army Infantry officers will receive a 5-week basic course followed by an 8-week Ranger Course. Officers other than Regular Army will attend a 9-week basic course (without Ranger). Upon completion of the basic course, an officer normally is assigned to company level duties within a troop unit and is rotated by the commander through various types of duty. Upon completion of company duties, the officer should have a thorough knowledge in all types of arms, equipment, and unit tactics. After promotion to captain, an officer will attend the advanced course as soon as practicable. Selected Infantry officers will attend the Armor Advanced Course or the Marine Amphibious Warfare Course. After completion of the advanced course, an officer may be rotated to battalion or brigade level staff and should be afforded an opportunity to command a company size unit prior to selection for promotion to major.

c. Except for Army aviators, officers will not be allowed to specialize until completion of the advanced course. Those officers who desire to specialize and are selected will be assigned to appropriate duties in their chosen field. Such assignments will be fitted into a career designed to develop specialists and rotated so as to insure continued branch qualification.

d. Officers are considered for attendance at Command and General Staff College or Armed Forces Staff College after completion of 8 years service through their 16th year of service. After graduation officers are considered for assignments at brigade and higher levels, or considered for additional training. An officer's ability to command and perform as a high level staff officer should be tested before he is considered for senior service schooling (15-23 years service).

e. The final phase of an officer's career is the utilization period (24-30 years). The emphasis is shifted from career development to maximum utilization. During this period an officer is assigned to positions of responsibility commensurate with his training, education, and demonstrated performance. It is during this period that an officer makes the greatest contribution to the Army.

MILITARY INTELLIGENCE

OBJECTIVES FOR PERIODS INDICATED	BASIC MILITARY DEVELOPMENT	INTERMEDIATE PROFESSIONAL DEVELOPMENT	ADVANCED CONTRIBUTION AND DEVELOPMENT	MAJOR PROFESSIONAL CONTRIBUTION																																															
	<p>1. Develop basic military knowledge and initial branch functional area of Army intelligence by:</p> <ul style="list-style-type: none"> a. Attendance at basic and advanced course. b. MOS training. c. Troop command and staff duty. d. Language training. e. Utilization tour in initial Army intelligence functional area. <p>2. Regular Army lieutenants perform a one year detail with Armor, Artillery, Infantry, Corps of Engineers, or Signal Corps.</p>	<p>Broaden military knowledge through:</p> <ul style="list-style-type: none"> a. Attendance at CGSC or AFSC for selected officers. b. Troop command and staff duty. c. Selected out-of-branch career broadening assignments. d. High level staff assignments. e. Service school staff and faculty assignments. f. Cross training and utilization in other functional areas of intelligence. 	<p>Utilization of developed skills and preparation for future high level command and staff assignments by:</p> <ul style="list-style-type: none"> a. Attendance at a senior service college for selected officers. b. High level staff assignments. c. Command duty. d. Assignment to service school staff and faculty. <u>1/</u> e. Assignment to key intelligence positions. 	<ul style="list-style-type: none"> 1. Maximum contribution by assignments to positions requiring the utmost of professional and technical competence developed in earlier periods. 2. More extensive duty in out-of-branch assignments, particularly on attaining grade of colonel. 3. Identification as an intelligence generalist. 																																															
YEARS OF SERVICE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30																					
SCHOOL ELIGIBILITY	<div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> <u>2/</u> <u>3/</u> <u>5/</u> <u>6/</u> </div> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 5px;"> <tr> <td style="width: 33%; text-align: center;">MILITARY INTELLIGENCE ADVANCED COURSE</td> <td style="width: 33%; text-align: center;">COMMAND AND GENERAL STAFF COLLEGE OR ARMED FORCES STAFF COLLEGE <u>4/</u></td> <td style="width: 33%;"></td> </tr> <tr> <td colspan="2"></td> <td style="text-align: right;">SENIOR SERVICE COLLEGE <u>4/</u></td> </tr> </table> <p style="margin-bottom: 5px;">OTHER SCHOOLS: LANGUAGE AND MOS PRODUCING COURSES</p>																														MILITARY INTELLIGENCE ADVANCED COURSE	COMMAND AND GENERAL STAFF COLLEGE OR ARMED FORCES STAFF COLLEGE <u>4/</u>				SENIOR SERVICE COLLEGE <u>4/</u>															
MILITARY INTELLIGENCE ADVANCED COURSE	COMMAND AND GENERAL STAFF COLLEGE OR ARMED FORCES STAFF COLLEGE <u>4/</u>																																																		
		SENIOR SERVICE COLLEGE <u>4/</u>																																																	
TRAINING AND ASSIGNMENTS	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;"><u>7/</u></td> <td style="width: 15%;">TROOP DUTY (COMMAND AND STAFF)</td> <td style="width: 70%;"></td> </tr> <tr> <td></td> <td>CROSS TRAINING AND UTILIZATION IN OTHER FUNCTIONAL AREAS OF INTELLIGENCE <u>8/</u></td> <td></td> </tr> <tr> <td></td> <td>FOREIGN AREA SPECIALIST TRAINING</td> <td></td> </tr> <tr> <td></td> <td>STAFF DUTY AT DIVISION - ARMY LEVEL</td> <td></td> </tr> <tr> <td></td> <td>DUTY WITH MAAGs AND MISSIONS</td> <td></td> </tr> <tr> <td></td> <td>OUT-OF-BRANCH CAREER BROADENING ASSIGNMENTS</td> <td></td> </tr> <tr> <td></td> <td>HIGH LEVEL STAFF (DA, JOINT, DOD AND SPECIAL ACTIVITIES (KIPs-SDIPs))</td> <td></td> </tr> </table> <p style="text-align: right; margin-top: 10px;">Utilization in intelligence duties at the highest levels of responsibility.</p>																														<u>7/</u>	TROOP DUTY (COMMAND AND STAFF)			CROSS TRAINING AND UTILIZATION IN OTHER FUNCTIONAL AREAS OF INTELLIGENCE <u>8/</u>			FOREIGN AREA SPECIALIST TRAINING			STAFF DUTY AT DIVISION - ARMY LEVEL			DUTY WITH MAAGs AND MISSIONS			OUT-OF-BRANCH CAREER BROADENING ASSIGNMENTS			HIGH LEVEL STAFF (DA, JOINT, DOD AND SPECIAL ACTIVITIES (KIPs-SDIPs))	
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NOTES:	<p><u>1/</u> An objective if not accomplished during previous period(s).</p> <p><u>2/</u> Basic course.</p> <p><u>3/</u> Orientation course for branch transferees, OCS graduates, and RA officers joining Military Intelligence after their combat arms detail.</p> <p><u>4/</u> Attendance by DA selection.</p> <p><u>5/</u> Ends civil schooling eligibility for other than Regular Army officers (total service), except for short course instruction (AR 350-200).</p> <p><u>6/</u> Ends civil schooling eligibility for Regular Army officers (promotion list service), except for short course instruction (AR 350-200).</p> <p><u>7/</u> One year combat arms detail for RA lieutenants. The one year excludes intransit and schooling time.</p> <p><u>8/</u> Cross training and utilization in other intelligence functional areas will normally not occur until after the completion of a normal tour subsequent to attendance at the MI Advanced Course.</p>																																																		

Chart 10.

61. Military Intelligence

a. The military Intelligence (MI) career pattern (chart 10) is applicable to all officers assigned to Military Intelligence regardless of component. It is designed to develop officers who are capable of performing the various Army intelligence duties associated with the highest level of command and staff. A career in Military Intelligence offers a wide range of varied assignments, including command of tactical combat support units varying in size from platoon to group.

b. Regular Army lieutenants will be detailed to a combat arm for 1 year of troop duty, excluding intransit and schooling time. These officers will enter the Military Intelligence career field upon the completion of the combat arms detail. Regular Army officers above the grade of lieutenant who are assigned to Military Intelligence will follow the Military Intelligence career pattern, and normally will receive their initial Military Occupational Specialty training prior to being assigned to intelligence duties.

c. Newly commissioned USAR officers entering on active duty will attend the Infantry Officer Basic Course conducted at the Infantry School, Fort Benning, Ga. This training is followed by one of the specialist courses designed to train the officer for duty within the Military Intelligence field. These specialist courses are conducted at the U.S. Army Intelligence School, Fort Holabird, Md., and at the U.S. Army Security Agency Training Center and School, Fort Devens, Mass. The officer is then utilized within his specialty until completion of a utilization tour subsequent to attendance at

the Military Intelligence Advanced Course. Normally, this will be accomplished by assignment to an appropriate Military Intelligence troop unit.

d. Officers are programed to attend the Military Intelligence Advanced Course as soon as practicable after being promoted to captain. Following completion of the advanced course and a tour in his specialty, the officer can expect to be considered for cross training and utilization in one of the other functional areas of intelligence to broaden his knowledge and perspective, and to increase his value to the Army. He may also volunteer for language training or to participate in the civil schools program. During this phase officers establish their qualifications for higher schooling and command and staff assignments.

e. From the ninth through the fifteenth year of commissioned service selected officers will attend the Command and General Staff College or the Armed Forces Staff College in preparation for high level command and staff assignments. Assignments appropriate to this career period are to major command level, military missions, the military attaché system, Department of the Army, out-of-branch career broadening assignments, service school staff and faculty, or other demanding duties commensurate with grade and experience.

f. After the fifteenth year of service the officer will be considered for attendance at the senior service colleges in preparation for command or staff positions of greater responsibility at high echelons. Assignments during this period of an officer's career may include duty on joint or combined staffs, key service school positions, and Department of the Army and Department of Defense staff positions (KIPS-SDIPS).

MILITARY POLICE CORPS

OBJECTIVES FOR PERIODS INDICATED	BASIC MILITARY DEVELOPMENT	INTERMEDIATE PROFESSIONAL DEVELOPMENT	ADVANCED CONTRIBUTION AND DEVELOPMENT	MAJOR PROFESSIONAL CONTRIBUTION																											
	1. Develop broad branch knowledge by: a. Attendance at the basic course, advanced course and other selected service schools. b. Rotated troop command and staff duty. c. Service school instructor duty. 2. Regular Army lieutenants perform a one year detail with Infantry or Armor Branch.	Application of basic principles and further broadening of knowledge by: a. Progressive staff and command duties. b. Service School instructor duty. <u>1/</u> c. Civilian component duty. d. Attendance at CGSC or AFSC for selected officers.	Utilization of developed skills and preparation for future high level command and staff assignments by: a. Attendance at senior service college for selected officers. b. Duty on high level staffs. c. Service school instructor duty. <u>1/</u> d. Civilian component duty. <u>1/</u>	Maximum contribution by assignments to positions requiring the utmost of professional and technical competence developed in earlier periods.																											
YEARS OF SERVICE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
SCHOOL ELIGIBILITY	<div style="display: flex; justify-content: space-between;"> 2/ 5/ 6/ </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="border: 1px solid black; padding: 2px;">3/</div> <div style="border: 1px solid black; padding: 2px; flex-grow: 1;"> ADVANCED COURSE </div> <div style="border: 1px solid black; padding: 2px; flex-grow: 1;"> COMMAND AND GENERAL STAFF COLLEGE OR ARMED FORCES STAFF COLLEGE </div> <div style="border: 1px solid black; padding: 2px;">4/</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="border: 1px solid black; padding: 2px; flex-grow: 1;">OTHER SCHOOLS: LANGUAGE, ADVANCED CIVIL SCHOOLING, SCHOOLS OF THE OTHER SERVICES</div> <div style="border: 1px solid black; padding: 2px;">4/</div> </div>																														
TRAINING AND ASSIGNMENTS	<div style="display: flex; justify-content: space-between;"> 7/ </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="border: 1px solid black; padding: 2px; flex-grow: 1;">TROOP DUTY (COMMAND AND STAFF)</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="border: 1px solid black; padding: 2px; flex-grow: 1;">SERVICE SCHOOL STAFF AND FACULTY</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="border: 1px solid black; padding: 2px; flex-grow: 1;">ADVANCED CIVIL SCHOOLING</div> <div style="border: 1px solid black; padding: 2px; flex-grow: 1;">5/</div> <div style="border: 1px solid black; padding: 2px; flex-grow: 1;">6/</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="border: 1px solid black; padding: 2px; flex-grow: 1;">PARTICIPATION IN SPECIAL CAREER PROGRAMS</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="border: 1px solid black; padding: 2px; flex-grow: 1;">CIVILIAN COMPONENT DUTY</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="border: 1px solid black; padding: 2px; flex-grow: 1;">DUTY WITH MAAGS AND MISSIONS</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="border: 1px solid black; padding: 2px; flex-grow: 1;">DIVISION AND HIGHER STAFF</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="border: 1px solid black; padding: 2px; flex-grow: 1;">DA, DOD AND JOINT STAFF</div> </div>																														UTILIZATION IN POSITIONS OF HIGHEST RESPONSIBILITY.
NOTES: <u>1/</u> An objective if not accomplished during previous period(s). <u>2/</u> Military Police Basic Course. RA lieutenants attend basic course of Arm to which detailed (Infantry or Armor) and the Ranger Course. Airborne training only if being assigned to an airborne unit. <u>3/</u> Orientation course for branch transferees, OCS graduates, and RA officers joining the Military Police Branch after their Arms detail. <u>4/</u> Attendance by DA selection. <u>5/</u> Ends civil schooling eligibility for other than Regular Army officers (total service), except for short course instruction (AR 350-200). <u>6/</u> Ends civil schooling eligibility for Regular Army officers (promotion list service), except for short course instruction (AR 350-200). <u>7/</u> One year Arms detail for Regular Army lieutenants. The one year excludes intransit and schooling time.																															

Chart 11.

62. Military Police Corps

a. The ultimate objective of the Military Police Corps career program is the development of the professional capacity of each officer to his highest ability level through an intelligent progression in duty and school assignments. The program must be pursued vigorously not only by those charged with specific career development responsibility but also by commanders, supervisors and the individual officer as well.

b. Formal academic instruction is only a small portion of an officer's total training. Each assignment and additional duty adds something for future utilization. An officer's entire career, therefore, may be said to be a period of learning.

c. The Military Police career program consists of three overlapping phases.

(1) *Phase I (0-8 years).*

(a) The rudimentary military foundation for all officers is provided by attendance at an initial course of instruction. Regular Army officers are detailed to Armor or Infantry and attend the basic course of the detail branch. Normally, Regular Army officers will not attend the Military Police Officer Basic Course upon relief from their combat arms detail. They may, however, attend a branch orientation course. All other career officers, with the exception of OCS graduates, attend the basic course given at the United States Army Military Police School. OCS graduates may attend a military police branch orientation course.

(b) Upon completion of the initial course of instruction, officers normally will be assigned at the unit level. It is during this highly formative period that basic knowledge in leadership, administration and command is acquired. To assure a broad base of experience, local commands normally will assign officers to a variety of positions at the platoon,

detachment and company level during this period. In this phase all officers are programed for the Military Police Officer Advanced Course. Subsequent assignment may be as the Provost Marshal of a small post or installation; as a member of the Provost Marshal section of a post or tactical unit; as an instructor at the USAMPS; as a member of a military police battalion staff; as a unit commander; or as an assistant PMS in an ROTC college. Consideration for attendance at graduate level civil schooling begins upon completion of the advanced course and continues into the subsequent career phase.

(2) *Phase II (9-23 years).* In Phase II an officer is ready to apply the basic principles learned during his period of primary development, in the assumption of progressively responsible command and staff positions and to continue to broaden his knowledge of the military service. He may be assigned as a staff Provost Marshal; as a battalion commander; as a member of the faculty of a service school; with one of the Reserve components; or on the Department of the Army staff. Certain officers will be selected for branch immaterial assignments during this period based on their specific background and training. Eligible officers continue to be considered for advanced civil schooling. The most qualified officers will be selected for advanced military schooling at the Command and General Staff College or the Armed Forces Staff College for subsequent utilization in positions which require this training. A limited number of highly qualified officers will be selected for attendance at senior service schools.

(3) *Phase III (24-30 years).* This is the period when an officer's experience and education are utilized to the fullest extent. He may be assigned as a Division Chief, OTPMG; as the Commandant or Department

Director, USAMPS; as an Army Provost Marshal; as Commandant, United States Disciplinary Barracks; or to branch material and immaterial staff positions in the Department of the Army, Department of Defense and other governmental agencies.



ORDNANCE CORPS																															
OBJECTIVES FOR PERIODS INDICATED	BASIC MILITARY DEVELOPMENT								INTERMEDIATE PROFESSIONAL DEVELOPMENT								ADVANCED CONTRIBUTION AND DEVELOPMENT								MAJOR PROFESSIONAL CONTRIBUTION						
		a. Attend branch basic and advanced course. b. Acquire and develop leadership and command ability. c. Develop branch related technical experience. d. Acquire training and experience in technical or sub-functional skills in support of one or more commodity or functional areas. <u>1/</u> e. Selected officers acquire graduate level education in engineering and physical sciences. f. Regular Army lieutenants perform a one year Arms detail.								a. Gain command and staff experience at battalion and group level. b. Gain functional staff and operational experience at headquarters of major commands, commodity commands and depots. c. Selected officers acquire graduate level education in comptrollership or general management. d. Selected officers attend Command and General Staff College or Armed Forces Staff College.								a. Command at battalion and group level. b. Staff duty at group, depot, major command, DA and DOD level. c. Exercise multifunctional staff surveillance over major projects and special activities. d. Selected officers attend one of the senior service colleges.								Maximum contribution by assignments to positions requiring the utmost of professional and technical competence developed in earlier periods.					
YEARS OF SERVICE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
SCHOOL ELIGIBILITY	<u>2/</u> <u>5/</u> <u>6/</u> <u>3/</u> <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px;">ADVANCED COURSE</div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> COMMAND AND GENERAL STAFF COLLEGE OR ARMED FORCES STAFF COLLEGE <u>4/</u> </div> </div> <div style="display: flex; justify-content: flex-end; align-items: center; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px;">SENIOR SERVICE COLLEGE <u>4/</u></div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px; text-align: center;"> OTHER SCHOOLS: LANGUAGE, ADVANCED CIVIL SCHOOLING, SPECIALIST AND TECHNICAL TRAINING, SCHOOLS OF THE OTHER SERVICES, FOREIGN SERVICE SCHOOLS </div>																														
TRAINING AND ASSIGNMENTS	<u>2/</u> <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; width: 45%;">TROOP DUTY (COMMAND AND STAFF)</div> <div style="width: 55%;"></div> </div> <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; width: 45%;">TECHNICAL/FUNCTIONAL TRAINING AND EXPERIENCE IN DS & GS UNITS</div> <div style="width: 55%;"></div> </div> <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; width: 45%;">STAFF DUTY (BATTALION, GROUP, INSTALLATION)</div> <div style="width: 55%; text-align: right;">UTILIZATION IN POSITIONS OF HIGHEST RESPONSIBILITY.</div> </div> <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; width: 45%;">SERVICE SCHOOL STAFF AND FACULTY</div> <div style="width: 55%;"></div> </div> <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; width: 45%;">ADVANCED CIVIL SCHOOLING (ENGINEERING & PHYSICAL SCIENCES)</div> <div style="width: 55%;"></div> </div> <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; width: 45%;">ADVANCED CIVIL SCHOOLING (MANAGEMENT & COMPTROLLERSHIP)</div> <div style="width: 55%;"></div> </div> <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; width: 45%;">PARTICIPATION IN SPECIAL CAREER PROGRAMS</div> <div style="width: 55%;"></div> </div> <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; width: 45%;">HIGH LEVEL STAFF (DA, JOINT, COMBINED, DOD)</div> <div style="width: 55%;"></div> </div>																														
NOTES:	<u>1/</u> Combat and administrative vehicles, armament, ammunition, missiles and rockets, nuclear weapons, field maintenance of Army materiel, or ammunition field service. <u>2/</u> Ordnance Officer Basic Course. Regular Army lieutenants attend basic course of Arm to which detailed and the Ranger Course. Airborne training only if being assigned to an airborne unit. <u>3/</u> Orientation course for branch transferees, OCS graduates, and Regular Army officers rejoining the Ordnance Branch after their one year Arms detail. <u>4/</u> Attendance by DA selection. <u>5/</u> Ends civil schooling eligibility for other than Regular Army officers (total service), except for short course instruction (AR 350-200). <u>6/</u> Ends civil schooling eligibility for Regular Army officers (promotion list service), except for short course instruction (AR 350-200). <u>7/</u> One year Arms detail for Regular Army lieutenants. The one year excludes intrasit and schooling time.																														

Chart 12.

63. Ordnance Corps

a. Ordnance officers are the Army's technical and logistical experts on materiel which relates to the combat firepower and combat mobility of the Army. Their traditional and continuing role is participation in the research, development, test, evaluation, procurement, production, distribution and field maintenance of such equipment. This role is gradually expanding to include the management and operation of the maintenance system for the majority of Army materiel.

b. The Ordnance skill inventory embraces all branches of engineering and the physical sciences, and those broader functional skills involved in the command and management of men, money, materiel and organizations. Competitive opportunity for civil education at the graduate level is available of those officers who can qualify.

c. Ordnance officers serve on the staffs of major headquarters all over the world. They enjoy progressive opportunity for command and staff experience in logistical companies, battalions and other commands in direct and general support of Army divisions, corps and field armies. Whatever the immediate mission may be, the ultimate task of each Ordnance officer is to provide first class combat service support to the combat commander and his troops.

d. Ordnance service is not a bed of roses; it is a challenge. It is based on a solid tradition of over 150 years of dedicated service to the line of the Army. There are many intellectually

challenging and pleasant assignments in Army laboratories and other technical installations. There are also many rough and demanding jobs that test a man's resourcefulness and his ability to do necessary work in the field under less than ideal conditions. Over the years each Ordnance officer will get his fair share of both kinds of jobs.

e. Chart 12 reflects generally the progressive opportunities for training, education, and technical and functional service for Ordnance officers. Branch related duty assignments are consistent with training, grade and length of service. It is intended to provide each officer, consistent with his demonstrated capability, a progressive pattern of training and experience at ever higher levels of responsibility. Career progression is competitive. Opportunities will come to those who earn them. Good communication between each Ordnance officer and the Ordnance Career Branch, OPD, can bring about a general pattern of progression that will provide necessary expertise to the Army while satisfying the professional needs and personal ambitions of the officer.

f. To officers of competitive quality, Ordnance offers the world as a workshop, and an opportunity to use in the public service every technical, scientific and general management discipline taught on any recognized campus. The quality of the Army depends to a major degree on the quality of the officers who lead it. For that reason Ordnance has established, and continues to demand, a high standard of personal and professional quality in its officers.

QUARTERMASTER CORPS																																					
OBJECTIVES FOR PERIODS INDICATED	BASIC MILITARY DEVELOPMENT								INTERMEDIATE PROFESSIONAL DEVELOPMENT							ADVANCED CONTRIBUTION AND DEVELOPMENT							MAJOR PROFESSIONAL CONTRIBUTION														
	To increase branch qualification through branch schooling, combat arms detail, technical assignments and troop duty.								To improve military stature and broaden professional competence through military and civilian schooling and tours of duty of increasing responsibility.							To demonstrate potential in positions of high responsibility and continue professional development through attendance at senior service schools.							To make maximum contribution in key positions of highest responsibility requiring the professional competence gained through duty and schooling in earlier periods.														
YEARS OF SERVICE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30							
SCHOOL ELIGIBILITY	1/															4/							5/														
	2/		ADVANCED COURSE						COMMAND AND GENERAL STAFF COLLEGE OR ARMED FORCES STAFF COLLEGE 3/							SENIOR SERVICE COLLEGE 3/							OTHER SCHOOLS: LANGUAGE, ADVANCED CIVIL SCHOOLING, SPECIALIST AND TECHNICAL TRAINING, SCHOOLS OF THE OTHER SERVICES, FOREIGN SERVICE SCHOOLS														
TYPICAL ASSIGNMENTS	LOGISTICS	SUPPLY OFF: Org; Instl PROPERTY DISPOSAL: Instl INSTRUCTOR: Service School							S-4: Battalion; Group PROCUREMENT OFF: Instl SUPPLY OFF: Instl INSTRUCTOR: Service School							PROC OFF: DSA Activities PROPERTY DISPO: Oversea Comd LOGISTICS OFF: Army; DCSLOG INSTRUCTOR: Service School							STAFF: G-4; Instl; Army; AMC; DSA; CONARC; DOD INSTRUCTOR: Service School							KEY LOGISTICS OFF: Army; Depot; CONARC; DA; DOD STAFF: JCS; Joint & Combined Commands							
	COMMODITY	COMMISSARY OFF: Instl POL OFF: Co; Bn; Instl R&D: Project Officer INSTRUCTOR: Service School							R&D: AMC STAFF: DC&TSC; DSSC; DGSC; DFSC COMMISSARY OFF: Instl INSTRUCTOR: Service School							STAFF: AAFES, Army Subs Cen; DSA Activities COMMISSARY OFF: Instl PX OFF: Instl INSTRUCTOR: Service School							STAFF: DC&TSC; DSSC; DASC; DFSC; Other DA & DOD Activities COMMAND: AAFES Activities; POL Dist Activities INSTRUCTOR: Service School							STAFF: DA; DOD; AAFES COMMAND: Depot							
	TROOPS	6/ OTRA: QM Duty COMMAND: Platoon; Company STAFF: Company; Battalion INSTRUCTOR: Service School							COMMAND: Company STAFF: Bn or Gp S-1, S-2, S-3 INSTRUCTOR: Service School; USMA							COMMAND: Battalion STAFF: Gp; Spt Comd; Log Comd ADVISOR: MAAG; Mission INSTRUCTOR: Service School							COMMAND: Battalion STAFF: Div; Corps; Army INSTRUCTOR: Service School; ROTC							COMMAND: Log Comd; Spt Comd; Gp; Depot STAFF: Corps; Army Log Comd							
	BRANCH IMMATERIAL (Other than logistics)	ADPS: Depot OPEN MESS: Instl PERS OFF: Gp; Instl CIVIL AFFAIRS OFF: Org INSTRUCTOR: Service School							ASST COMPT: Depot; Commands INSTRUCTOR: Service School; ROTC ADVISOR: MAAG; Mission; Res Components SPECIALIST: PASTP							STAFF: Army; CONARC; OPO ADPS: Depot; Commands INSTRUCTOR: Service Schools; ROTC							COMPTROLLER: Depot; Commands STAFF: DA; DOD CIVIL AFFAIRS: OS Commands INSTRUCTOR: Service School							COMPTROLLER: Maj Comd; DA; DOD ADVISOR: MAAG; Mission INSTRUCTOR: EMS; Service School							
NOTES:		1/ Quartermaster Basic Course. RA lieutenants attend basic course of Arm to which detailed and Ranger Course. Airborne training only if being assigned to an airborne unit. 2/ Orientation course for branch transferees, RA officers joining their basic branch after the Arms detail, and OCS graduates from other than QM OCS. 3/ Attendance by DA selection. 4/ Ends civil schooling eligibility for other than RA officers (total service), except for short course instruction (AR 350-200). 5/ Ends civil schooling eligibility for RA officers (promotion list service), except for short course instruction (AR 350-200). 6/ One year Arms detail for RA lieutenants. The one year detail excludes intransit and schooling time.																																			

Chart 13.

64. Quartermaster Corps

a. Quartermaster Career Planning Concept. The concept of Quartermaster career planning is—that all officers will have essentially similar careers during their first 8 years of service; thereafter, they will be provided progressive development, commensurate with their capabilities, through planned training, education, and duty experience and all officers will receive equitable opportunities to earn advancement to key command and staff positions throughout the Department of Defense.

b. The Quartermaster Career. Chart 13 portrays typical assignments within the Quartermaster assignment fields, which are related to the years of service. A Quartermaster officer may expect an assignment in each of the assignment fields in order to provide the breadth of experience necessary in positions of increasing responsibility and higher rank. Individual preferences for increased qualification in a particular assignment field will be considered upon completion of basic branch qualification. Unless an officer requests otherwise, each officer will receive selected assignments in order to broaden his foundation for continuous and progressive development. From a common base, all career officers will advance towards a common goal.

c. Basic Military Development. The first 8 years of the officer's career will be so managed that all will be provided with similar foundations for progressive development. In general terms, for Regular Army officers, each will have a 1 year combat arm detail, schooling with the combat arm, advanced schooling, post or division level Quartermaster duty or technical duty, and command. Other than Regular Army officers on extended active duty attend the Quartermaster Officer Basic Course and then begin the basic development phase.

d. The Development Phases. During the next 15 years, all career officers will be assigned to positions of greater responsibility and will be given opportunities to demonstrate

potentialities for continued growth. During this period, selected officers will attend civil schooling (3 to 15 years of service), U.S. Army Command and General Staff College or Armed Forces Staff College (9 through 16 years of service), and advanced functional and management courses for all services. Career officers will be managed so that the sequence, frequency, and category of their assignments will provide them with a broad career base and a competitive posture for key command and staff positions. The development phase is divided into two time frames.

- (1) *8 to 15 years service.* In this period, the officer receives his initial assignment as a field grade officer and receives opportunities to demonstrate his potentialities.
- (2) *16 to 23 years service.* In this period the outstanding field grade officers emerge. They are given the more challenging command and staff positions and are considered for greater career opportunities.

e. Major Professional Contribution. During this period key command and staff positions are selected for exceptionally outstanding officers. These positions will be of highest responsibility at all levels of the national defense establishment, requiring direct application of all prior experience and schooling.

f. The General Nature of Quartermaster Assignments. The career quartermaster has opportunities for challenging widely diversified command and staff assignments in every logical area of the national defense establishment. The Quartermaster Corps has a wide range of command and staff positions which enable quartermasters to develop early those staff skills necessary for effective working relationships with other services. This includes the broad range of duties afforded by the Defense Supply Agency, the U.S. Army Materiel Command, the depot system, airborne, research and engineering missions, together with worldwide demands for skilled quartermasters to fill branch immaterial requirements. These

all combine to accelerate the development of career officers. The nature of all quartermaster missions, including clothing and textiles, general supplies, subsistence, petroleum, aerial delivery equipment, and consumer services, produces an aggregation of assignments which naturally equip quartermasters for the key logistical assignments of the Department of the Army and the Department of Defense. The magnitude of the responsibilities given even to junior officers generally is of a nature to test the leadership and managerial skills of quartermasters relatively early in their careers.



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SIGNAL CORPS

OBJECTIVES FOR PERIODS INDICATED	BASIC MILITARY DEVELOPMENT								INTERMEDIATE PROFESSIONAL DEVELOPMENT								ADVANCED CONTRIBUTION AND DEVELOPMENT							MAJOR PROFESSIONAL CONTRIBUTION																																																				
	a. To acquire troop, tactical and strategic communications experience.	b. Develop and practice command and leadership ability.								c. Attend military and advanced civil schooling.								d. Acquire experience in at least one Signal Corps major field of interest.							a. Broaden professional capabilities through planned education and controlled assignments commensurate with potential and demonstrated abilities.								b. Gain additional development through branch immaterial duties, by utilization within the functional fields of AMC, CDC, and DOD agencies, as well as preparation for high level command and staff assignments.								c. Qualify in an additional field of Signal Corps interest.							a. Effect maximum contribution through assignments of increasing command and staff responsibilities.								b. Develop optimum potential thru planned advanced military schooling.							c. Continued development and professional contributions through assignments in fields where officer has demonstrated highest competence and potential.							Contribute maximum benefit derived from previous training and experience while assigned to the most important positions in Signal Corps fields of interest, high level branch immaterial positions, joint, allied, and combined duty.						
YEARS OF SERVICE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30																																														
SCHOOL ELIGIBILITY	<div style="display: flex; justify-content: space-between;"> 1/ 3/ 4/ </div> <div style="display: flex; justify-content: space-between;"> 5/ 2/ </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="border: 1px solid black; padding: 2px;">ADVANCED COURSE</div> <div style="border: 1px solid black; padding: 2px;">COMMAND AND GENERAL STAFF COLLEGE OR ARMED FORCES STAFF COLLEGE</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="border: 1px solid black; padding: 2px;">TECHNICAL & MOS COURSES</div> <div style="border: 1px solid black; padding: 2px;">SENIOR SERVICE COLLEGE</div> </div> <div style="border: 1px solid black; padding: 2px; margin-top: 10px; text-align: center;">OTHER SCHOOLS: LANGUAGE, SCHOOLS OF THE OTHER SERVICES, TRAINING WITH INDUSTRY, ARMY MANAGEMENT, ARMY SUPPLY MANAGEMENT</div>																																																																											
TYPICAL ASSIGNMENTS																																																																												
COMMAND	PLATOON	COMPANY							STRATCOM STATION							BN; REGIONAL COMMUNICATIONS COMD; STRATCOM STATION							GP; BDE; STRATCOM; DA & DOD AGENCIES																																																					
STAFF	BN COMD OFF	BN & GP COMD OFF; OTHER BN & GP LEVEL STAFF PSN							BN; DIV; CORPS; ARMY THTR; AMC; CDC; DA; DOD; KEY LOGISTICS							CORPS; ARMY; THTR; AMC; CDC; KEY LOGISTICS; STRATCOM; DA & HIGHER							ARMY; THTR; NATO; JCS; OCC-E; STRATCOM COMD; DA; DOD; JOINT; COMBINED																																																					
TECHNICAL OPERATIONS	6/	RDO; WIRE; ADPS; MICRO-WAVE; EW; TP & TT (INSIDE PLANT); POST SIG; COMD ENGR							POST SIG; TP ENGR; MOTION PIC & TV PRODUCER; RDO FREQ ENGR; COMD ENGR (AMC, CDC); LOGISTICS							POST SIG (LARGE INSTL); CORPS ARMY & THTR SIG SEC; STRATCOM; R&D ENGR (AMC, CDC); WIRE COMD ENGR; RDO FREQ ENGR; LOGISTICS							LOGISTICS COMD; J-6; DCA; PROJECT MGR; STRATCOM; AMC; DA; DOD																																																					
INSTRUCTOR	ARMY TNG CTR SVC SCHDOL	SVC SCH; ROTC; USMA							SVC SCH; ROTC; USMA							SVC SCH; ROTC; USMA							PHS; SVC SCH DEPT DIR																																																					
ADVISOR		USAR; NG; MAAG/MISSION							USAR; NG; MAAG/MISSION							USAR; NG; MAAG/MISSION							SENIOR ADVISOR USAR; NG; MAAG/MISSION																																																					
NOTES:	1/ Basic course. Airborne training only if being assigned to an airborne unit. 2/ Attendance by DA selection. 3/ Ends civil schooling eligibility for other than Regular Army officers (total service), except for short course instruction (AR 350-200). 4/ Ends civil schooling eligibility for Regular Army officers (promotion list service), except for short course instruction (AR 350-200). 5/ Orientation course for branch transferees. 6/ Field line construction; TP & TT (outside plant); area signal center; pictorial; communication center.																																																																											

Chart 14.

65. Signal Corps

a. General.

- (1) The Signal Corps is both a combat arm and a technical service. As such, it provides a wide range of opportunities for the development and testing of the most inspired and capable officers so that they may become the military leaders of the future. Signal Corps officers must be prepared to perform in either a tactical or technical role in two or more of the major mission areas of the Signal Corps.
- (2) The career pattern of the Signal Corps is not intended to provide a rigid structure for the development of individual officers. It is primarily concerned with projecting and developing each officer in accordance with his own potential. Because the training, experience, and interests of the individual will change as he progresses in his career, a new evaluation must be made at the completion of each assignment or period of training. The overall objective is one of continually broadening experience; improving professional competence, and increasing the individual's potential for more responsible assignments.
- (3) The concept underlying Signal Corps officer career development emphasizes generalization rather than specialization. The primary objective is to develop competent combat and combat support leaders. A secondary objective is to have each officer qualified in two or more of the major mission areas of the Signal Corps. Assignments are intended to broaden the officer's background and to increase his potential for key positions. Officers may specialize in one mission area, but such specialization should develop an individual with advanced knowledge in a complex field rather than an individual with a limited range of experience in a narrow field of endeavor. Repetitive assignment to duties which fail to achieve the above objectives will be avoided.

b. Basic Military Development Period (1-8 years).

- (1) Except for the Signal OCS graduate, all officers will attend the Signal Corps Officer Basic Course upon receiving their commission in the Signal Corps.
- (2) During the first 8 years, emphasis is placed on acquiring broad knowledge of the Signal Corps and of the other arms and services. Particular emphasis is placed on troop duty and experience in the field of tactical communications. During each tour of duty with a troop unit, the officer will be rotated through as many different types of duty within the unit as are appropriate to his grade and length of service. A maximum number of officers will be given the opportunity to command at the platoon and company level and serve as communications officers in battalions of other arms and services.
- (3) During the period 3 to 8 years, each officer in grade of captain will attend the Signal Corps Advanced Officer Course. Selected officers will attend graduate courses at civilian schools and other advanced training courses.

c. Intermediate Professional Development (9-15 years).

- (1) The objective of this period is to continue the professional development of the officer and to prepare him for future high level command and staff. Assignments will continue to be made to progressively more responsible and challenging positions, commensurate with demonstrated performance, ability, and potential.
- (2) During this period the officer will obtain qualification in a second mission area of the Signal Corps, if he has not already had the opportunity. Assignments will consist of both branch material and branch immaterial types of duty in a variety of staff and command positions. A maximum number of officers will be given the opportunity to serve in staff positions at battalion and/or higher headquarters. Officers who have demonstrated outstanding leader-

ship potential will be assigned as battalion commanders. Continuous emphasis will be placed on the achievement of both branch and branch immaterial qualification.

- (3) A high percentage of officers will attend the U.S. Army Command and General Staff College or the Armed Forces Staff College.

d. Advanced Contribution and Development Period (16-23 years).

- (1) The objective of this period is to make maximum utilization of the previous experience and training of all officers and to continue the development of those officers who have demonstrated outstanding potential for the highest positions. Available troop assignments will be used to capacity to give practical command experience to outstanding officers who have not previously commanded at the battalion level.
- (2) Selected officers will attend senior service colleges.
- (3) Graduates of CGSC or AFSC and other officers with outstanding potential will be assigned to Department of the Army headquarters or other higher level staff and operating agencies.

e. Major Professional Contribution Period (24-30 years).

This is the period where the maximum benefit is derived from the officer's previous training and experience. Officers will be assigned to the most important positions in the Signal Corps major mission areas and in high level branch immaterial positions where demonstrated outstanding performance, experience and maturity are prerequisites. Selected officers will serve on joint, allied, or combined staffs and/or will command major activities and units.



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TRANSPORTATION CORPS																															
OBJECTIVES FOR PERIODS INDICATED	BASIC MILITARY DEVELOPMENT								INTERMEDIATE PROFESSIONAL DEVELOPMENT							ADVANCED CONTRIBUTION AND DEVELOPMENT							MAJOR PROFESSIONAL CONTRIBUTION								
	a. Develop fundamental knowledge of military arts and fundamental functions of the Army team. b. Develop branch qualification by career schooling, troop duty and technical assignments.								a. Increase professional military competence through schooling and operational experience. b. Develop an understanding of the purpose, function, and relationship of command and staff procedures. c. Become qualified in troop duty and in one or more technical fields.							a. Make optimum contribution in command and staff positions of increased responsibility. b. Demonstrate capability and potential for position of high level responsibility. c. Continue professional development principally in the career field where maximum potential has been demonstrated.							Make maximum contribution through utilization in positions of highest responsibility or positions requiring the professional and technical competence developed in earlier periods.								
YEARS OF SERVICE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
SCHOOL ELIGIBILITY	1/															4/					5/										
	2/		ADVANCED COURSE							COMMAND AND GENERAL STAFF COLLEGE OR ARMED FORCES STAFF COLLEGE							3/			SENIOR SERVICE COLLEGE							3/				
	OTHER SCHOOLS: LANGUAGE, ADVANCED CIVIL SCHOOLING, SPECIALIST TRAINING, SCHOOLS OF THE OTHER SERVICES, FOREIGN SERVICE SCHOOLS																														
TYPICAL ASSIGNMENTS	LIEUTENANT AND CAPTAIN								MAJOR							LIEUTENANT COLONEL							COLONEL								
COMMAND	PLATOON LDR; COMBAT ARMS 6/; MTR TRANS; TERMINAL SVC; RAIL; AMPHIBIOUS COMPANY CO: MTR TRANS, TERMINAL SVC, RAIL OR AMPHIBIOUS COMPANY; ACFT MAINT OR MOVEMENT CONTROL DETACHMENT								BN XO: S&T, MTR TRANS, RAIL TERMINAL SVC OR AVIATION BN AVIATION COMPANY COMMANDER MOVEMENT CONTROL TEAM COMDR							CO: AVN, MTR TRANS, TERMINAL SVC, RAIL, S&T, OR ACFT MAINT BATTALION XO: DIV SPT COMD OR TRANSPORTATION GROUP							CO: TRANSPORTATION GROUP, TERMINAL COMMAND OR DIVISION SUPPORT COMMAND AMC PROJECT MANAGER								
STAFF	BN - GP SPECIAL STAFF COMBAT DEVELOPMENT AGENCY PROJECT OFF MOVEMENT CONTROL STAFF OFFICER								ASST G-4 (PLANS); DIV MOVEMENT CONTROL; TRANS GP S-3; POST; AMC; CDC; CONARC; ARMY; USAREUR; TERMINAL COMD; USARV							US ARMY GARRISON; CDC; AMC; ARMY; STRICOM; CONARC; USARV; MACV							CORPS G-4; DA; DOD; JOINT; CORPS OR ARMY TRANS OFF; LOG COMMAND DIR OF SVC; CHIEF OF TRANSPORTATION BRANCH, OPD, OPO; CHIEF OF J-4 DIV, USEUCOM								
INSTRUCTOR	TNG CTR; SVC SCH; ROTC								SVC SCH; ROTC							SVC SCH ACADEMIC BR CHIEF; PMS ROTC UNIT							ASST DEP COMDT, USATSCH; DIR OF INST, USATSCH								
ADVISOR	USAR; NG; MAAG/MISSION								USAR; NG; MAAG/MISSION							USAR; NG; MAAG/MISSION							USAR CORPS ADVISOR; MAAG/MISSION								
NOTES:	1/ Transportation Basic Course. Regular Army lieutenants attend basic course of Arm to which detailed and Ranger Course. Airborne training only if being assigned to an airborne unit. 2/ Orientation course for branch transferees and OCS graduates from other than Transportation OCS. 3/ Attendance by DA selection. 4/ Ends civil schooling eligibility for other than Regular Army officers (total service), except for short course instruction (AR 350-200). 5/ Ends civil schooling eligibility for Regular Army officers (promotion list service), except for short course instruction (AR 350-200). 6/ One year Arms detail for Regular Army lieutenants. The one year excludes intransit and schooling time.																														

Chart 15.

66. Transportation Corps

The following comments amplify the Transportation Corps career pattern and, used in conjunction with chart 15, will provide a guide for the progressive long-range development of each officer in the Corps through appropriate training and on-the-job experience.

a. Objective. The career program for Transportation Corps officers provides the guidance for the development of officers to meet the needs of the Army for skilled transportation officers, to develop the capabilities of the officers, and to provide officers for branch immaterial command and staff positions, primarily in the logistics field. For aviators the same general objectives are sought with emphasis in the aviation field. Officer aviators can, through appropriate assignments and schooling, pursue a career pattern within the aviation field to include command and staff positions in fields such as logistics, R&D, personnel and comptrollership. This program must be monitored and followed by all those concerned with the development of an officer's career—the individual, the field commander and the career branch.

b. Basic Military Development Period (0–8 years).

- (1) During this period emphasis is placed on the development of leaders. Newly commissioned Reserve component officers are assigned to a Transportation Corps troop unit. Regular Army officers are detailed to a combat arm and upon completion of 1 year's troop duty are assigned to a Transportation Corps troop unit.
- (2) Officers who apply and are selected for flight training normally will attend during this period. Regular Army officers receive priority for attendance after completion of their combat arm detail. Aviators will be assigned to utilization tours upon completion of training.
- (3) After an initial tour with a troop unit of one mode, it is desirable for officers to receive assignments to

a unit or activity of another mode or to a movements agency. All officers, except aviators, should be given the opportunity to command a company size unit during this period. Aviators should be given the opportunity to lead a platoon or command a detachment.

- (4) All officers will attend advanced course level schooling. The determination as to when the officer attends will be based on his availability for the schooling, prior schooling, experience, and the quotas available. The prime objective will be to permit the officer to attend at the earliest possible opportunity after promotion to captain. MOS or functional schooling will be provided when needed to prepare the officer for an assignment.

c. Intermediate Professional Development Period (9–15 years).

- (1) During this period the emphasis will be placed on staff and instructor duties and further training in leadership positions. An officer's development in a staff function such as operations, logistics, comptrollership, or personnel will be started and he may be assigned to the staff at any level commensurate with grade, experience and qualifications. Aviators should be given the opportunity to command a company.
- (2) The major schooling will be the Command and General Staff College level, with nominations being made by the career branch. Civil schooling in transportation, industrial management, engineering, and comptrollership will be available to develop specialists for military positions requiring education at the graduate level.

d. Advanced Contribution and Development Period (16–23 years). In the final period of close monitorship, the emphasis is placed on the development of leaders for key positions.

8 Officers will continue their development as specialists in the transportation field and may be assigned to branch immaterial staff and command positions alternating tours with transportation activities. Battalion level command will be given to selected officers. Officers selected by the Department of the Army will attend a senior service college after which they will be assigned to senior level joint, unified, and DA commands.

e. Major Professional Contribution Period (24-30 years).
The training and experience gained during the previous periods are brought to bear on the major problems of the Army and the Transportation Corps during the officer's assignment to key command and staff positions.



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ARMY MEDICAL SPECIALIST CORPS																																													
OBJECTIVES FOR PERIODS INDICATED	BASIC MILITARY DEVELOPMENT								INTERMEDIATE PROFESSIONAL DEVELOPMENT								ADVANCED CONTRIBUTION AND DEVELOPMENT								MAJOR PROFESSIONAL CONTRIBUTION																				
	1. 0-4 YEARS SERVICE: ROTATED ASSIGNMENTS WITHIN SPECIALTY TO: a. Provide diversified experiences. b. Continue development within specialty in larger hospitals under supervision.								Progressively increasing responsibilities with corresponding reduction of supervision. Continued educational development in specialty by attendance at graduate civil school and other technical specialty courses.								Assignment to positions of responsibility such as chiefs of divisions in large hospitals, consultants in overseas theaters, Director Physical Course, special projects and research, Chiefs of Section in OTSG, Chief of AMSC								Continued utilization in areas of maximum responsibility.																				
YEARS OF SERVICE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30															
	SCHOOL ELIGIBILITY	1/															3/															4/													
2/															AMEDS ADVANCED COURSE FOR SELECTED OFFICERS HOSPITAL ADMIN COURSE FOR SELECTED OFFICERS TRAINING AT CIVILIAN MEDICAL INSTITUTIONS IN SPECIALTY (SELECTED OFFICERS), AMEDS SHORT COURSES AS APPROPRIATE TO SPECIALTY AND GENERAL EDUCATION IN PROFESSIONAL AND ADMINISTRATIVE AREAS GRADUATE CIVIL SCHOOLING IN PROFESSIONAL SPECIALTY OR RELATED FIELD (SELECTED OFFICERS)																														
TRAINING AND ASSIGNMENTS	DIETITIANS	Asgmt to dietetic duty under supervision in various sized hospitals								CHIEF, FOOD SERVICE DIVISION IN SMALL HOSPITALS; BRANCH CHIEFS WITHIN FOOD SERVICE DIVISION; EDUCATIONAL SUPERVISORS FOR INTERNSHIPS; INTERNSHIP DIRECTORS; RESEARCH; AMSC COUNSELOR								CHIEF OF AMSC; CHIEF, DIETETIC SECTION, OTSG; CHIEF FOOD SVC DIV, LARGE HOSPITALS; CONSULTANT IN DIETETIC RESEARCH								SELECTED OFFICERS CONTINUE TO BE UTILIZED IN POSITIONS OF GREAT RESPONSIBILITY																			
	OCCUPATIONAL THERAPISTS	Asgmt to OT duty under supervision in various sized hospitals								CHIEF, OT SECTION SMALL HOSPITALS; CHIEF OF SUB SECTIONS; STUDENT COORDINATOR OF CLINICAL AFFILIATION, RESEARCH; AMSC COUNSELOR								CHIEF, OF AMSC; CHIEF, OT SECTION, OTSG; CHIEF, OT SECTION, LARGE HOSPITALS; RESEARCH																											
	PHYSICAL THERAPISTS	Asgmt to PT duty under supervision in various sized hospitals								CHIEF OF PT SECTION, SMALL HOSPITALS; CHIEF OF SUB SECTION; CLINICAL COORDINATOR IN LARGE HOSPITALS; INSTRUCTOR, PT COURSE MFSS; STUDENT SUPERVISOR IN PT COURSE; RESEARCH; AMSC COUNSELOR								CHIEF OF AMSC; CHIEF, PT SECTION, OTSG; DIRECTOR, PT COURSE MFSS; CHIEF, PT SECTION, LARGE HOSPITALS; PT CONSULTANT; RESEARCH																											
NOTES: 1/ Basic course for all AMSC officers																																													
2/ Dietetic Internship, Physical Therapy Course or Occupational Therapy Affilistion for students in these fields.																																													
3/ Ends civil schooling eligibility for other than Regular Army officers (total service), except for short course instruction (AR 350-200).																																													
4/ Ends civil schooling eligibility for Regular Army officers (promotion list service), except for short course instruction (AR 350-200).																																													

Chart 16.

67. Army Medical Specialist Corps

a. General. The Army Medical Specialist Corps, composed of the Dietitian Section, the Physical Therapist Section and the Occupational Therapist Section, requires three distinct and separate career patterns because of the individual nature of the three professions. The Surgeon General awards each officer an MOS in one of these three specialist, and the officer retains this MOS throughout his Army career. The career pattern of all AMSC officers is characterized by a comparable progression in the levels of development, advancement, and responsibility.

b. School Eligibility. Educational programs are considered essential to the proper professional and administrative growth of the career officer. Opportunities for schooling, which vary according to the officer's qualifications, interest, experience, and potential, may occur in the pattern at appropriate times following the 1st or 2d year of military experience. Early in the officer's career when special interest areas are being determined, advantage may be taken of one or more of the short courses offered by military institutions and civilian universities, hospitals, and institutions. Attendance at this type of short course may also be indicated at proper intervals during the officer's career in order to keep him informed of new procedures, trends, and professional policies in his profession. Selected officers may attend certain long civilian courses as indicated by the Army Medical Specialist Corps career pattern. Assignment to a high level administrative or professional position is usually preceded by at least a year's graduate work in the field of the officer's specialty.

c. Assignments.

- (1) Assignment of individual officers to professional and related duties is made by The Surgeon General, and is based on planned, rotating and progressive assignments at large and small installations both in the continental United States and in oversea commands. Officers may be assigned to a normal

oversea tour of duty after 1 or 2 years of military experience, in accordance with requirements of the service, eligibility, and individual requests.

- (2) The officers of the Army Medical Specialist Corps begin their Army career by attending the first 4 weeks of the AMEDS Officer Basic Course. Following completion of this course, officers who have been previously qualified in their respective specialties (dietetic, physical therapy, and occupational therapy) are assigned to a hospital, preferably large, to insure at least 1 year of supervised experience. This affords them the opportunity of working with a wide variety of patients and participating in many professional activities typical of Army installations. A similar assignment awaits those officers who complete one of the three qualifying courses—the Dietetic Internship, conducted at four of the Army general hospitals; the Physical Therapy Course, conducted at the Medical Field Service School; and the Occupational Therapy Clinical Affiliation Program conducted at selected general hospitals.
- (3) The initial hospital assignment is ordinarily followed by one which requires less supervision and increased responsibility. With this advancement, the officer may consider attendance at a short course in his specialty to increase his value to the Army and acquire skills and knowledge consistent with his new responsibilities.
- (4) Emergence from this first bracket of basic diversified experience permits consideration of assignments of a more specialized nature, such as teaching, research, or a specialty within the MOS. AMSC Counselors are also selected from the group within this developmental area. The career pattern during this stage is so designed as to afford ample oppor-

tunity for the officer to demonstrate qualities and capabilities which will identify him for responsible assignments.

- (5) Officers who have demonstrated outstanding professional and supervisory qualifications may be assigned to any of the positions in the category of maximum utilization as indicated on chart 16.



ARMY NURSE CORPS																														
OBJECTIVES FOR PERIODS INDICATED	BASIC MILITARY DEVELOPMENT								INTERMEDIATE PROFESSIONAL DEVELOPMENT							ADVANCED CONTRIBUTION AND DEVELOPMENT							MAJOR PROFESSIONAL CONTRIBUTION							
	1. Development of basic military knowledge by: a. Attendance at basic and advanced courses. b. Rotated general nursing duties. 2. Development of specialty by: a. Attendance at technical courses. b. Duties in specialty area. c. Masters level training in clinical specialty.								Continued development and utilization by: a. Diversified assignments as instructor. b. Specialized assignments in MAAGs and Missions. c. Supervisory positions and staff assignments.							a. Higher level professional and staff assignments. b. Attendance at diversified military and civilian courses. c. Doctoral level training.							Continued utilization in positions of great responsibility.							
YEARS OF SERVICE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
SCHOOL ELIGIBILITY	1/																													
	TECHNICAL TRAINING IN CLINICAL SPECIALTIES																													
	ADVANCED CIVIL SCHOOLING OR HOSPITAL ADMINISTRATION COURSE 2/ 3/																													
	SHORT COURSES IN CIVILIAN SCHOOLS, FEDERAL AGENCIES AND AMEDS IN EITHER GENERAL FIELDS OR TECHNICAL SPECIALTY																													
	AMEDS ADVANCED COURSE																													
ASSIGNMENTS	GENERAL DUTY																													
	SPECIALTY TRAINING																													
	ROTATED ASSIGNMENTS IN SPECIALTY FIELD IN CLASS I AND II HOSPITALS IN CONUS AND OVERSEAS																													
	DUTY IN POSITIONS AS HEAD NURSE, INSTRUCTOR, HOSPITAL STAFF, RESEARCH, PROCUREMENT COUNSELOR, ROTATED ASSIGNMENTS IN SPECIALTY																													
	SUPERVISORY POSITIONS, DUTY WITH MAAGs AND MISSIONS, COURSE DIRECTOR IN SPECIALTY COURSES, CONARC & DA STAFF, FACULTY, WRAIN AND MEDICAL FIELD SERVICE SCHOOL																													
NOTES: 1/ Basic course. 2/ Ends civil schooling eligibility for other than Regular Army officers (total service), except for short course instruction (AR 350-200). 3/ Ends civil schooling eligibility for Regular Army officers (promotion list service), except for short course instruction (AR 350-200).																														

68. Army Nurse Corps

a. General. Upon initial appointment, Army Nurse Corps officers will be granted credit for years of service in an active status on the basis of experience and formal education related to a specialty in the following fields of nursing: Nursing education, personnel administration, counseling, nursing research, public health nursing, and completion of approved postgraduate clinical program. The number of years credit-able for qualifying education and experience is as follows:

- (1) One year's service credit for graduates from an acceptable diploma school of nursing with 30 additional semester credits toward a baccalaureate degree.
- (2) Eighteen months' service credit for a bachelor's degree.
- (3) Three years' service credit for a master's degree.
- (4) Four years' service for a Ph.D. or comparable degree.
- (5) One year's service credit for completion of an approved clinical postgraduate training program in anesthesiology and certification in the American Association of Nurse Anesthetists.

b. Education and Training.

- (1) All newly commissioned officers will attend the AMEDS Basic Course at the Medical Field Service School.
- (2) Between the 3d and 9th years of service, career officers will attend the AMEDS Officer Advanced Course.
- (3) Between the 7th and 24th years of service, selected career officers will attend the Manpower Management Course.

- (4) Between the 9th and 16th years of service, selected career officers attend the Command and General Staff College.
- (5) Army Nurse Corps officers are eligible to apply for the professional clinical specialty courses conducted at military installations. These are Maternal and Child Health, Anesthesiology, Basic Operating Room Nursing, Advanced Operating Room Nursing, Medical-Surgical Nursing, and Military Nursing Practice and Research. Traineeships are given in Army Health Nursing, Psychiatric Nursing, and Professional postgraduate short courses.
- (6) Graduate training at civilian universities, and the Hospital Administration course are offered to career Army Nurse Corps officers.
- (7) A degree completion program is also offered selected Army Nurse Corps Officers.

c. Assignments. The Army Nurse Corps career pattern (chart 17) depicts the general developmental career progression which is brought about through planned and monitored assignments. Every Army Nurse Corps officer is expected to have an excellent foundation in clinical nursing before receiving a diversified assignment; all are given equal opportunity to progress in their chosen career field. Assignments are planned at each stage of the officer's career to insure that the individual officer receives clinical nursing experience and progressive responsibility, and acquires an overall working knowledge of the Army Medical Service.

DENTAL CORPS																																						
OBJECTIVES FOR PERIODS INDICATED	BASIC MILITARY DEVELOPMENT								INTERMEDIATE PROFESSIONAL DEVELOPMENT								ADVANCED CONTRIBUTION AND DEVELOPMENT								MAJOR PROFESSIONAL CONTRIBUTION													
	a. Provide basic military knowledge. b. Rotation through various professional assignments to provide experience in clinical and administrative procedures under the supervision of senior officers. c. Observation of potential and interest in a particular career pattern. d. General and specialized training.								a. Diversified assignments with increasing responsibility. b. Continuation of specialized training.								a. Advanced development and training in a career field. b. Assignment to positions of responsibility within a career field.								Utilization in areas of highest responsibility.													
YEARS OF SERVICE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30								
SCHOOL ELIGIBILITY	1/ 2/															4/															5/							
	AMEDS ADVANCED COURSE								COMMAND AND GENERAL STAFF COLLEGE or HOSPITAL ADMINISTRATION COURSE								3/			SENIOR SERVICE COLLEGE							3/											
ADVANCED THEORY AND SCIENCE OF DENTAL PRACTICE INSERVICE DENTAL RESIDENCY FELLOWSHIP POST GRADUATE CIVILIAN SCHOOLING																																						
TRAINING AND ASSIGNMENTS	GENERAL ROTATING OF ASSIGNMENTS IN CONUS AND OVERSEAS								SPECIALTY TRAINING; UTILIZATION IN CLINICAL PRACTICE; TEACHING OR RESEARCH								CLINICAL PRACTICE TEACHING; UTILIZATION ASSIGNMENTS IN GENERAL CLINICAL PRACTICE SUCH AS CHIEF CLINICIAN, DENTAL SURGEON OF A SMALL POST, ETC.								UTILIZATION ASSIGNMENTS AS ASSISTANT DENTAL SURGEON OF A LARGE POST, DENTAL UNIT COMMANDER; STAFF OFFICER IN CONUS ARMY HQ, OTSG, MEDICAL FIELD SERVICE SCHOOL, CONUS AND OVERSEAS COMMANDS; CHIEF, PROFESSIONAL SERVICE OF A LARGE POST OR HOSPITAL; DIRECTOR OF STUDENT TRAINING, DENTAL TEACHING HOSPITAL							ASSIGNMENTS IN POSITION OF HIGHEST RESPONSIBILITY SUCH AS: a. ASSISTANT SURGEON GENERAL FOR DENTAL SERVICES. b. DIRECTOR OF DENTAL ACTIVITIES, ARMY MEDICAL CENTER. c. CONUS ARMY DENTAL SURGEON. d. OVERSEAS THEATRE DENTAL SURGEON. e. DIRECTOR, U.S. ARMY INSTITUTE OF DENTAL RESEARCH. f. KEY STAFF POSITIONS AT OTSG AND MEDICAL FIELD SERVICE SCHOOL. g. DENTAL SURGEON OF KEY INSTALLATIONS. h. COMMANDERS OF REGIONAL DENTAL ACTIVITIES.						
	ASSIGNMENT IN BASIC AND CLINICAL RESEARCH IN THE ARMY INSTITUTE OF DENTAL RESEARCH, REGIONAL DENTAL ACTIVITY OR OTHER CONUS AND OVERSEAS INSTALLATIONS																																					
NOTES: 1/ AMEDS Officer Basic Course. 2/ Dental internship. 3/ Attendance by DA selection. 4/ Ends civil schooling eligibility for other than Regular Army officers (total service), except for short course instruction (AR 350-200). 5/ Ends civil schooling eligibility for Regular Army officers (promotion list service), except for short course instruction (AR 350-200).																																						

69. Dental Corps

a. General. Under provisions of Title 10, United States Code section 3294 (b), each individual appointed in the Dental Corps of the Regular Army shall, at the time of appointment, be credited with an amount of service equal to not less than 4 years. This service credit is given as compensation for the additional years of education required for the degree of Doctor of Dental Surgery or Dental Medicine, a requisite for such appointment. By reason of this credit, each dental officer enters the Regular Army in a grade not lower than first lieutenant with the temporary grade of captain.

b. The Basic Military Development Period. This is a period of basic training and professional development. Initially each officer will receive military training at the AMEDS Officer Basic Course. His service will include general duty assignments either in the continental United States or overseas at a fixed installation or with a field unit. He will be rotated through various professional assignments at his station and learn, under the supervision of senior officers, such administrative procedures concerning personnel, facility and patient management as are consistent with his assignment. During this period, the officer's potential for clinical specialization will be studied, and he will be given an opportunity to state his interests and preferences toward the development of a particular career pattern. Later in this period, each officer can expect to attend the Army Medical Service Officer Advanced Course. Additionally, each individual is encouraged to submit an application for postgraduate civilian training, the Advanced Theory and Science of Dental Practice Course, in-service residency or fellowship program. Selections of best qualified individuals for this training are made by The Surgeon General from among those submitting appli-

cations. If selected for civilian institution training or in-service residency training in a particular dental specialty, the officer will be assigned for a 1-year period to receive specific training in accordance with instructions issued by The Surgeon General. If his performance justifies continuance of training, he continues until he has completed the formal training requirements of the American Board of his specialty.

c. Intermediate Professional Development Period. Upon completion of formal training, an officer will be reassigned to a position permitting him to complete his associate training and thus establish his eligibility for examination for certification by the specialty board. It is from the best of this group that the chiefs of sections in the Dental Service of teaching hospitals will be selected. Individuals who show particular aptitude for administrative or staff duties will be given careful consideration for attendance at the Command and General Staff College or the Hospital Administration Course. Some selected and interested dental officers will enter the research field and continue in it throughout the major portion of their military careers. The specialization period for this group generally will start earlier and continue further into the next period of their careers. They will assist in the teaching program in hospitals, the United States Army Institute of Dental Research, and the Medical Field Service School.

d. Major Professional Contribution Period. Normally there will be little monitoring of careers during this period. Officers will continue in their specialized pattern and assume senior positions related to that field. To a certain extent, however, those officers who have demonstrated outstanding leadership qualities will have their assignments selected and controlled in such a way as to permit them to continue to utilize their capacities in positions of highest responsibility.

MEDICAL CORPS																																
OBJECTIVES FOR PERIODS INDICATED	BASIC MILITARY DEVELOPMENT								INTERMEDIATE PROFESSIONAL DEVELOPMENT							ADVANCED CONTRIBUTION AND DEVELOPMENT							MAJOR PROFESSIONAL CONTRIBUTION									
		a. Internship and duty as a generalist. b. Familiarization with the Army Medical Service by assignments to Class I installations.								a. To provide specialized training to meet military requirements in various clinical, preventive and aviation medicine fields. b. Duty assignments are designed to utilize training received and prepare officers for examination by specialty board.							a. Advanced training to prepare individual for supervisory or teaching positions in professional service or research activities. b. All officers receive branch qualification with selected officers attending advanced military colleges. c. Duty assignments are designed to utilize advanced training and experience in professional as well as command and staff positions.							To develop senior officers as chiefs of professional services, senior research investigators, consultants to The Surgeon General and major commands, and commanders or senior staff officers.								
YEARS OF SERVICE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
SCHOOL ELIGIBILITY	<u>1/</u>															<u>3/</u>							<u>4/</u>									
	AMEDS OFFICER ADVANCED COURSE																															
																COMMAND AND GENERAL STAFF COLLEGE OR ARMED FORCES STAFF COLLEGE <u>2/</u>																
																							SENIOR SERVICE COLLEGE <u>2/</u>									
																HOSPITAL ADMINISTRATION <u>2/</u>																
TRAINING AND ASSIGNMENTS	<u>GENERAL DUTY</u> DUTY WITH TROOPS (AIRBORNE, SPECIAL FORCES, AVIATION MEDICINE, PREVENTIVE MEDICINE)								<u>RESIDENCY TRAINING</u> CLINICAL, PREVENTIVE MEDICINE, AVIATION MEDICINE, GENERAL PRACTICE							ASSIGNMENTS: DUTY ASSIGNMENTS OF INCREASING RESPONSIBILITY IN CLINICAL, PREVENTIVE AND AVIATION MEDICINE. ALTERNATE TOURS IN CLINICAL, COMMAND AND STAFF, OR IN RESEARCH. SELECTED OFFICERS MAY SERVE CONTINUOUSLY IN VARIOUS CAREER FIELDS.																
																TRAINING: SUB-SPECIALTY TRAINING IN PROFESSIONAL FIELDS, LONG TERM CIVILIAN TRAINING INCLUDING PROGRAMS LEADING TO MASTER'S OR PH.D. DEGREE. MAY ATTEND PROFESSIONAL SHORT COURSES AND CONFERENCES THROUGHOUT CAREER.																
NOTES: <u>1/</u> AMEDS Officer Basic Course. <u>2/</u> Attendance by DA selection. <u>3/</u> Ends civil schooling eligibility for other than Regular Army officers (total service), except for short course instruction (AR 350-200). <u>4/</u> Ends civil schooling eligibility for Regular Army officers (promotion list service), except for short course instruction (AR 350-200).																																

Chart 19.

70. Medical Corps

a. Appointment. Under the provisions of Public Law 497, 84th Congress, each person appointed into the Medical Corps of the Regular Army is credited with 5 years of service. Thus, he enters on active duty as a Regular Army first lieutenant, with temporary grade of captain.

b. Basic Period. Following completion of the internship, officers attend the AMEDS Officer Basic Course and are encouraged and permitted to volunteer for a variety of assignments with troops. These include duty with airborne, special forces or other combat units. Training and duty in preventive and aviation medicine is also available. In a few instances, short periods of training are available in selected critical areas of clinical medicine.

c. Intermediate Professional Development Period. Officers desiring residency training may apply to the Office of The Surgeon General for entry in the following career fields:

- (1) *Clinical.* Training in various clinical fields for an average of 3 years is given as prescribed by the respective American Boards. Following formal training, officers will be assigned within the specialized field to duty positions of increasing responsibility. This will permit the individual to be certified following an appropriate examination by the respective board.
- (2) *Preventive medicine.* Training in this field is given over a 3-year period, 1 year of which consists of graduate work leading to the degree of MPH at an approved university. Further duty with city or county health departments or at military posts, which are approved for residency training, is given. In addition, a 3-month formal course in Advanced Military Preventive Medicine is given as part of the 3 years of training. Certification may be obtained, following an appropriate examination.
- (3) *Aviation medicine.* The first year of the 3-year program consists of completion of graduate work

leading to MPH degree at an approved university. The second year consists of attendance at the Advanced Aviation Medicine Course at the School of Aerospace Medicine at Brooks Air Force Base, Texas. The third year is at Fort Rucker, Alabama, in conjunction with the Army Aviation School or at other suitable installations and activities. Certification may be obtained after an appropriate examination.

- (4) *Research and development.* Officers selected for this field will in general have completed training in one of the foregoing fields. Assignments permit individuals to engage in research and development activities in clinical, basic science, preventive medicine, nuclear medicine and combat development activities. In addition to the training of other specialty programs, specific training is given in nuclear medicine at the University of Rochester, and attendance is permitted at the Military Medicine and Allied Sciences Course and other service school courses. Officers in this field may receive a variety of specialized subjects as needed in preparation for research activities.
- (5) *Medical Executive (Command and Staff).*
 - (a) While an officer may elect this career field following the basic period, most individuals are selected for duty from other fields based upon the individual's desire or service needs. Training consists of attendance at the Army Medical Service Officer Advanced Course, the Hospital Administration Course, the Command and General Staff College and senior service schools. A wide variety of assignment opportunities are available in divisions, corps, army and DA headquarters; and oversea assignments including duty with troops, MAAG, Missions or attaché posts. Duty with airborne and special forces units is particularly desirable. Senior officers are assigned to

key staff positions and as commanders of hospitals and other medical units.

- (b) Continuous emphasis is directed toward creating an awareness for and importance of the military medical executive among officers in various stages of career development. This career pattern is of the utmost importance to the continued growth and development of the medical service.
- (c) Certification by one of the specialty boards, while not required, is considered essential to the fullest development of the individual military medical executive. Numerous opportunities exist for pursuing a dual career interspersing clinical and/or research assignments with those of a medical executive.

d. Advanced Contribution and Development Period. Upon completion of the required professional training, officers receive assignments commensurate with their interest and ability. Each assignment is designed to increase the individual's responsibility. All fields provide opportunity for advanced professional and military training.

e. Major Contribution Period. Senior officers are selected for key command, staff, teaching and research positions.

Note. Throughout career, selected officers may attend various professional short courses and conferences.



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MEDICAL SERVICE CORPS																															
OBJECTIVES FOR PERIODS INDICATED	BASIC MILITARY DEVELOPMENT								INTERMEDIATE PROFESSIONAL DEVELOPMENT								ADVANCED CONTRIBUTION AND DEVELOPMENT								MAJOR PROFESSIONAL CONTRIBUTION						
	SUPPLY AND ADMINISTRATIVE FIELDS																														
	a. Acquire knowledge of Army organization, administration and Field Medical Service. b. Tentative identification with specific career field and development of basic skill in MOS.								a. Permanent identification in one specific career field (medical supply, registrar, personnel, etc). b. Attainment of a high level of technical proficiency in specialty.								a. Contribution to specialty in teaching, research, and supervisory assignments. b. Diversification and broadening of experience within the AMEDS. c. Preparation for top level supervisory positions.								Maximum utilization through assignment to highest command and staff positions.						
	PHARMACY, ALLIED SCIENCES, SANITARY ENGINEER, AND OPTOMETRY FIELDS																														
a. Orientation in Army organization and functions. b. Development of skills as a military medical specialist.								Attainment of a high level of professional technical proficiency and supervisory ability.								a. Provide leadership within specialty. b. Contribute to AMEDS accomplishments beyond dimensions of clinical practice. c. Preparation for top level supervisory positions.															
YEARS OF SERVICE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
SCHOOL ELIGIBILITY	1/															4/					5/										
	AMEDS ADVANCED COURSE (ALL HSC OFFICERS)								COMMAND AND GENERAL STAFF COLLEGE OR ARMED FORCES STAFF COLLEGE; HOSPITAL ADMINISTRATION COURSE OR POST GRADUATE CIVILIAN SCHOOLING 3/								SENIOR SERVICE COLLEGE 3/														
SUPPLY AND ADMINISTRATION ASSIGNMENTS	ROTATED TROOP DUTY; IDENTIFICATION IN TENTATIVE CAREER FIELD; SUPERVISED DUTY ASSIGNMENTS.								PROGRESSIVE ASSIGNMENTS AND TRAINING IN MILITARY SPECIALTY								UTILIZATION IN POSITIONS OF RESPON- SIBILITY WITHIN CAREER FIELD, DIVERS- IFIED TRAINING AND ASSIGNMENTS.								UTILIZATION IN KEY COMMAND AND HIGH LEVEL STAFF ASSIGNMENTS.						
PHARMACY, ALLIED SCIENCES, SANITARY ENGINEER AND OPTOMETRY ASSIGNMENTS	UTILIZATION AND TRAINING IN BASIC POSITIONS WITHIN SPECIALTY								ASSIGNMENTS TO TEACHING, RESEARCH OR JUNIOR SUPERVISORY POSITIONS WITHIN SPECIALTY; ADVANCED SPECIALTY TRAINING								RESPONSIBLE TEACHING, RESEARCH AND SUPERVISORY POSITIONS WITHIN SPECIALTY. SELECTED OFFICERS MAY RECEIVE DIVERS- IFIED ASSIGNMENTS AND HIGH LEVEL TRAINING														
NOTES: 1/ Basic course. Airborne training only if being assigned to an airborne unit. 2/ Orientation course for branch transferees or OCS graduates. 3/ Attendance by DA board selection. 4/ Ends civil schooling eligibility for other than Regular Army officers (total service), except for short course instruction (AR 350-200). 5/ Ends civil schooling eligibility for Regular Army officers (promotion list service), except for short course instruction (AR 350-200).																															

Chart 20.

71. Medical Service Corps

a. General. The Medical Service Corps is organized, by law, into four sections: (1) Pharmacy, Supply and Administration Section, (2) Medical Allied Sciences Section, (3) Sanitary Engineering Section, and (4) Optometry Section. The four sections cover 18 different career fields, or areas of specialization; each of these, in turn, consists of a number of related occupational specialties (MOS). The PS&A Section is comprised of nine distinct career fields: Aviation, Comptrollership, Hospital Administration, Medical Operations and Training, Medical Supply, Medical Technical Intelligence, Personnel Management, Pharmacy and Registrar. The Medical Allied Science Section consists of seven career fields: Audiology, Entomology, Medical Laboratory Sciences, Nuclear Medical Science, Podiatry, Psychology and Social Work. Upon initial commissioning each officer is evaluated and identified by primary MOS in one of the sections and normally remains therein throughout his military career. Officers in the PS&A Section, with the exception of some pharmacists, normally are not identified in a permanent career field until completion of the AMEDS Officer Advanced Course. Members of the Medical Allied Sciences Section, Sanitary Engineering Section, Optometry Section, and Pharmacy Subsection, are identified with a career field immediately upon entry on active duty. Generally, once identified with a career field, an officer will remain therein for the rest of his career. Changes in career fields, particularly within PS&A, do occur, however, as changes in qualifications, needs of the service, and individual desires change. To supplement the general pattern in this pamphlet, there are 18 different career patterns (printed, graphic presentations of normal progressions) established for Medical Service Corps officers — one for each of the 18 career fields. These cover in more detail, specific assignments and training appropriate for each specialty.

b. Education and Training. All MSC officers attend the AMEDS Officer Basic Course immediately upon entry on active duty; all attend the AMEDS Officer Advanced Course sometime between their fourth and eighth year of service. Most career officers will have the opportunity to attend one of the following long courses: Command and General Staff College, Armed Forces Staff College, Hospital Administration Course or postgraduate civilian training. A limited number of field grade officers are also selected for one of the senior service colleges. Each MSC officer will also attend a number of short (1–16 weeks) military and civilian courses during his career, most of which are designed to increase his technical proficiency. Long and short courses, both civilian and military, are available in all career fields. The number and type of courses attended by each officer depend upon the career field identification, availability of funds and quotas, performance record, and individual desires. With the exception of the basic and advanced branch courses, officers normally are selected only for those courses in which they express an interest and which are related to their career fields. Officers are eligible for short training courses throughout their careers; completion of the advanced branch course and permanent career field identification are general prerequisites for all long courses.

c. Assignments. Assignments are correlated with training and based upon needs of the service; career patterns; and individual aptitudes, interests, and abilities. The Surgeon General controls station assignments and reassignments within CONUS and assignments to oversea areas. Every effort is made to provide each officer with progressive assignments designed to develop officers capable of filling the highest command, staff, and medical-technical positions within the MSC area of responsibility.

VETERINARY CORPS																																											
OBJECTIVES FOR PERIODS INDICATED	BASIC MILITARY DEVELOPMENT								INTERMEDIATE PROFESSIONAL DEVELOPMENT								ADVANCED CONTRIBUTION AND DEVELOPMENT								MAJOR PROFESSIONAL CONTRIBUTION																		
	Professional development thru: a. Attendance at basic courses. b. Rotated assignment at CONUS and oversea stations. c. Attendance at AMEDS Advanced Course. d. Specialized training.								a. Progressively increasing responsibility thru diversified staff, supervisory and instructor assignments. b. Continued educational development in specialty area by graduate civilian training and technical specialty. c. Broadening of military knowledge thru advanced military schooling.								a. Continued utilization in supervisory and staff positions of responsibility related to specialty. b. Duty assignment as instructors in service schools, preceptors in specialty training and R&D investigators.								Continued utilization thru assignment to positions of great responsibility.																		
YEARS OF SERVICE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30													
SCHOOL ELIGIBILITY	1/																																										
	2/																																										
	<div style="text-align: center;"> <div style="border: 1px solid black; width: 150px; height: 15px; margin: 0 auto 10px auto;">AMEDS ADVANCED COURSE</div> <div style="border: 1px solid black; width: 250px; height: 15px; margin: 0 auto 10px auto;">COMMAND AND GENERAL STAFF COLLEGE 3/</div> <div style="border: 1px solid black; width: 300px; height: 15px; margin: 0 auto 10px auto;">SENIOR SERVICE COLLEGE 3/</div> </div>																																										
	<div style="text-align: center;"> <div style="border: 1px solid black; width: 250px; height: 15px; margin: 0 auto 10px auto;">RESIDENCY TRAINING IN SELECTED SPECIALTIES</div> <div style="border: 1px solid black; width: 350px; height: 15px; margin: 0 auto 10px auto;">GRADUATE-LEVEL CIVIL SCHOOLING 4/ 5/</div> </div>																																										
	<div style="text-align: center;"> <div style="border: 1px solid black; width: 400px; height: 15px; margin: 0 auto 10px auto;">AMEDS AND CIVILIAN SHORT COURSES IN VARIOUS AREAS</div> <div style="border: 1px solid black; width: 450px; height: 15px; margin: 0 auto 10px auto;">OTHER MILITARY SCHOOLING (LANGUAGE, SPECIAL WARFARE, CBR, CIVIL AFFAIRS, FOOD TECHNOLOGY, ETC.)</div> </div>																																										
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="4" style="writing-mode: vertical-rl; transform: rotate(180deg);">TYPICAL ASSIGNMENTS</td> <td style="width: 15%;">FOOD INSPECTION AND PREVENTIVE MEDICINE</td> <td style="width: 45%;">COMMANDING OFFICER, TOE UNITS, OR STAFF OFFICER IN FIXED INSTALLATION IN CONUS AND OVERSEAS; DUTY WITH MAAGS, MISSIONS, SPECIAL FORCES</td> <td style="width: 35%;">DUTIES IN POSITIONS OF GREAT RESPONSIBILITY SUCH AS: a. ASSISTANT FOR VETERINARY SERVICES, OTSG. b. DEPUTY ASST FOR VETERINARY SERVICES, OTSG. c. SENIOR VETERINARY OFFICER AT MAJOR COMMANDS AND OVERSEA HEADQUARTERS. d. STAFF VETERINARIAN AT DOD LEVEL AGENCIES SUCH AS DSA AND DPSC. e. COMMANDANT, USAMEDS VETERINARY SCHOOL. f. STAFF VETERINARY OFFICER AT HFSS.</td> </tr> <tr> <td>VETERINARY LABORATORY</td> <td>DUTY AS VETERINARY OFFICER-IN-CHARGE OF FOOD ANALYSIS AND ANIMAL DISEASE DIAGNOSIS IN MEDICAL LABORATORIES (TD AND TOE)</td> <td></td> </tr> <tr> <td>ANIMAL MEDICINE</td> <td>COMMANDING OFFICER, TOE HOSPITAL UNITS, OR OFFICER-IN-CHARGE OF LABORATORY ANIMAL MANAGEMENT SUPPORTING R&D UNITS</td> <td></td> </tr> <tr> <td>RESEARCH & DEVELOPMENT</td> <td>RESEARCH VETERINARIAN IN R&D FIXED INSTALLATIONS. TECHNICAL MEMBERS OF SPECIALTY TEAMS ASSIGNED TO OVERSEA AREAS.</td> <td>CHIEF OF BRANCH AND DEPARTMENTS OR PRINCIPAL INVESTIGATOR IN RESEARCH PROJECTS AT R&D ORGANIZATIONS. SERVICE AS PRECEPTOR IN SPECIALIZED TRAINING IN SPECIALTY FIELDS. STAFF OFFICER IN R&D AGENCIES AT DA AND DOD LEVEL.</td> <td>a. ASSISTANT FOR VETERINARY SERVICES, OTSG. b. DEPUTY ASST FOR VETERINARY SERVICES, OTSG. c. DIRECTOR, DIVISION OF VETERINARY MEDICINE AND SENIOR RESEARCH VETERINARIAN AT R&D UNITS. d. STAFF VETERINARIAN OFFICER AT DOD LEVEL AGENCIES.</td> </tr> </table>																														TYPICAL ASSIGNMENTS	FOOD INSPECTION AND PREVENTIVE MEDICINE	COMMANDING OFFICER, TOE UNITS, OR STAFF OFFICER IN FIXED INSTALLATION IN CONUS AND OVERSEAS; DUTY WITH MAAGS, MISSIONS, SPECIAL FORCES	DUTIES IN POSITIONS OF GREAT RESPONSIBILITY SUCH AS: a. ASSISTANT FOR VETERINARY SERVICES, OTSG. b. DEPUTY ASST FOR VETERINARY SERVICES, OTSG. c. SENIOR VETERINARY OFFICER AT MAJOR COMMANDS AND OVERSEA HEADQUARTERS. d. STAFF VETERINARIAN AT DOD LEVEL AGENCIES SUCH AS DSA AND DPSC. e. COMMANDANT, USAMEDS VETERINARY SCHOOL. f. STAFF VETERINARY OFFICER AT HFSS.	VETERINARY LABORATORY	DUTY AS VETERINARY OFFICER-IN-CHARGE OF FOOD ANALYSIS AND ANIMAL DISEASE DIAGNOSIS IN MEDICAL LABORATORIES (TD AND TOE)		ANIMAL MEDICINE	COMMANDING OFFICER, TOE HOSPITAL UNITS, OR OFFICER-IN-CHARGE OF LABORATORY ANIMAL MANAGEMENT SUPPORTING R&D UNITS		RESEARCH & DEVELOPMENT	RESEARCH VETERINARIAN IN R&D FIXED INSTALLATIONS. TECHNICAL MEMBERS OF SPECIALTY TEAMS ASSIGNED TO OVERSEA AREAS.	CHIEF OF BRANCH AND DEPARTMENTS OR PRINCIPAL INVESTIGATOR IN RESEARCH PROJECTS AT R&D ORGANIZATIONS. SERVICE AS PRECEPTOR IN SPECIALIZED TRAINING IN SPECIALTY FIELDS. STAFF OFFICER IN R&D AGENCIES AT DA AND DOD LEVEL.
TYPICAL ASSIGNMENTS	FOOD INSPECTION AND PREVENTIVE MEDICINE	COMMANDING OFFICER, TOE UNITS, OR STAFF OFFICER IN FIXED INSTALLATION IN CONUS AND OVERSEAS; DUTY WITH MAAGS, MISSIONS, SPECIAL FORCES	DUTIES IN POSITIONS OF GREAT RESPONSIBILITY SUCH AS: a. ASSISTANT FOR VETERINARY SERVICES, OTSG. b. DEPUTY ASST FOR VETERINARY SERVICES, OTSG. c. SENIOR VETERINARY OFFICER AT MAJOR COMMANDS AND OVERSEA HEADQUARTERS. d. STAFF VETERINARIAN AT DOD LEVEL AGENCIES SUCH AS DSA AND DPSC. e. COMMANDANT, USAMEDS VETERINARY SCHOOL. f. STAFF VETERINARY OFFICER AT HFSS.																																								
	VETERINARY LABORATORY	DUTY AS VETERINARY OFFICER-IN-CHARGE OF FOOD ANALYSIS AND ANIMAL DISEASE DIAGNOSIS IN MEDICAL LABORATORIES (TD AND TOE)																																									
	ANIMAL MEDICINE	COMMANDING OFFICER, TOE HOSPITAL UNITS, OR OFFICER-IN-CHARGE OF LABORATORY ANIMAL MANAGEMENT SUPPORTING R&D UNITS																																									
	RESEARCH & DEVELOPMENT	RESEARCH VETERINARIAN IN R&D FIXED INSTALLATIONS. TECHNICAL MEMBERS OF SPECIALTY TEAMS ASSIGNED TO OVERSEA AREAS.	CHIEF OF BRANCH AND DEPARTMENTS OR PRINCIPAL INVESTIGATOR IN RESEARCH PROJECTS AT R&D ORGANIZATIONS. SERVICE AS PRECEPTOR IN SPECIALIZED TRAINING IN SPECIALTY FIELDS. STAFF OFFICER IN R&D AGENCIES AT DA AND DOD LEVEL.	a. ASSISTANT FOR VETERINARY SERVICES, OTSG. b. DEPUTY ASST FOR VETERINARY SERVICES, OTSG. c. DIRECTOR, DIVISION OF VETERINARY MEDICINE AND SENIOR RESEARCH VETERINARIAN AT R&D UNITS. d. STAFF VETERINARIAN OFFICER AT DOD LEVEL AGENCIES.																																							
OFFICERS MAY RECEIVE ASSIGNMENTS OUTSIDE CHOSEN CAREER PATTERNS TO BROADEN DEVELOPMENT																																											
NOTES: 1/ Basic course. 2/ MOS awarding courses. 3/ Attendance by DA selection. 4/ Ends civil schooling eligibility for other than Regular Army officers (total service), except for short course instruction (AR 350-200). 5/ Ends civil schooling eligibility for Regular Army officers (promotion list service), except for short course instruction (AR 350-200).																																											

Chart 21.

72. Veterinary Corps

a. General. The Veterinary Corps is composed of officers who are graduates of approved colleges of veterinary medicine. The career plan for Army veterinarians is designed to produce a corps of versatile, proficient officers, capable of functioning in positions of responsibility throughout the Army. Upon completion of 1–3 years service, officers will be identified in one of the career fields shown on Chart 21. Their career program is monitored continuously to provide progressive, long-range development of their maximum performance capabilities. Generally, officers are afforded the opportunity for full development within their career field, accepting diversified assignments, or transferring into other career fields.

b. Education and Training.

- (1) *Basic period.* Immediately upon entry on active duty, all VC officers attend the AMEDS Officer Basic Course. Upon completion of this course, they attend either the Veterinary Preventive Medicine and Food Inspection Course, the Veterinary Laboratory Procedures Course, or proceed directly to assignment with an R&D unit. A variety of professional short courses and military skill courses are available during this period of development. After initial tours, some will attend the AMEDS Advanced Course, undergo in-service, residency type training or receive postgraduate civilian training in specialty areas—dependent upon the career field into which they have been classified.
- (2) *Intermediate professional development period.* A selected number of officers will attend Command and General Staff College during this period. Those pursuing careers in the food inspection, preventive medicine, and laboratory fields may receive training

leading to graduate degrees in public health or food technology. Specialized training for R&D assignments normally will be completed during this period. Officers in these activities may be selected for graduate education in specialized fields such as veterinary microbiology, pathology, radiobiology, or laboratory animal medicine. Long and short courses, both civilian and military, are available in all career fields. The number and types of courses attended depend upon each officer's career field identification, military requirements, availability of funds and quotas, performance record and individual motivation.

- (3) *Advanced contribution and development period.* The objective of this period is to make maximal utilization of their previous experience and training of all officers and to continue development of those who have demonstrated outstanding potential for the highest positions. Generally, required professional training will have been completed. Selected officers may attend senior service colleges during this period. Refresher and specialized professional short courses also are available.

c. Assignments. Generalization of the assignments which may be expected at each level of a Veterinary officer's career is shown on chart 21. The list is not all-inclusive. Many officers will not perform all the duties shown and some may receive assignments that are not depicted. Assignments for all members of the Veterinary Corps are determined by The Surgeon General. These assignments are correlated with training so that the fullest potential of each officer may be realized. Assignments are based on the needs of the service, career patterns, and individual abilities, aptitudes, and interests.

CHAPLAINS																																			
OBJECTIVES FOR PERIODS INDICATED	BASIC MILITARY DEVELOPMENT								INTERMEDIATE PROFESSIONAL DEVELOPMENT							ADVANCED CONTRIBUTION AND DEVELOPMENT							MAJOR PROFESSIONAL CONTRIBUTION												
	Training and development of professional performance by: a. Basic course at U.S. Army Chaplain School. b. Rotated staff assignments at troop level. c. Progressive assumption of responsibility. d. Advanced course at U.S. Army Chaplain School.								Continued development and utilization thru: a. Staff assignments at basic and intermediate administrative and supervisory levels. b. Attendance at CGSC, AFSC or graduate level civil schooling for selected officers. c. Instructor duty at service schools. d. Specialized assignments.							Higher professional and staff performance by: a. Assignments at intermediate and senior staff positions. b. Attendance at senior service college for selected officers. c. Selected key assignments.							Continued utilization and development in positions of great responsibility.												
YEARS OF SERVICE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30					
SCHOOL ELIGIBILITY	1/															3/			4/																
															ADVANCED COURSE			COMMAND AND GENERAL STAFF COLLEGE OR ARMED FORCES STAFF COLLEGE							2/		SENIOR SERVICE COLLEGE							2/	
															GRADUATE LEVEL CIVIL SCHOOLING																				
TRAINING AND ASSIGNMENTS	PROFESSIONAL DUTIES AT BATTALION, POST, AIR DEFENSE UNITS AND AS ASSISTANT HOSPITAL CHAPLAINS.								COMBINED PROFESSIONAL AND STAFF DUTIES SUCH AS: BRIGADE, ASSISTANT DIVISION AND DIVISION CHAPLAINS; ASSISTANT POST AND POST CHAPLAINS; ASSISTANT CORPS AND CORPS CHAPLAINS; HOSPITAL AND AIR DEFENSE REGIONAL CHAPLAINS.														HIGHER PROFESSIONAL AND STAFF ASSIGNMENTS SUCH AS ARMY AND ASSISTANT ARMY CHAPLAINS, MAJOR OVERSEAS AND CONUS COMMAND CHAPLAINS.												
															SERVICE IN SPECIALIZED AREAS SUCH AS: OFFICE, CHIEF OF CHAPLAINS; U.S. ARMY CHAPLAIN BOARD; STAFF AND FACULTY, CHAPLAINS SCHOOL; CONARC; ARMY MATERIEL COMMAND; AND COMBAT DEVELOPMENT'S COMMAND.																				
NOTES:	1/ Basic courses for all officers. Chaplains may attend airborne and/or Special Forces training on a voluntary basis. 2/ Attendance by DA selection. 3/ Ends civil schooling eligibility for other than Regular Army officers (total service), except for short course instruction (AR 350-200). 4/ Ends civil schooling eligibility for Regular Army officers (promotion list service), except for short course instruction (AR 350-200).																																		

73. Chaplains

a. Clergymen entering active duty as chaplains must be provided with a well planned integrated program of training and assignments to assist them in reaching their maximum performance capabilities. The Chaplain career program is designed to provide a progressive long-range development of the capabilities and potential of each chaplain. This program is intended to develop further the professional fitness of chaplains; to provide a better understanding of the military establishment in which they will serve to develop further their qualities of leadership in order that they may provide a more effective ministry to the personnel they serve; to prepare chaplains to supervise and coordinate the activities of other chaplains in accordance with principles of personnel management; and to train qualified chaplains for staffs of higher headquarters.

b. In order to accomplish these purposes the Chaplain career program is divided into four major phases:

- (1) *Period of training and development of professional performance (0-8 years)*. During or prior to this period the chaplain is required to complete the Chaplain Officer Basic Course at the U.S. Army Chaplain School. This course is designed to provide the newly commissioned chaplain with a working knowledge of the military establishment and with sufficient information to enable him to effectively serve the personnel of the unit to which he is assigned. In this period his assignments are limited to units at the lower echelons of command and varied to provide the chaplain with a broad basis of Army experience. His initial assignment will be served under close supervision of an experienced chaplain and he will be given increasing responsibility with subsequent assignments. He will attend the Chaplain Officer Advanced Course between the 7th and 10th years of active duty as a chaplain. This

course is designed to equip the chaplain to assist the commander in providing a comprehensive and meaningful religious program for the command.

- (2) *Period of intermediate professional development and staff performance (9-15 years)*. During this period a few chaplains who indicate outstanding potential and staff ability will be selected for attendance at the Command and General Staff College or the Armed Forces Staff College. These chaplains will be given assignments that will make maximum use of their training. A few other chaplains who show outstanding professional competence will be selected for training at civilian institutions or universities. These chaplains will be given assignments where maximum use may be made of their specialized or professional training. All chaplains who demonstrate the capability to assume positions of greater responsibility will be given progressive and challenging assignments to develop their maximum potential.
- (3) *Period of advanced contribution and staff development (16-23 years)*. During this period a limited number of outstanding chaplains will be selected for attendance at a senior service college. These chaplains, along with others of proven outstanding ability and adequate training, will be assigned to high level staff or equivalent positions where they will participate in planning, developing and supervising the religious and moral program of the Army. All chaplains will be assigned to those positions of administrative and supervisory responsibility commensurate with their experience, training and demonstrated ability.
- (4) *Period of higher staff and professional performance (24-30 years)*. This is the final period in the chaplain's career. The training and experience he has

received will have prepared him for positions of responsibility from post or division to Department of the Army level.

c. An adequate career pattern for chaplains requires the assistance of all chaplains in supervisory positions. Every effort must be made at all levels to institute and support a strong career management program in order to discover and develop to the maximum the potential of each individual chaplain.



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JUDGE ADVOCATE GENERAL'S CORPS

OBJECTIVES FOR PERIODS INDICATED	BASIC MILITARY DEVELOPMENT	INTERMEDIATE PROFESSIONAL DEVELOPMENT	ADVANCED CONTRIBUTION AND DEVELOPMENT	MAJOR PROFESSIONAL CONTRIBUTION																										
	General development in the law and initial training in a specialty by: a. Duty with div or comparable units, initially as trial and defense counsel and subsequently as assistant SJA. b. Attendance at basic and branch special and advanced courses. c. Rotation of duty through at least two special fields of law. d. Appellate counsel, U.S. Army Judiciary. e. Counsel and reviewer in administrative hearings.	Further general development and concurrent development of specialty by: a. Duty as SJA of div or comparable GCM jurisdiction. b. Duty as Asst SJA of div or larger unit. c. Duty in OTJAG or at TJAGSA. d. Instructor at service schools. e. Asgmt to DA staff agencies or sp activities. f. Research, writing, and formal study in specialty. g. Duty as trial att in contract appeals, habeas corpus proceedings, phys eval bd hearings, or major administrative board actions.	Contribution to profession generally and advanced development of specialty by: a. Duty as SJA of corps and comparable GCM jurisdiction. b. Duty as dep SJA of Corps, Army, and comparable units or activities. c. Duty as branch chief, OTJAG, or as chief of a legal office of a special activity. d. Duty as chief of a special legal department at TJAGSA. e. Duty as Law Officer or as member of Board of Review or Board of Contract Appeals. f. Duty as Claims Commissioner. g. Preparation of doctrine and general guidance for other military lawyers in specialty.	Performance in positions of highest responsibility as a military lawyer and counsel, including the positions of: a. SJA at Army, combined, joint and theater command levels. b. Commandant, TJAGSA. c. Chief, OTJAG division. d. Chief, U.S. Army Judiciary. e. Chief legal officer at special and DA staff agencies and activities. f. General officer, JAGC.																										
YEARS OF SERVICE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
SCHOOL ELIGIBILITY	ORIENTATION <u>1/</u> 3/ 4/ <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 5px auto;">ADVANCED COURSE</div> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 5px auto; text-align: center;"> COMMAND AND GENERAL STAFF COLLEGE OR ARMED FORCES STAFF COLLEGE <u>2/</u> </div> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 5px auto; text-align: right;">SENIOR SERVICE COLLEGE <u>2/</u></div> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 5px auto; text-align: center;"> OTHER SCHOOLING: ADVANCED CIVIL SCHOOLING, LANGUAGE, MANAGEMENT TRAINING, SPECIALTY SEMINARS, AND SUPPLEMENTAL OFF-DUTY COURSES IN LAW SUBJECTS </div>																													
GENERAL LEGAL AND EXECUTIVE ASSIGNMENTS	SERVICE IN JUDGE ADVOCATE CAPACITY AT ALL LEVELS OF COMMAND INCLUDING COMBINED, JOINT AND DEPARTMENT OF THE ARMY																											SENIOR JA IN A SPECIALTY AREA IN POSITIONS OF GREAT RESPONSIBILITY IN HIGHEST LEVELS OF COMMAND.		
	SERVICE AS SJA OF COMMANDER EXERCISING GENERAL COURT-MARTIAL JURISDICTION																													
	SERVICE SCHOOL STAFF AND FACULTY																													
ASSIGNMENTS IN SPECIAL AREAS OF LAW	AN OFFICER MAY PERFORM DUTIES IN SOME OF ALL OF THE FOLLOWING SPECIAL FIELDS OF LAW AT ANY LEVEL OF COMMAND OR AT ANY TIME DURING HIS CAREER: a. Military criminal & disciplinary law f. Labor laws k. Civil affairs p. Admiralty b. General military & civil law g. Realty l. Taxation q. Foreign law & legal systems c. Tort & claims liability h. Contracts & procurement m. War crimes r. Trial & appellate adversary proceedings d. Litigation i. International affairs n. Space law s. Administrative law e. Patents, j. Legal assistance o. Congressional liaison & legislation																													
NOTES:	1/ Includes basic course in combat arms for officer without prior commissioned service, and attendance at TJAGSA special course for all JAGC company grade officers. 2/ Attendance by DA selection. 3/ Ends civil schooling eligibility for other than Regular Army officers (total service), except for short course instruction (AR 350-200). 4/ Ends civil schooling eligibility for Regular Army officers (promotion list service), except for short course instruction (AR 350-200).																													

Chart 23.

74. Judge Advocate General's Corps

a. *Objectives.* The objectives of the Judge Advocate General's Corps career plan are—

- (1) To develop an officer so that by the end of his eighth year of service he will be qualified to serve as the staff judge advocate of a division or comparable unit exercising general court-martial jurisdiction; by the end of his fifteenth year of service he will be qualified to serve as the staff judge advocate of a corps of comparable unit exercising general court-martial jurisdiction; and by the end of his twenty-third year of service he will be qualified to serve in any legal position as the staff judge advocate of any command and as a general officer of the JAGC.
- (2) To develop an officer concurrently in a special area of the law, so that by the end of his eighth year of service he will be qualified to serve as the chief of a specialized legal branch in corps, army, and comparable unit legal offices or as an assistant branch chief at department or special activity level; by the end of his fifteenth year of service he will be qualified to serve as the chief of specialized legal branch in a JAGO division, in a special activity legal office, or as a law officer, or member of a Board of Review or the Board of Contract Appeals; and by the end of his 23d year of service he will be qualified to serve as chief of the JAGO division or chief of the legal office of special activity responsible for furnishing legal services in his specialty and to serve as the Assistant Judge Advocate General responsible for legal services in his specialty.
- (3) To develop a limited number of officers so that they will be familiar with the law and language of foreign countries in which the Army is likely to operate in time of mobilization or war.

b. *Basic Qualifications of an Officer Entering the Corps.* First lieutenant is the lowest grade in which qualified lawyers are appointed in the Judge Advocate General's Corps. Any

person, civilian or military, with or without prior legal experience, who possesses the requisite qualifications may be appointed in the Judge Advocate General's Corps. To qualify for appointment, the individual must have the following special qualifications:

- (1) Be a graduate of an approved law school.
- (2) Have a professional degree.
- (3) Be admitted to practice law before the highest court of a State or a Federal court.
- (4) Be in good standing as a member of the bar.

c. *Preliminary Service Schooling.*

- (1) Officers of the Corps without prior commissioned service normally will attend a combat arm basic course so that they may acquire the military background that will enable them better to perform their legal duties in the Army.
- (2) Officers who have had prior commissioned service and those who have attended a combat arm basic course will attend the Judge Advocate General's Special Course.
- (3) Attendance at both of the above courses normally will precede their entering upon the performance of their military-legal duties. Special situations, however, may cause this plan to be altered. In any event, they will attend the Judge Advocate General's Special Course at the earliest opportunity.

d. *Advanced Service Schooling.* Attendance at service schools above the level of the Judge Advocate General's Special Course, including the Judge Advocate Officer Advanced Course, will be by selection. Every effort will be made to insure that each officer has the opportunity of attending the advanced course.

e. *Graduate Study in Civilian Institutions.* In the Army, as in civilian life, the practice of law is a continuing process of study. Subject to the availability of funds, officers will be assigned to pursue graduate study based upon their ability, desire, and the needs of the Corps. The wide fields of legal activities of the Judge Advocate General's Corps require, in

88 addition to the basic general knowledge of law, an extensive knowledge of many specialized fields of law, the most obvious of which are those dealing with patents; international, criminal, administrative, and labor law; contracts, torts; admiralty and legislation. Officers of the Corps are provided the opportunity to continue their education by full- or part-time graduate study of legal or quasi-legal subjects designed to qualify them for the performance of specialized duties to which they are or may be assigned. Upon application, a limited number of highly qualified officers will be assigned to the Foreign Area Specialist Training Program to qualify them to advise commanders concerning the law of any country in which the Army may be operating. Concurrently with the training received within the major fields of law, judge advocates are encouraged to pursue off-duty graduate studies to broaden their legal knowledge.

f. Assignment and Duty Policies. Assignments are made to achieve the objectives of the career plan. Levels of command are not particularly important in this respect, although

as many officers as possible are assigned to division size units at the beginning of their careers. Since 15 percent of the Corps is assigned to Department of the Army at all times, new officers are frequently assigned to the Department of the Army to meet the needs of the service. If an officer has not served a duty tour in the Department of the Army by the time he is promoted to field grade he can expect to be assigned to The Office of The Judge Advocate General for a tour of duty. Changes of assignments are generally governed by career management, schooling and requirements; and by the law limiting the length of duty tours at the Department of the Army. At any time after completing the Judge Advocate Officer Advanced Course, an officer may be given his first opportunity to serve as the staff judge advocate of a command exercising general court-martial jurisdiction. Because of the limited number of these assignments, an officer may be reassigned from such a position after one year and in short tour oversea areas after a shorter period of time, so as to permit the maximum number of officers to receive such experience.



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WOMEN'S ARMY CORPS

	BASIC MILITARY DEVELOPMENT	INTERMEDIATE PROFESSIONAL DEVELOPMENT	ADVANCED CONTRIBUTION AND DEVELOPMENT	MAJOR PROFESSIONAL CONTRIBUTION
OBJECTIVES FOR PERIODS INDICATED	Development of military knowledge and basic branch proficiency by: a. Attendance at branch basic course. b. Alternating troop and staff assignments. c. Recruiting duty. d. Attendance at advanced course and civil schooling. e. Detail to another branch. f. Service school instructor duty.	Broaden military knowledge by: a. Continued duty in field units in positions of increasing responsibility. b. Civilian component duty. c. Troop duty and branch staff duty. d. Special staff, GS w/troops and high level staff assignments. e. Service school instructor duty. f. Attendance at CGSC for selected officers.	Utilization of developed skills and preparation for future high level positions by: a. Specialization training. b. Branch command. c. High level staff assignments.	Continued utilization of special qualifications at the highest levels of command and staff.

YEARS OF SERVICE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
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SCHOOL ELIGIBILITY	<div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> 1/ 3/ 4/ </div> <div style="margin-bottom: 5px;"> <div style="border: 1px solid black; padding: 2px; width: 30%; margin: 0 auto 5px auto;"> TECHNICAL AND ADMINISTRATIVE TYPE SERVICE SCHOOLS </div> <div style="border: 1px solid black; padding: 2px; width: 25%; margin: 0 auto 5px auto;"> WAC OR OTHER BRANCH ADVANCED COURSE </div> <div style="border: 1px solid black; padding: 2px; width: 35%; margin: 0 auto 5px auto;"> OTHER SCHOOLS (CIVIL, LOGISTICS, INTELLIGENCE ETC.) UNDER ESTABLISHED QUOTAS 2/ </div> <div style="border: 1px solid black; padding: 2px; width: 30%; margin: 0 auto 5px auto;"> COMMAND AND GENERAL STAFF COLLEGE 2/ </div> </div>
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TRAINING AND ASSIGNMENTS	<div style="margin-bottom: 5px;"> <div style="border: 1px solid black; padding: 2px; width: 100%;"> TROOP DUTY (COMMAND AND STAFF) </div> </div> <div style="margin-bottom: 5px;"> <div style="border: 1px solid black; padding: 2px; width: 40%;"> RECRUITING DUTY </div> </div> <div style="margin-bottom: 5px;"> <div style="border: 1px solid black; padding: 2px; width: 70%;"> DETAIL TO ANOTHER BRANCH; SERVICE SCHOOL INSTRUCTOR; CIVILIAN COMPONENT DUTY </div> </div> <div style="margin-bottom: 5px;"> <div style="border: 1px solid black; padding: 2px; width: 50%;"> PARTICIPATION IN SPECIAL CAREER PROGRAMS </div> </div> <div style="margin-bottom: 5px;"> <div style="border: 1px solid black; padding: 2px; width: 60%;"> HIGH LEVEL STAFF (ARMY, CONARC, DA DOD, JOINT) </div> </div> <div style="margin-bottom: 5px;"> <div style="border: 1px solid black; padding: 2px; width: 30%; margin-left: auto;"> CO, US WAC CENTER/COMDT, US WAC SCHOOL </div> </div> <div style="margin-bottom: 5px;"> <div style="border: 1px solid black; padding: 2px; width: 20%; margin-left: auto;"> DIRECTOR, WOMEN'S ARMY CORPS </div> </div>
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NOTES: 1/ WAC Basic Course. Attend by WAC officer candidates and all WAC officers receiving direct appointments from civilian life.
 2/ Attendance by DA selection.
 3/ Ends civil schooling eligibility for other than RA officers (total service), except for short course instruction (AR 350-200).
 4/ Ends civil schooling eligibility for Regular Army officers (promotion list service), except for short course instruction (AR 350-200).

Chart 24.

75. Women's Army Corps

a. The career plan for WAC officers is designed to produce a corps of versatile, proficient officers capable of filling positions of responsibility throughout the Army.

b. The initial service of all second lieutenants normally will be with troops at the U.S. WAC Center, and/or with a WAC unit in the field after completion of branch basic course.

c. WAC officers may be detailed for duty with any branch except Chaplains, Army Medical Service, Infantry, Armor, and Artillery. Officers detailed will retain their identification with the basic branch (WAC); however, utilization for the

length of the detail rests with the detail branch.

d. The assignment of WAC officers to increasingly responsible positions is in accordance with Department of the Army policy of career development.

e. The career pattern for WAC officers is designed to provide guidance in the initial training of these officers and in their assignment throughout their careers. The responsibility for developing officers in conformance with this career pattern is shared by commanders, career branch chiefs and the officers themselves. Chart 24 is a sample assignment pattern.

SPECIAL CAREER PROGRAMS																																							
OBJECTIVES FOR PERIODS INDICATED	BASIC MILITARY DEVELOPMENT								INTERMEDIATE PROFESSIONAL DEVELOPMENT								ADVANCED CONTRIBUTION AND DEVELOPMENT							MAJOR PROFESSIONAL CONTRIBUTION															
	1. Development of basic branch proficiency by: a. Attendance at branch basic and advanced course. b. Troop command and staff assignments. 2. Development of special career program proficiency by: a. Attendance at applicable special career program schools. b. Diverse special career program assignments.								Broadening branch and special career program knowledge by: a. Alternating branch and special career program assignments in command and staff positions. b. Attendance at special career program schools for those officers who have not previously attended. c. Advanced civil schooling for selected officers. d. Attendance at CGSC or AFSC for selected officers.								1. Continued branch contribution and development by: a. Troop command and staff assignments. b. General and joint staff duty. c. Service school instructor duty. d. Attendance at senior service college for selected officers. 2. Continued development and contribution in special career program.							Utilization of special qualifications at the highest levels of command and staff duty.															
YEARS OF SERVICE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30									
SCHOOL ELIGIBILITY	1/		2/		4/								5/																										
	BRANCH ADVANCED COURSE								COMMAND AND GENERAL STAFF COLLEGE OR ARMED FORCES STAFF COLLEGE								3/							SENIOR SERVICE COLLEGE								3/							
	OTHER SCHOOLS: LANGUAGE, ADVANCED CIVIL SCHOOLING, SCHOOLS OF THE OTHER SERVICES, FOREIGN SERVICE SCHOOLS AND SPECIAL CAREER PROGRAM COURSES.																																						
TRAINING AND ASSIGNMENTS	BRANCH COMMAND AND STAFF ASSIGNMENTS ALTERNATING WITH 6/ SPECIAL CAREER PROGRAM COMMAND AND STAFF ASSIGNMENTS AT VARIOUS ECHELONS																																						
NOTES:	1/ Appropriate branch basic course. RA lieutenants of the services attend the basic course of the Arm to which detailed and the Ranger Course. 2/ Appropriate branch orientation course for RA officers joining their basic branch after the Arms detail, branch transferees, or OCS graduates assigned to a branch other than that of the OCS attended. 3/ Attendance by DA selection. 4/ Ends civil schooling eligibility for other than Regular Army (total service), except for short course instruction (AR 350-200). 5/ Ends civil schooling eligibility for Regular Army officers (promotion list service), except for short course instruction (AR 350-200). 6/ See branch pattern for additional information.																																						

Chart 25.

SECTION VIII

SPECIAL CAREER PROGRAMS

76. Army Requirements and Individual Development Opportunities

a. Requirements for officers in today's Army call for a diversity of talent—from officers who are broadly trained, to those skilled in a specialized field. In between are requirements for officers with a high degree of professional competence in a particular functional area plus proficiency in their basic branch. The Army seeks to enrich its ranks with individuals competent in many areas.

b. Career management policies and procedures insure that officers intensively trained in a particular area or field are fully recognized. Selection boards look for an officer's potential as demonstrated by his performance in assigned positions—not whether he has been assigned to positions in some idealized or arbitrary career pattern. An officer who specializes must demonstrate an awareness not only of his field, but also of its relationship to the mission of the Army. Opportunities are provided officers with special qualifications to maintain their overall perspective as Army officers. Personnel actions are based on a competitive and objective analysis of each officer's entire record.

c. The Army requires increased specialization. While the well-rounded versatile career officer certainly is needed, the Army is too complex to be completely mastered by an individual during his career. In addition to the relatively few officers who are needed for intensive training in narrow fields of specialization, there is also a need for a larger number of broadly trained individuals who are particularly well versed in certain aspects of Army activities. The "specialist" and the "generalist" have roles which are equally important.

77. Purpose and Concept

a. Special career programs are designed to develop and utilize officers who are particularly well qualified in certain functional areas. Such areas are of critical Army-wide importance but do not, however, fall within the development pattern of any single career branch. There are characteristics common to all of the programs. These include: a common objective as listed above; voluntary participation; requirement for maintenance of branch qualification; and designation of key positions at the departmental and field level. Each program also has a set of prerequisites which specify the grade, education, experience and other criteria for selection.

b. Participation in a special career program affords an officer the opportunity to acquire a new outlook, new knowledge and additional skills to help him improve his potential for further service and promotion. Officers in the various career programs retain their branch identity; they expand their capabilities, however, within a particular area in addition to maintaining their military proficiency appropriate to branch and grade. To accomplish this, a program participant is given alternating and increasingly important branch and specialist assignments. Actually, the use of the term "specialist" is a misnomer when applied to certain programs. There are many positions which have been designated "specialist positions" which are in reality branch oriented or of the general staff type. In this category, for example, would fall the Information Officer or the G5 of a combat division.

78. Formal Programs

a. Officers may choose career patterns in certain recognized fields of specialization. Currently, formal programs exist in the areas

listed below. Eligibility criteria and specific procedures for each individual program may be found in the Army regulation listed below.

<i>Program</i>	<i>Reference</i>
Army Aviation	AR 600-105
Atomic Energy	AR 614-135
Automatic Data Processing	AR 614-138
Civil Affairs	AR 614-134
Comptroller	AR 614-136
Foreign Area	AR 614-142
Information	AR 614-140
Intelligence	AR 614-41
Logistics	AR 614-132
Operations Research/Systems Analysis ..	AR 614-139
Procurement	AR 614-133
Research and Development	AR 614-135

b. Officers may become program members in one of two ways. The individual who meets the criteria established for a program by the applicable regulation may apply for membership to his career branch. The second procedure is for the officer to be nominated for membership by anyone in an appropriate position who has knowledge of his qualifications. If nominated and found qualified, the officer concerned will be afforded the opportunity to accept or decline program membership. Nomination can be made for all programs except Army Aviation and the Foreign Area Specialist Training Program. (See paragraphs 80 and 81, respectively.)

c. Special career programs are long-term career management instruments. As such, the programs must remain flexible to meet the changing trends of the Army as more sophisticated weapons, equipment and operational or administrative concepts are introduced. Because of this, the program structure may be revised from time to time to serve the demands of a specific functional area of critical Army-wide importance.

79. Special Career Program Patterns

The direction of an officer's growth is dependent upon the character and extent of his prior preparation plus his aptitude and desire for moving forward in one or a combination of areas. A particular pattern may emerge from review of an officer's record that will clearly indicate the most logical assignment pattern for future development and utilization. For those officers participating in a special career program, other than Army Aviation and the Foreign Area Specialist Training Program, the career pattern reflected in chart 25 provides the guidance for training and assignment of program participants. Responsibility for developing officers in accordance with this career pattern is shared by commanders, career branch chiefs, the officers themselves and the Department of the Army agencies specifically designated to monitor the programs.



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ARMY AVIATION																																				
OBJECTIVES FOR PERIODS INDICATED	BASIC MILITARY DEVELOPMENT								INTERMEDIATE PROFESSIONAL DEVELOPMENT								ADVANCED CONTRIBUTION AND DEVELOPMENT								MAJOR PROFESSIONAL CONTRIBUTION											
		1. Development of branch proficiency by: a. Troop command and staff duty. b. Attendance at branch basic and advanced coursea. 2. Development of aviation proficiency by: a. Attendance at initial and advanced aviation training courses. b. Utilization in aviation assignments.								Broadening branch and aviation capabilities by: a. Diversified aviation assignments. b. Rotation to career branch qualifying duties. c. Attendance at CGSC or AFSC. d. Advanced aviation coursea. e. Civilian component aviation advisor duty. f. Aviation instructor duty.								Continued contribution and development by: a. Attendance at senior service schools for selected officers. b. Troop and aviation unit command and staff. c. Rotation to career branch qualifying duties.								Utilization in aviation staff and command assignments, and other positions of great responsibility.										
YEARS OF SERVICE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30						
SCHOOL ELIGIBILITY	CAREER DEVELOPMENT	1/ 2/		BRANCH ADVANCED COURSE								COMMAND AND GENERAL STAFF COLLEGE OR ARMED FORCES STAFF COLLEGE 3/								5/																
	AVIATION DEVELOPMENT	INITIAL AVN TRAINING		ADVANCED AVIATION TRAINING COURSES																										3/		SENIOR SERVICE COLLEGE		3/		
ASSIGNMENTS AND CAREER DEVELOPMENT	BASIC BRANCH	6/		ASSIGNMENTS AS INDICATED BY BASIC CAREER BRANCH																										TRAINING FOR POSITIONS OF HIGHEST RESPONSIBILITY						
	AVIATION	INITIAL AVIATION ASSIGNMENTS TO INCLUDE COMMAND AND STAFF OF AVIATION UNITS								DIVERSIFIED AVIATION ASSIGNMENTS INCLUDING AVIATION UNIT COMMAND AND STAFF POSITIONS; INSTRUCTOR AT AVIATION SCHOOL AND OTHER SERVICE SCHOOLS; TROOP COMMAND AND STAFF																AVIATION STAFF OFFICER AT CORPS AND ARMY LEVEL; AVIATION COMMAND AND STAFF; GENERAL AND JOINT STAFF POSITIONS						AVIATION OFFICERS IN THE GRADE OF COL AND ABOVE WILL BE UTILIZED IN POSITIONS OF GREAT RESPONSIBILITY IN DA, DOD, AND JOINT STAFFS WHICH REQUIRE OFFICERS WITH AVIATION EXPERIENCE. AFTER THE 23d YEAR OF SERVICE, ASSIGNMENTS OUTSIDE THE AVIATION FIELD MUST BE CLOSELY MONITORED TO ASSURE MAXIMUM BENEFIT TO THE SERVICE. ROTATION TO CAREER BRANCH QUALIFYING ASSIGNMENTS DURING THIS PERIOD WILL BE UTILIZED TO QUALIFY OUTSTANDING OFFICERS FOR PROMOTION TO GENERAL OFFICER GRADE.				
NOTES: 1/ Appropriate branch basic course. RA lieutenants attend basic course of Arm to which detailed and Ranger course. Airborne training only if being assigned to an airborne unit. 2/ Branch orientation course for RA officers joining their basic branch after the Arms detail, branch transferees, or OCS graduates assigned to a branch other than that of the OCS attended. 3/ Attendance by DA selection. 4/ Ends civil schooling eligibility for other than Regular Army officers (total service), except for short course instruction (AR 350-200). 5/ Ends civil schooling eligibility for Regular Army officers (promotion list service), except for short course instruction (AR 350-200). 6/ One year Arms detail for Regular Army lieutenants of the Service. The one year excludes intransit and schooling time.																																				

Chart 26.

80. Army Aviation Officer

a. The aviation officer career program is designed to—

- (1) Develop qualified commissioned officers for all phases of Army aviation.
- (2) Provide career opportunities for aviation officers commensurate with their capabilities.
- (3) Provide effective training, administration, and realistic and effective utilization of aviation officers.

b. The aviation officer career pattern is a career guide for officers of the arms and services to qualify themselves in the broad field of Army aviation as well as to maintain appropriate career branch qualification. The ultimate objective of this career pattern is to develop a sufficient number of aviation officers qualified for assignment to the key positions in the Army aviation field and to equip them to perform high level command and staff duties later in their careers.

c. Officers of all components of the Army may apply for flight training as prescribed in AR 611-110. Within the limits of the aviation requirements and individual capabilities, officers who apply and are accepted for participation in the Army aviation program will follow the aviation officer career pattern.

d. Commanders and agencies exercising assignment jurisdiction are responsible for assigning aviation officers in conformance with the established career pattern. Aviation officers should be given varied assignments in the aviation field to insure that they attain a broad knowledge of aviation activities.

e. A knowledge of combat arms and branch operations appropriate to his grade is essential to the development of an aviator. This knowledge will permit the aviator to perform his aviation duties properly and will qualify him for assignments to aviation and branch duties of greater responsibility. All aviation officers are expected to maintain progressive ca-

reer branch qualification throughout their careers. This qualification will be developed and maintained through—

- (1) Participation in branch unit training while performing aviation duty.
- (2) Attendance at military schools to include senior service college level.
- (3) Varied branch material duty assignments.

Tours in career branch qualifying duties should be accomplished at least once during each grade held, except for those officers whose aviation duties are considered to be branch material duties or who have had commensurate experience in grade prior to their entry into the program. Aviation officers will maintain flying proficiency while performing career branch qualifying assignments. Cognizance of the aviation training time, costs, and increasing complexity of equipment and operation must be considered when assigning aviation officers to other than aviation type duties. For this reason, each assignment outside the aviation field must afford the aviation officer the maximum opportunity to retain his branch qualification. Detailed information pertaining to categories of aviation and career development assignments and other implementing procedures are contained in appropriate Army regulations.

f. Orders requiring Army aviation officers to participate in regular and frequent flights will continue in effect as long as the aviation officer meets minimum flight requirements and medical qualification or until orders are issued by proper authority suspending the officer from flying status. The Department of Defense requires an annual review of all officers on flying status to insure that aviators are not retained on flying status who are in excess of requirements, who fail to meet the minimum standards of performance, or who have insufficient potential for continued aviation duty. Detailed selection criteria are announced in appropriate Army regulations.

FOREIGN AREA SPECIALIST TRAINING PROGRAM

OBJECTIVES FOR PERIODS INDICATED	BASIC MILITARY DEVELOPMENT	INTERMEDIATE PROFESSIONAL DEVELOPMENT	ADVANCED CONTRIBUTION AND DEVELOPMENT	MAJOR PROFESSIONAL CONTRIBUTION
	1. Development of branch proficiency by: <ul style="list-style-type: none"> a. Attendance at branch basic and advanced course. b. Troop command and staff duty. c. Arms detail, if appropriate. 2. Acquisition of specialized knowledge of a foreign area by: <ul style="list-style-type: none"> a. Language training. b. Civil schooling. c. On-the-job training. 	1. Continuation of language training, civil schooling or on-the-job training if not previously completed. 2. Broadening branch and foreign area specialist knowledge by: <ul style="list-style-type: none"> a. Troop and staff duty. b. Attendance at CGSC or AFSC for selected officers. c. Alternating assignments utilizing area and language qualifications. 	Continued contribution and development by: <ul style="list-style-type: none"> a. Appropriate branch command and staff assignments. b. Attendance at senior service college for selected officers. c. Utilization in assignments of area specialization. 	Maximum utilization of special qualifications at the highest levels of command and staff.

YEARS OF SERVICE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
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SCHOOL ELIGIBILITY	BASIC BRANCH <u>1/</u>	<div style="border: 1px solid black; padding: 5px; display: inline-block;">BRANCH ADVANCED COURSE</div>	<div style="border: 1px solid black; padding: 5px; display: inline-block;">COMMAND AND GENERAL STAFF COLLEGE OR ARMED FORCES STAFF COLLEGE <u>3/</u></div>	<div style="border: 1px solid black; padding: 5px; display: inline-block;">SENIOR SERVICE COLLEGE <u>3/</u></div>
	FOREIGN AREA <u>4/</u> SPECIALIST	<div style="border: 1px solid black; padding: 5px; display: inline-block;">LANGUAGE SCHOOLING (6-18 MONTHS) AND ADVANCED CIVIL SCHOOLING (1 YEAR)</div>		

TRAINING AND ASSIGNMENTS	BASIC BRANCH <u>5/</u>	ASSIGNMENT AS DETERMINED BY BASIC CAREER BRANCH		
	FOREIGN AREA SPECIALIST	<div style="border: 1px solid black; padding: 5px; display: inline-block;">ON-THE-JOB TRAINING (1 TO 2 YEARS)</div>	<div style="border: 1px solid black; padding: 5px; display: inline-block;">MAAG OR MISSION; AREA SPECIALIST ON DA, USINTC, DIA OR MAJOR COMMAND STAFF; INSTRUCTOR IN AREA AND LANGUAGE STUDIES AT USMA OR SERVICE SCHOOL</div>	<div style="border: 1px solid black; padding: 5px; display: inline-block;">ASSISTANT ATTACHE; BRANCH, DIVISION CHIEF, OR UNIT OFFICER OF INTELLIGENCE AGENCY OR UNIT; MAAG, MISSION, OR MAJOR COMMAND STAFF</div>

NOTES: 1/ See basic branch pattern for additional details.
2/ Appropriate branch basic course. RA lieutenants of the Services attend basic course of Arm to which detailed and Ranger Course.
3/ Attendance by DA selection.
4/ Eligibility for entrance into the Foreign Area Specialist Program for officers without prior training is between 4th and 12th year (inclusive).
5/ One year Arms detail for RA lieutenants of the Services. The one year excludes intransit and schooling time.

Chart 27.

81. Foreign Area Specialist Training Program

a. The Foreign Area Specialist Training (FAST) Program is similar in purpose and concept to the other special career programs. There are significant differences, however.

b. This program is designed to thoroughly train officers in all the aspects of a specific geographical area. This training includes a comprehensive study of the culture of a people, their language and the physical environment in which they live. In view of the length of the training period which covers a span of from 3 to 4 years, and the cost involved, officers normally are not permitted to withdraw from the program.

c. The FAST Program training and assignment cycles are as indicated in chart 27. The on-the-job training reflected on

the chart normally is accomplished under the tutelage of the United States Defense Attaché in the applicable country, except Russia and the Northern Slavic countries. Training in these areas is conducted in a controlled environment situation established in West Germany. The sequence and length of the training phases depicted on chart 27 vary according to the area being studied.

d. The concept of alternating and progressive branch and specialist assignments, which is characteristic of special career programs, is also a part of the FAST Program. Additionally, provision has been made to interrupt FAST Program training to permit an officer to attend appropriate military schools, if selected.



APPENDIX A

DEFINITIONS

The following definitions are applicable for this pamphlet:

a. Administrative Duty. Includes the management and execution of all military matters, except tactics and strategy and certain technical duties. It encompasses the fulfillment of the functional missions inherent in the personnel, administrative, protective, and chaplain services provided in the Army.

b. Branch Specialist. Commissioned officers who have attained special qualification by pursuing one of several technical specialties within the career patterns of their basic branches. (*Example:* Highway, Marine, Air, Rail for Transportation Corps Officers).

c. Branches of the Army. The branches of the Army are classified as the basic branches and the special branches. The branches are set forth below, listed in alphabetical order.

- (1) The basic branches are the Adjutant General's Corps, Armor, Artillery, Chemical Corps, Corps of Engineers, Finance Corps, Infantry, Military Intelligence, Military Police Corps, Ordnance Corps, Quartermaster Corps, Signal Corps, and the Transportation Corps.
- (2) The special branches consist of the Chaplains, the Judge Advocate General's Corps, the Women's Army Corps and the six corps of Army Medical Service (Army Medical Specialist Corps, Army Nurse Corps, Dental Corps, Medical Corps, Medical Service Corps, and Veterinary Corps).
- (3) Women officers, except those in the Army Medical Service, are commissioned in the Women's Army Corps. Members of the Women's Army Corps may be detailed to other branches ex-

cept Chaplain, Army Medical Service, Infantry, Armor, and Artillery.

d. Arms and Services. The branches of the Army are grouped into Arms and Services. The Arms are those branches whose primary mission is combat and combat support. The Services are those branches whose primary mission is combat service support and/or administration of the Army as a whole. The Corps of Engineers and the Signal Corps have primary missions in both fields.

- (1) The Arms are the Infantry, Armor, Artillery, Corps of Engineers, Signal Corps and Military Intelligence.
- (2) The Services are the Adjutant General's Corps, Army Medical Service, Chaplains, Chemical Corps, Corps of Engineers, Finance Corps, Judge Advocate General's Corps, Military Police Corps, Ordnance Corps, Quartermaster Corps, Signal Corps, Transportation Corps and the Women's Army Corps.

e. Career Development Courses. Includes branch basic, branch advanced, Command and General Staff College, Armed Forces Staff College, and senior service college courses.

f. Career Pattern. Applies to the pathways in a given career field through which an officer can move in progressing to the highest level for which he is qualified, and is used as the basis for individual career planning.

g. Functional Area. As used in the special career programs, this term refers to a distinctive element or segment of the Army mission. It encompasses a group of related duties, responsibilities or tasks performed at either the staff or operational level.

h. Instructor Duty. Includes all duties which

are primarily teaching in nature with responsibilities for planning and carrying out the education of individuals in essentially military subjects. Assignments include instructor positions as a member of a staff or faculty of a service academy, service school, and training center. Other types of duty positions in this category are instructors assigned to MAAG, ROTC, and the Reserve components.

i. "Professional" or "Career" Officer. A Regular Army officer, or an officer of the Reserve components on active duty who plans to remain on active duty and make the Army his career.

j. Senior Service College. The Army War College, The National War College, The Industrial College of the Armed Forces, The Naval War College, The Air War College, the Inter-American Defense College, and foreign colleges which have been determined by Department of the Army as equivalent schools.

k. Service School. A school which is conducted by one of the services to train military personnel in matters required for the successful performance of their military or professional duties.

l. Specialist. A commissioned officer who, by virtue of aptitude, interests, education, previous assignments or special military or civil schooling, has developed skills in a given field and has been formally accepted into one of the Department of the Army's special officer career programs.

m. Special Career or Specialist Program. An instrument of personnel management designed to develop and utilize officers who are particularly well qualified in a certain functional area.

Such an area is of critical Army-wide importance but does not, however, fall within the development pattern of a single career branch. Current special career programs are listed in paragraph 78.

n. Staff Duty. Includes all duty as a member of a general or special staff of headquarters at all echelons higher than a brigade or group, or as a member of a professional staff, or as a military attaché

o. Student Duty. Includes all duty as a student at a service or civilian school, domestic or foreign.

p. Supervisor. The person (Army officer, officer of another Service of the United States, member of a foreign military service, or citizen employed by the U.S. Government) other than a commander who is responsible for immediate supervision of the officer on whom an efficiency report is rendered.

q. Technical Duty. Includes those assignments necessary to fulfill technical and functional missions, such as duty with technical boards, research activities, engineer civil works, post quartermaster, aerial resupply activities, explosive ordnance disposal, medical, and similar type duties.

r. Troop Command. Duty in a command capacity with a tactical, administrative, training, or service support unit not larger than a brigade or group.

s. Troop Duty. Duties directly involving maintenance of morale, discipline, and welfare of enlisted personnel and which permit exercise of leadership and direction.

t. Troop Staff. Staff duty with tactical, administrative, training or service support units not larger than a brigade or group.

APPENDIX B

GUIDE FOR EFFECTIVE CAREER COUNSELING

1. Introduction

a. The commander who has background knowledge of the officer to be counseled and who possesses adequate factual knowledge on the benefits of a military career is in a position to conduct a counseling interview that will be of benefit to the junior officer. This pamphlet and DA Pam 608-2 provide information that is essential for effective counseling.

b. The frequency of career counseling must be determined by the commander based on individual circumstances. Each session will have its own peculiarities and characteristics. It is desirable that each junior officer be provided with at least two career counseling interviews during the first 6 months of obligated service. Formal and informal counseling over and beyond this minimum is encouraged and desired.

2. Counseling Session

a. A comprehensive and continuous accumulation of information about the officer to be counseled is essential. A detailed review of the officer's military record is considered a prerequisite for the initial counseling session.

b. A counseling interview is initiated for a specific purpose. An effective communication pattern which will involve the transmission, reception and translation of information must be quickly established. There are no set procedures, maxims or formulas that guarantee success in the counseling process. Techniques and procedures that work well in one case may be entirely inappropriate in another. Advance preparation is basic to the conduct of a successful counseling session.

c. The officer reporting for counseling may have requested the session or the commander may have initiated the counseling session in order to accomplish a specific purpose—this purpose may be to provide career guidance to

individual officers; influence the decision of officers to remain on active duty; or provide information that will correct misconceptions that may have arisen.

d. The initial step in the counseling interview is to quickly establish a rapport that is conducive to a free exchange of information that is of importance to the officer being counseled. Before an officer can be motivated toward an Army career, the reasons for his lack of positive career motivation must be identified. Often the true reason or reasons may not be completely clear even in the mind of the officer being counseled.

e. The counseling interview should instill confidence and insure proper interpretation of the obligations, rights, privileges, benefits, opportunities, challenges, and satisfactions that go with an Army career. Information presented should be factual and should appeal to one or more of the individual's basic needs. Obvious disadvantages associated with military life are real, and if discussed freely will do much to assist the officer in choosing between a civilian or an Army career.

f. The Army family is a part of Army life, and it needs proper consideration by the young officer and the commander. If proper consideration is not given to his family, the officer will have another reason for leaving the Army.

g. The commander has the responsibility for insuring that answers to questions beyond his scope of specialized knowledge are answered by "experts." Additional information or assistance may be requested by young officers during the counseling interview. Followup action by the commander must be prompt and responsive. An informal record of points covered during the interview will prove beneficial during subsequent counseling sessions.



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By Order of the Secretary of the Army:

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Official:

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