



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

ATZB-CTD

26 March 2025

MEMORANDUM FOR RECORD

SUBJECT: Reserve Component Maneuver Captains Career Course (RC-MCCC)
Individual Student Assessment Plan (ISAP)

1. References.

- a. TRADOC Regulation 350-70, Army Learning Policy and Systems, 10 JUL 17.
- b. AR 600-9, The Army Body Composition Program, 16 JUL 2019.
- c. MCoE Regulation 210-5 Garrison Regulations, 16 MAR 15.
- d. AR 350-1 Army Training and Leader Development, 10 DEC 2017.
- e. AR 600-20 Army Command Policy 06 FEB 25.
- f. AR 623-3 Evaluation Reporting System 14 FEB 25.
- g. DA PAM 623-3 Evaluation Reporting System 10 NOV 15.
- h. CATD Test Control and Accountability Memorandum 24 FEB 16.
- i. MCoE Policy Memorandum 10-10-3, 03MAR 25.
- j. TRADOC TASKORD C-19-1680, Implementation of FY21 Reserve Component Captain's Career Course (RC-MCCC) Model, 23 MAY 19.
- k. Army Directive 2022-05 (Army Combat Fitness Test), 23 MAR 2022
- l. ATP 7-22.01 Holistic Health and Fitness Testing, OCT 2020

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 Chief of Tactics, Command and Tactics Directorate (CATD).

3. GENERAL. The RC-MCCC prepares students for maneuver company command and staff responsibilities. RC-MCCC focuses on educating students to master the fundamentals of combined arms war fighting at the tactical level. It uses small group instruction and guided experiential learning during Resident Phases I and III, as well as a total of 150 hours of distance learning through Common Core and Phase II. 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 maneuver 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. Common Core Phase - Distance Learning Reserve Captains Career Common Core. This phase consists of 75 hours of Common Core distance learning, which is completed at a student's own pace prior to resident Phase I attendance. Common Core Phase completion is a mandatory prerequisite to attend resident Phase I. Instruction topics include: Army Profession, Mission Command, Operations, Operations Process, Unit Training Management. Unit Training Managers may enroll students for Common Core Phase at any time via the Army Training Requirements and Resource System (ATRRS). Common Core Phase is then completed via the Army Training Information System (ATIS). Prior to entering Phase I and Phase III, students will turn in a paper to evaluate their written skills and assess their learning of Common Core Phase topics. Each paper is a prerequisite for both Phase I and Phase III attendance.

b. Phase I - Resident Company Phase. This phase is conducted over two weeks at Fort Benning, Georgia and focuses on Troop Leading Procedures. Phase I is designed for experienced Combat Arms Officers, with fast paced instruction that requires a high degree of technical competence in order to succeed. Officers without combat arms experience are not discouraged from attending Phase I 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. Upon successful completion of Phase I, students receive a DA1059 Academic Evaluation Report for phase completion.

c. Phase II - Distance Learning Maneuver Technical. This phase consists of 75 hours of Maneuver Technical distance learning which is completed at a student's own pace prior to resident Phase III. RC-MCCC Phase II completion is a mandatory prerequisite for attendance in resident Phase III. Instruction topics include: Combat Multipliers, ABCT Offense and Defense, SBCT Offense, Stability Operations, Information Collections Operations, Supply and Maintenance, Unit Training Management, and Introduction to MDMP. Unit Training Managers may enroll students via ATRRS for Phase II at any time. The primary method to complete Phase II is via ATIS.

d. Phase III - Resident Battalion Phase. This phase is conducted over two weeks at Fort Benning, Georgia and focuses on the Military Decision Making Process. Students

must successfully complete the Common Core Phase, Phases I, and Phase II before attending Phase III. During this phase, students complete a course comprehensive examination, and are additionally evaluated on their individual performance during a staff exercise (STAFFEX). The STAFFEX includes execution of the complete MDMP repetition in a thorough and methodical manner culminating with each seminar conducting a Combined Arms Rehearsal using the terrain model technique followed by execution using the Joint Conflict and Tactical Simulation (JCATS). Students will also develop and brief a unit training brief utilizing Training Management to plan a collective training event. Upon successful completion of Phase III, students receive 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 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 to succeed in the course. 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. Phase I Requirements.

(1) DL Common Core Phase Completion. Prior to beginning a resident Phase I class, SGLs will compare the roster of students in a reserved status against the roster of students who have completed DL Common Core Phase. If a student has not completed DL Common Core Phase, they will not be allowed to enter the course.

(2) Paper #1 Completion. 30 days prior to the Phase I resident course, SGLs will send paper topics and turn-in instructions to all students in a reserved and wait status in ATRRS with a due date one week prior to the start of the resident course. A student will not be allowed to enter the resident course that has not turned in a paper prior to the report date.

b. Phase III Requirements.

(1) Phase 1 Completion. Prior to beginning a resident Phase III class, SGLs will compare the roster of students in a reserved status against the roster of students who have completed DL Common Core Phase and resident Phase I Course. If a student

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has not completed Common Core and Phase I the student will not be allowed to begin phase III.

(2) DL Phase II Completion. Prior to beginning a resident Phase III class, SGLs will compare the roster of students in a reserved status against the roster of students who have completed Phase II. If the student has not completed DL Phase II the student will not be allowed to enter the course.

(3) Paper #2 Completion. 30 days prior to the Phase III resident course, SGLs will send paper topics and turn-in instructions to all students in a reserved and wait status in ATRRS with a due date one week prior to the start of the resident course. A student will not be allowed to enter the resident course that has not turned in a paper prior to the report date.

c. 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 each phase. 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 70 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 70 percent. It is the student's responsibility to attend all scheduled retests. Students who fail or have an unexcused absence for a retest may be relieved from the course and subsequently declared non-graduates. In exceptional cases, students may request an exception to policy for additional retests of a course critical task from the Chief of Tactics 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 retraining. 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) Maintain Army Standards. During the first week of Phases I and III (planned day 1), the student is measured for compliance with Army height and weight standards.

Students are entitled to one rescreen no earlier than seven days after an initial failure. Students who subsequently fail to meet height and weight standards are removed from the course and receive a DA Form 1059 (Service School Academic Evaluation Report) with "Failed to Achieve Course Standards" annotated.

(2) Army Combat Fitness Test. A record ACFT is administered during Phase III, (planned day 3). Students are entitled to one retest no earlier than seven days after an initial failure. Students who subsequently fail to meet minimum testing standards are removed from the course and receive a DA Form 1059 with "Failed to Achieve Course Standards" annotated.

(3) Pass the RC-MCCC Entrance Examination. Students take an entrance examination on the second day of the resident Phase I 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 are removed from the course and receive a DA Form 1059 with "Failed to Achieve Course Standards" annotated.

(4) Company Operations Order (OPORD) Final. This event is administered during the second week of the resident Phase I of RC-MCCC. Students plan and brief a company level operations order in a time constrained environment IAW standards outlined in ATP 3-21.10 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. Students who fail to meet the standard during their retest are removed from the course and receive a DA Form 1059 with "Failed to Achieve Course Standards" annotated.

(5) Pass RC-MCCC Comprehensive Examination. This event is administered during the second week of the resident Phase III 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 Common Core and Phase II, with a score of 70 percent or greater. Students are entitled to one retest. Students who subsequently fail to achieve a score of 70 percent or greater are removed from the course and receive a DA Form 1059 with "Failed to Achieve Course Standards" annotated.

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 Operational Environment (IPOE), 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 70% overall GPA.

(2) Quizzes. Quizzes examine the student's ability to understand and apply doctrinal concepts and are conducted during resident Phases I and Phase III 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 failures will not result in a student being declared academically deficient.

(3) Staff Briefs. The Battalion Phase module of instruction culminates with student staff groups applying doctrinal lessons by planning a battalion/task-force operation and conducting briefings to their SGL and/or a field-grade seminar Senior Mentor in accordance with the Military Decision Making Process. SGLs and/or field-grade seminar mentors will evaluate both staff group and individual performance based on guidance outlined in FM 5-0 for MDMP. Students that do not have a briefing role will be evaluated on their contribution for individual work.

(4) Unit Training Management. Throughout the UTM module students will apply doctrinal concepts to construct a unit training plan and conduct appropriate briefings to their SGL and/or field-grade seminar Senior Mentor. These briefs and students' overall training plans will be evaluated based on concepts contained in ADP 7-0 and FM 7-0.

d. RC-MCCC Point Allocation.

	Event	Title	Points
Phase I	Paper #1	Army Profession	25
	Entrance Exam	Course Entrance Examination	75
	A1 Quiz #1	Introduction to TLPs / IPOE Process	25
	A1 Quiz #2	COADEV / Company Offense	25
	POQ	Professional Officer Quality Points	50
	OPORD	A1 Bush Hill Operations Order	100
	Total Points		300

	Event	Title	Points
Phase III	Paper #2	Mission Command	25
	B2 Quiz #1	The Operations Process	25
	B2 Quiz #2	MDMP	25
	Staff Brief # 1	B2 ABCT Mission Analysis Brief	25
	Staff Brief # 2	B2 ABCT COA Development Brief	25
	Staff Brief # 3	B2 ABCT OPOD Brief	25
	Training Brief	LFX Training Management	25
	ACFT	Army Combat Fitness Test	25
	POQ	Professional Officer Quality Points	50
	Final Exam	End of Course Comprehensive Exam	75
	Total Points		325

e. Student Participation.

(1) Professional Officer Qualities (POQ). POQ are used to evaluate a student's performance and attitude outside of examination scores. POQ points are assigned at the end of resident Phase I and resident Phase III of RC-MCCC. Seminar averages for POQ point allocation will always equal 87.5 percent or less. POQ points are assigned based on evaluation criteria found on the DA Form 1059, which are: Character/Accountability, Presence/Comprehensive Fitness, Intellect/Critical Thinking & Problem Solving, Leads/Communication & Engagement, Develops/Collaboration, and Achieves/Lifelong Learner.

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 a Referred 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 Chief of Tactics, CATD, for disposition. The Chief of Tactics may convene a faculty board which may recommend one of the following: declare the student a nongraduate with relief from the course, drop the student from the course for enrollment into another

class, or retrain and retest the student as an exception to policy. The Chief of Tactics will consider the student's record, Small Group Leader (SGL) and Team Chief's 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 Chief of Tactics may relieve a student from the course 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. The Chief of Tactics will determine whether a student offense requires a faculty board or an AR 15-6 investigation prior to final action to relieve those students and/or pursue administrative reprimand.

(a) Adverse Relief. Students may be referred to AR 15-6 investigation prior to the Course Convening Authority (CCA) relieving students for an academic deficiency.

(b) Administrative Relief. Students are administratively relieved when necessitated by student illness, injury, compassionate grounds, or other reasons beyond the student's control.

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. Superior Academic Achievement recognizes superior performance is limited to the top 21 to 40 percent of the student population. The RC-MCCC cadre selects students based upon both academic performance and SGL appraisal of the whole person concept. A student is ineligible 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 due to academic performance.

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 I and III to ensure understanding of standards laid out in this memorandum. 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 Chief of Tactics 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 or using AI assistance on a writing assignment), 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 CCA 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 Chief of Tactics 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 Chief of Tactics.

(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 Chief of Tactics with their recommendation. Team Chiefs forward a comprehensive written report of the investigation, to include witness statements to the Chief of Tactics within 48 hours of the conclusion of the investigation.

(3) Upon receipt and review of the suspected honor code violation, the Chief of Tactics may refer the student concerned to a faculty board using the procedures outlined in paragraph 12g, USAMCoE 351-10. Before the Chief of Tactics 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 Chief of Tactics is referring the student to a faculty board, and that the faculty board may recommend that the Chief of Tactics 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 I and III are programmed to occur over 14 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 Chief of Tactics for possible administrative action.

(2) The Chief of Tactics, 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 CCA, only the Chief of Tactics 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 Chief of Tactics for possible administrative or disciplinary action.

11. ACADEMIC EVALUATION REPORTS (AERs). Under the provisions of AR 623-3 and DA PAM 623-3, Academic Raters (SGLs) will prepare an AER for each student in their seminar showing whether the student far exceed standards, exceeded standards, met standards, or did not meet standards in all evaluated areas. SGLs will provide comments that articulate the capabilities, and/or limitations of the student, including significant achievements or deficiencies. The RC-MCCC Chief (Reviewing Official) will complete the AER for each student showing class standing and overall academic achievement: Commandant's List, Superior Academic Achievement, Achieved Course Standards, or Failed to Achieve Course Standards. RC-MCCC Chief 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. Additionally, the report will indicate whether the student meets standards for ACFT, body composition, fully supports Sexual Harassment/Assault Response and Prevention (SHARP) Program and the Equal Opportunity (EO) Program. 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 I and III. MCCC teams forward complete AERs to HQDA utilizing the Evaluation Entry System 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 and DA PAM 623-3. SGLs must fully explain the circumstances related to the adverse or derogatory information on the AER in item 14, comments.

c. Administrative Relief. SGLs check released early (no fault of student) 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.

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12. RC-MCCC Website: Additional course detail and the most current course information can be found at the RC-MCCC website:

<https://www.benning.army.mil/MCoE/199th/CATD/MCCC/Reserve/>

13. POINT OF CONTACT. The point of contact for this memorandum is the RC-MCCC Chief, CPT Aaron Hrdlicka, at 859-396-5453 or aaron.m.hrdlicka.mil@army.mil.



JOSHUA A. TAYLOR
COL, AR

Director, Command and Tactics Directorate

STUDENT NAME (Print)

Phase I Signature

Phase III Signature