



**DEPARTMENT OF THE ARMY**  
**HEADQUARTERS UNITED STATES ARMY MANEUVER CENTER OF EXCELLENCE**  
**COMMAND AND TACTICS DIRECTORATE**  
**1 KARKER STREET**  
**FORT BENNING, GEORGIA 31905-5000**

REPLY TO  
ATTENTION OF

ATZB-CTD

27 April 2016

MEMORANDUM FOR Reserve Component Maneuver Captains Career Course Students

SUBJECT: Reserve Component Maneuver Captains Career Course (RC-MCCC) Policy Memorandum

1. REFERENCES.

- a. USAIS Regulation 351-10, Resident Academic Policies and Records Administration, 01 JAN 02.
- b. TRADOC Regulation 350-10, Institutional Leader Training and Education, 12 AUG 02.
- c. AR 600-9, The Army Body Composition Program, 28 JUN 13.
- d. MCoE Regulation 210-5 Garrison Regulations, 16 MAR 15.
- e. AR 350-1 Army Training and Leader Development, 19 AUG 14.
- f. AR 600-20 Army Command Policy 06 NOV 14.
- g. AR 623-3 Evaluation Reporting System 04 NOV 15.
- h. DA PAM 623-3 Evaluation Reporting System 10 NOV 15.
- i. Fort Benning Training Travel and Administrative Support Guidance (DA G-3/5/7) MAY 15.
- j. CATD Test Control and Accountability Memorandum 24 FEB 16.

2. PURPOSE. To prescribe academic policies, procedures, and responsibilities for administration of students enrolled in the Reserve Component Maneuver Captains Career Course (RC-MCCC) set by the course convening authority for RC-MCCC, the Director, Command and Tactics Directorate (CATD).

3. GENERAL. RC-MCCC provides a challenging course of instruction that prepares students to perform the toughest job the Reserve and National Guard face; winning in a complex world. RC-MCCC focuses on educating students to master the fundamentals of combined arms war fighting at the tactical level across the range of military operations. It uses small group instruction during Resident Phases II and IV, consisting of using small group methodology of no more than 16 to 20 students for training in Phases II and IV respectively as well as a total of 150 hours of distance learning through Phases I and III. The principal tool for evaluation of the RC-MCCC student is oral evaluation, which provides the student immediate feedback and assesses the student's tactical decision-making thought process and abilities. Students are evaluated on visualization of a company tactical operation, expression of that visualization in oral and written form, mastery of Troop Leading Procedures (TLPs), performance as a battalion staff officer in the Military Decision Making Process (MDMP), and application of the fundamentals of battalion and brigade operations.

4. COURSE STRUCTURE. RC-MCCC is divided into four phases (two resident and two distance learning) that when combined provide a 70% equivalency to the Active Component Maneuver Captains Career Course.

- a. Phase I – Distance Learning Common Core. This phase consists of 75 hours of Common Core distance learning which is completed by individuals at their own pace prior to resident Phase II attendance. Instruction topics include: Unified Land Operations, Mission Command, Operations Process Fundamentals, and Leadership. Completion of this phase of RC-MCCC is mandatory for

enrollment into resident Phase II from FY17 onward. Students may enroll for this phase of the course at any time at the following address: <https://cgsc2.leavenworth.army.mil/students/SALT/index.asp>.

b. Phase II – Resident Company Phase. This phase is conducted over the course of two weeks at Fort Benning, Georgia and focuses on Troop Leading Procedures. This phase is designed for experienced Combat Arms Officers, with a fast pace of instruction which requires a high degree of technical competence in order to succeed. Officers without combat arms experience are not discouraged from attending Phase II of the RC-MCCC but should expect a higher learning curve. During this phase, students complete two examinations, including an entrance examination of doctrinal concepts, and a hands-on practical examination for evaluation of learning. Students should refer to the entrance exam study guide on the RC-MCCC website and prepare for the academic rigor of the course prior to arrival. The hands-on practical examination evaluates the student's ability to develop a tactical plan and brief a tactically sound, synchronized, and coherent company-level operations order.

c. Phase III – Distance Learning Branch Technical. This phase consists of 75 hours of Branch Technical distance learning which is completed by individuals at their own pace prior to resident Phase IV. Completion of this phase of RC-MCCC is mandatory for enrollment into resident Phase IV from FY17 onward. There are no prerequisites to enroll in Phase III and students may complete it prior to attending Phase II if desired. Instruction topics include: ABCT Offensive and Defensive Operations, SBCT Operations, Stability/COIN Operations, Information Collection, Unit Training Management, and introduction to MDMP. Students may self-enroll for this phase of RC-MCCC at any time by logging into the Army Learning Management System (ALMS) website, searching for “Maneuver Captains Career (RC) (Phase 3)”, and completing course registration.

d. Phase IV – Resident Battalion Phase. This phase is conducted over the course of two weeks at Fort Benning, Georgia and focuses on the Military Decision Making Process. Students must successfully complete resident Phase II before attending Phase IV. The successful completion of the APFT and height and weight screening during this phase are required for graduation from RC-MCCC. Students complete two written examinations, to include a course comprehensive examination, and are additionally evaluated on their individual performance during a staff planning exercise (STAFFEX). The STAFFEX includes execution of the complete MDMP process in a thorough and methodical manner culminating with each seminar conducting a Combined Arms Rehearsal using the terrain model technique. Upon successful completion of this phase students are issued diplomas and DA1059 Academic Evaluation Reports as RC-MCCC graduates.

5. PREPARATION FOR ATTENDANCE. RC-MCCC resident phase instruction moves at a fast pace and students who arrive unprepared have difficulty keeping up with their peers. Adequate preparation and self-development, both academically and physically, is essential for success in this course. Students should refer to the RC-MCCC website at <http://www.benning.army.mil/mcoe/dot/mc3/reserve/> for assistance in their preparation. In particular, the entrance exam study guide provides a list of doctrinal publications and concepts that students must demonstrate familiarity with in order to enroll and succeed. Students should note that previous editions of MCCC course materials, practice examinations, study guides, quizzes and tests etc. are not endorsed by MCCC and may not accurately reflect current doctrine, references, symbology, and testable material.

## 6. RESIDENT ENROLLMENT REQUIREMENTS.

a. DL Phase I Completion. On the last duty day prior to the beginning of a resident Phase II class, SGLs will compare the roster of students in a reserved status against the roster of students who have completed DL Phase I. If a student has not completed DL Phase I they will not be allowed to enroll in the course.

b. Pass the RC-MCCC Entrance Examination. Students take an entrance examination on the first day of the resident Phase II portion of the course. Students are entitled to one retest no more than seven days after an initial failure. Students who fail the entrance examination retest do not enter the course, and will be released back to their unit.

c. Pass the RC-MCCC Entrance Army Physical Fitness Test. All students must pass the Army Physical Fitness Test (APFT) and meet body composition standards in accordance with AR 600-9, The Army Body Composition Program. Officers on temporary profile and unable to meet this requirement may not enroll. Officers on permanent profile may enroll with an official military profile (DA 3349) from their assigned unit and conduct an alternate cardiovascular event in accordance with FM 7-22. Testing is administered on the second day of the resident Phase II portion of the course. Students may retest the APFT and/or height and weight screening no earlier than seven days and no later than 10 days after the initial failure. Students who fail the initial APFT and/or height weight screening in Phase II do not enter the course, and will be released back to their unit.

d. Students who fail to achieve course standards, including entry standards, may not enroll in RC MCCC for six months after their dismissal. The six month waiting period begins on the day after the DA Form 1059 is completed or on the day after the student is non-entered into the course.

## 7. ACADEMIC POLICY.

a. Grading and Evaluation Standards. Academic proficiency is assessed on a point scale maintained by class within a grade book. A student's academic average upon graduation is based on a cumulative average for all graded events conducted during the course. Students must complete all course critical events unless granted an exemption under the provisions of paragraph 10c of this memorandum. The minimum passing score for all examinations is 75 percent. One retest will be authorized after retraining. The maximum attainable score on a retest for purposes of computing the student's academic average is the score they received on their first attempt of the examination, regardless of the retest score. It is the student's responsibility to attend all scheduled retests. Students who fail or have an unexcused absence for a retest may be referred to a faculty board and subsequently declared non-graduates. In exceptional cases, students may request an exception to policy for additional re-tests of a course critical task from the Director through the Team Chief.

b. Course-Critical Events. Certain events are course-critical, meaning successful accomplishment of these events are required in order to graduate. Students who fail any course-critical event will retest once after a period of re-training. Only course-critical events will be re-tested. Failure to achieve a passing grade after one retest on any course-critical event will result in the student being declared academically deficient. For RC-MCCC course-critical events are:

(1) Pass the RC-MCCC Record Army Physical Fitness Test. This event is administered on the second day of the resident Phase IV of RC-MCCC. In accordance with AR 350-1, paragraph 3-13c, students must pass the APFT in accordance with current Army standards to graduate in an academically proficient status. If a student fails the record APFT, the student will have no less than seven days and no more than 10 days to perform a retest. Students who subsequently fail to meet physical fitness and or height and weight standards are removed from the course and receive a DA Form 1059 (Service School Academic Evaluation Report) with block 11d annotated "Failed to Achieve Course Standards." A student who must perform a retest and subsequently passes is only eligible to receive 60 percent of the points assigned to the APFT within the grade book, regardless of score.

(2) Pass RC-MCCC Final Examination. This event is administered during the second week of the resident Phase IV of RC-MCCC. Students must demonstrate a comprehensive mastery of all Tactics, CAID, and Common Core instruction covered during RC-MCCC, to include distance learning Phases I and III with a score of 75 percent or greater. If a student fails the RC-MCCC Final Examination the student will have no less than one day and no more than three days to perform a retest. Students who subsequently fail to achieve a score of 75 percent or greater are removed from the course and receive a DA Form 1059 with block 11d annotated "Failed to Achieve Course Standards."

c. Graded Events.

(1) Combined Arms Operations Assessment. The SGL evaluates students on their ability to develop sound tactical plans through the application of the Troop Leading Procedures (TLPs), Military Decision-Making Process (MDMP), Intelligence Preparation of the Battlefield (IPB), applicable doctrine, and proven techniques. SGLs assess the student's overall performance for combined arms operations as GO or NO-GO for each resident phase of the course, based upon briefings, written products, quizzes and Professional Officer Qualities (POQs). To receive a GO, a student must have at least a 75% overall GPA. A student whose overall GPA at the end of Phase II is 70-75% (academically marginal), may progress forward to Phase IV upon recommendation of the SGL to the Team Chief.

(2) Company OPORD Final (Bush Hill). This event is administered during the second week of the resident Phase II of RC-MCCC. Students plan and brief a company level operations order in a time constrained environment IAW standards outlined in ADRP 5-0 and class discussion. This OPORD is an individual event. To graduate, students must achieve at least a marginal go on the company OPORD. A marginal go is achieved when students, at a minimum, demonstrate proficiency in accomplishing the four critical tasks listed on the MCCC Company OPORD Evaluation sheet. Students are allowed one opportunity to retest, which will occur before an SGL the student has not previously briefed. If a student again fails to meet the standard during their retest, the Team Chief will review the student's overall performance in the course and may recommend the Director, CATD, convene a faculty board to determine if the student is academically deficient.

(3) Quizzes. Quizzes examine the student's ability to understand and apply doctrinal concepts and are conducted during resident Phases II and IV of the course. Relevant Combined Arms Integration Division (CAID) instruction is included in these quizzes. No individual quiz is a course critical event and individual quiz failure will not result in a student being declared academically deficient.

d. RC-MCCC Point Allocation.

	Event	Title	Points
Phase II (150 PTS)	DL Phase I	DL Phase I Complete Prior To Attendance	Go/No Go
	Entrance Exam	Course Tactics Entrance Examination	Go/No Go
	A1 Quiz	Introduction to TLPs/IBCT Company Offense	25
	POQ PH II	Professional Officer Qualities	25
	A1 OPORD	Bush Hill OPORD Brief	100
Phase IV (250 PTS)	DL Phase III	DL Phase III Complete Prior To Attendance	Go/No Go
	B3 Quiz #1	Intro To MDMP	25
	B3 Staff Brief #1	Mission Analysis Brief	25
	B3 Staff Brief #2	COA Development Brief	25
	B3 Staff Brief #3	COA Decision Brief	25
	Record APFT	Course Final Record APFT	50
	POQ PH IV	Professional Officer Qualities	25
	Final Exam	End Of Course Comprehensive Exam	75
<b>Course Total</b>			<b>400</b>

e. Student Participation.

(1) Professional Officer Qualities (POQ). POQ are used to evaluate a student’s performance and attitude outside of his examination scores. POQ points are assigned at the end of resident Phase II and resident Phase IV of RC-MCCC, and represent 12.5 percent of a student’s overall academic assessment. Seminar averages for POQ point allocation will always equal 87.5 percent or less. POQ points are assigned based on several factors. SGLs examine overall professionalism defined in the areas of application, maturity, enthusiasm, confidence, loyalty, selfless service, integrity, as well as class participation, power of expression, and self-discipline.

(2) Physical Fitness. Students and SGLs conduct Physical Readiness Training (PRT) on all weekdays with at least two PT sessions per week conducted as complete seminars. Students over the age of 40 must complete a cardiovascular screening in accordance with AR 40-501 (Standards of Medical Fitness).

f. Student Proficiency Definitions and Graduation Requirements.

(1) Academically Proficient. Students who have passed all course-critical events and have achieved an academic average of 75 percent or greater are considered academically proficient. These students will graduate and receive an AER reflecting that they have either achieved or exceeded course standards.

(2) Academically Marginal. Students who have passed all course-critical events and achieved an academic average greater than or equal to 70 percent but less than 75 percent are considered academically marginal. These students will graduate and receive an AER reflecting that they have marginally achieved course standards.

(3) Academically Deficient. Students who have an academic average of less than 70 percent or have failed the retest of any course-critical event are considered academically deficient. The Team Chief will refer academically deficient students to the Director, CATD, for disposition. The Director may convene a faculty board which may recommend one of the following: declare the

student a non-graduate with relief from the course, drop the student from the course for enrollment into another class, or retrain and re-test the student as an exception to policy. The Director will consider the student's record, Small Group Leader (SGL) and Team Chief recommendations, and written or verbal comments from the student as applicable. The academically deficient student's AER will reflect either a failure to achieve or a marginal achievement of course standards with applicable comments concerning the circumstances of the referred report.

(4) At any time prior to graduation, the Director may refer USAMCoE students to a faculty board based upon academic shortcomings (including academically marginal and academically deficient students), leadership deficiencies, disciplinary problems, acts of misconduct, honor violations, lack of motivation, lack of adaptability, or otherwise failing to satisfy standards for graduation. All students will be referred to faculty boards prior to final action by the Director to adversely relieve those students (see USAIS 351-10).

g. Recognition of Academic Excellence. Students who significantly excel beyond their peers will be appropriately recognized with appropriate notation on the DA Form 1059 (Service School Academic Evaluation Report). The Commandant's List recognizes exceptional performance during RC-MCCC and is limited to the top 20 percent of the student population. The RC-MCCC cadre selects students for the Commandant's List based upon both academic performance and SGL appraisal of the whole-person concept. A student is ineligible for the Commandant's List for unprofessional or undisciplined behavior, first time failure of a course-critical event, academic average of less than 75 percent, and/or a previous course attempt.

8. ACADEMIC COUNSELING. SGLs will counsel students on a regular basis. The initial counseling session will be on the first day of instruction for Phases II and IV to ensure understanding of standards laid out in the memorandum. Students will also receive counseling at the end of Phases II and IV on academic standing and their Academic Evaluation Report, respectively. SGLs will counsel all students upon failure of an examination, a hands-on performance evaluation, or a course-critical assignment.

9. HONOR CODE. This honor code applies to all USAMCoE courses of instruction: *a Soldier will not lie, cheat, steal, or tolerate those who do*. Any student who knows of an honor code violation but fails to report it also commits an honor code violation. Any student found guilty of an honor code violation by a faculty board may be relieved from the course by the Director and may face disciplinary action as well.

a. Definitions.

(1) Lie. Lying includes deliberately deceiving another by stating an untruth or by any direct form of communication to include the telling of a partial truth and the vague or ambiguous use of information of language with the intent to deceive or mislead.

(2) Cheat. Cheating includes such acts as plagiarism (presenting someone else's ideas, words, data, or work as one's own without documentation), using unauthorized notes (for example copies or answer keys of current or previous exams), or any other action that allows the gain of an advantage to which others are not entitled (for example continuing to write following the command to cease work). All examples presented in this definition are meant as illustration of concepts, rather than an all-inclusive list of cheating activities.

(3) Steal. Stealing includes the wrongful taking, obtaining, or withholding by any means from the owner or proper authority any articles, personal property, government property, or intellectual

property, with the intent to permanently deprive the item from the owner or appropriate it for one's own use.

(4) Tolerate those who do. Toleration includes failure to report a potential honor code violation to a proper authority within a reasonable length of time. Proper authorities include any MCCC Cadre members, chain of command members, or members of the student class leadership.

b. Explanation. The honor code does not stifle individual academic freedom or deny sharing of knowledge or interaction with fellow students. Instructors will inform students when they are permitted to work together to complete an examination, evaluation, or assignment. As a general rule, any work for which academic points are awarded is individual work. The SGL is the approval authority for allowing exceptions to this rule.

c. Plagiarism. Plagiarism occurs when a student borrows written material from another writer but fails to credit the original writer with the work. When a plagiarized writing is presented to a USAMCoE instructor, it deceptively leads the instructor to believe the writing is the student's product when, in reality, it was written by someone else. Such deception violates the USAMCoE Honor Code. If the instructor concludes that a student committed plagiarism on an examination or assignment, the instructor will forward all available evidence through the chain of command to the course convening authority for disposition IAW paragraph 7e(4).

d. Violations. Honor code violations are punishable under various provisions of the Uniform Code of Military Justice or state equivalents. The Director may refer students to an Academic Faculty Board for the offense in accordance with MCoE Regulation 351-10. The procedures for violations are as follows:

(1) Both students and instructors must report suspected honor code violations to the SGL and Team Chief of the student concerned. The first-line supervisor receiving the report will collect all available evidence, including witness statements, and immediately forward this information through the academic chain of responsibility to the Director.

(2) If, after reviewing all available evidence, the SGL, Team Chief, or Chief of Tactics believes an honor code violation has occurred, they will immediately refer the matter to the Director with their recommendation. Team Chiefs forward a comprehensive written report of the investigation, to include witness statements to the Director within 48 hours of the conclusion of the investigation.

(3) Upon receipt and review of the suspected honor code violation, the Director may refer the student concerned to a faculty board using the procedures outlined in paragraph 12g, USAMCoE 351-10. Before the Director refers the student to a faculty board, they will notify the student in writing that the student is suspected of committing an honor code violation, that the Director is referring the student to a faculty board, and that the faculty board may recommend that the director relieve the student from the course. If declared a non-graduate by the course convening authority, the student shall receive an adverse AER reflecting the honor code violation.

10. ABSENCES. RC-MCCC resident Phases II and IV are programmed to occur over 12 days without interruption, including weekends and holidays. Students must attend all scheduled classes and training events. Students are prohibited from missing more than four hours of instruction without approval. Missing more than four hours is cause for relief from the course. Students relieved from the course for this reason are subject to receive an adverse AER for failure to meet course standards. For RC-MCCC students, the Team Chief is the approval for all passes. Due to the short duration of RC MCCC and lack

of a command relationship between RC-MCCC students and cadre, leave will only be recommended by the SGL to the student's unit for extraordinary circumstances. Students who are unable to meet the course standards for reasons such as emergency leave may be relieved from the course on compassionate grounds without adverse effect and allowed to return in the next available course.

a. **Religious Accommodation.** The USAMCoE accommodation for all students' religious practices shall comply with the provisions of paragraph 5-6, AR 600-20, Army Command Policy. Army policy is to accommodate religious practices when they will not have an adverse impact upon the military mission, to include the training mission. AR 600-20 encourages unit commanders to accommodate the unique religious worship requirements of their Soldiers when mission requirements permit. However, accommodation of a student's religious practices cannot be guaranteed at all times, but must depend on military necessity. SGLs or Team Chiefs may need to deny requests for accommodation of religious practices if they conflict with critical training events, including written examinations or hands-on performance evaluations, which are course-critical.

b. **Make-Up Instruction Due to Excused Absences.** The student, not the academic directorate, is responsible for making up academic instruction prior to an examination. The student can arrange make-up instruction by contacting the particular directorate or instructor and requesting material or supplemental instruction. Assistance may be in the form of issued instructional material or informal directorate highlights of key training objectives. SGLs are not required to re-teach missed classes, nor will SGLs reschedule written examinations or hands-on performance evaluations solely because a student missed periods of instruction.

c. **Excused Absences from Written Examinations, Hands-on Performance Evaluations, or Course-Critical Assignments.**

(1) Students must make up missed written examinations, hands-on performance evaluations, and course-critical assignments. The student must coordinate with the appropriate academic instructor for scheduling the make-up examination, evaluation, or assignment within 24 hours of returning to duty. Students returning to duty on weekends or holidays will contact their SGLs prior to 1200 on the next scheduled class day. SGLs are not responsible for contacting students. Any student who fails to contact their SGL within the prescribed time will receive a zero or NO-GO score for the examination, evaluation, or assignment and may be referred to the Director for possible administrative action.

(2) The Director, on a case-by-case basis, may excuse individual students from making up written examinations, hands-on performance evaluations, or assignments missed due to authorized absences. If justified, the student may receive credit for the missed examination, evaluation, or assignment, subject to the determination that such credit will not place the student at an unfair advantage or disadvantage. As the course convening authority, only the Director is authorized to grant this credit.

(3) SGLs, at their discretion, may allow students to participate in an examination, evaluation, or assignment who arrive less than 30 minutes late due to an excused absence. Students who arrive more than 30 minutes late due to an excused absence will not participate. In either case, students who do not participate due to an excused absence must reschedule the examination, evaluation, or assignment as outlined above.

d. **Unexcused Absences from Written Examinations, Hands-on Performance Evaluations, or Course-Critical Assignments.** Students absent from an examination, evaluation, or course critical assignment due to an unexcused absence will receive a grade of zero or NO-GO for the evaluation or assignment.

Students who receive a zero or NO-GO due to an unexcused absence may be referred to the Director for possible administrative or disciplinary action.

11. **ACADEMIC EVALUATION REPORTS (AERs).** Under the provisions of AR 623-3 and DA PAM 623-3 SGLs will prepare an AER for each student in their seminar showing whether the student exceeded (Commandant's List only), achieved, marginally achieved, or failed to achieve course standards based upon the student's overall performance. SGLs will provide comments (item 14) that articulate the capabilities, potential, and/or limitations of the student, including significant achievements or deficiencies. Comments on potential will orient on suitability for future service as a company commander, battalion staff officer, and brigade staff officer. The overall narrative should assist gaining commanders in understanding how best to employ and/or develop each MCCC graduate. The report should indicate (item 12) demonstrated performance in the areas of written and oral communications, contribution to group work, research ability, and leadership skills based upon performance if placed in a designated leadership position. Additionally, the report will indicate whether the student meets standards for body composition and physical fitness. The procedure for AERs is as follows:

- a. **AER Processing.** The rating chain will complete AERs in accordance with AR 623-3 during resident Phase IV. MCCC teams forward complete AERs to MCoE G-3 Academic Records and/or the National Guard OES LNO for upload into individual students' personnel files following class graduation. Raters distribute student copies of AERs as part of student sign out procedures.
- b. **Referred Reports.** SGLs refer AERs containing adverse or derogatory information to the rated individual for acknowledgement and/or comment in accordance with procedures outlined in AR 623-3, paragraph 3-28 and DA PAM 623-3, paragraph 2-28. SGLs must fully explain the circumstances related to the adverse or derogatory information on the AER in item 14, comments.
- c. **Administrative Relief.** SGLs leave item 13 blank on AERs for students relieved from a course of instruction for administrative rather than adverse reasons (i.e. medical, compassionate, or hardship reasons). SGLs need not refer the report to the rated individual.

12. **POINT OF CONTACT.** The point of contact for this memorandum is CPT Smith at 706-626-2398 or david.c.smith415.mil@mail.mil.



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