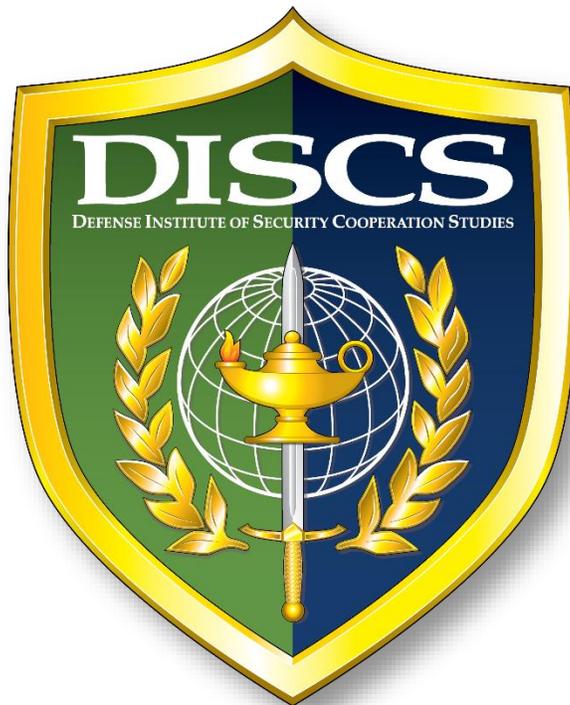


**DEFENSE INSTITUTE
OF SECURITY COOPERATION STUDIES (DISCS)
2016 Curriculum Review
Virtual Course Review Results**



24 January 2017



Defense Security Cooperation Agency

Department of Defense

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Preface

During the 2016 DISCS (formerly DISAM) Curriculum Review it was decided that all DISCS resident courses would go through a “virtual” review of each course’s Lesson Objectives (i.e. Advance Sheets) and Presentation Slides (i.e. Lessons) by Subject Matter Experts (SMEs) who are stakeholders of DISCS’ courses. The following courses were the focus of the review.

SCM-P3 (SCM-AO):	Security Cooperation Management Policy, Programs, and Planning Course (Formerly the Action Officer Course)
SCM-C:	Security Cooperation Management CONUS Course
SCM-CF:	Security Cooperation Management Financial Management Course
SCM-CM:	Security Cooperation Management Program and Case Management Course
SCM-CS:	Security Cooperation Management Logistics Support Course
SCM-I:	Security Cooperation Management International Purchaser Course
SCM-IN:	Security Cooperation Management Industry Course
SCM-LO:	Security Cooperation Management Locally Engaged Staff (LE Staff) Orientation Course
SCM-O:	Security Cooperation Management Overseas Modified Course
SCM-SP:	Security Cooperation Management State Partnership Course
SCM-TO/TM:	Security Cooperation Management Training Manager Course

This review took place in two phases, both phases using Blackboard as the interface. The first phase took place between 18 July and 15 August 2016. During this phase the Lesson Objectives (i.e. Advance Sheets) for each block of instruction (BOI) in each of the above courses were uploaded to Blackboard for review and comment by the stakeholders.

The second phase took place 16 August thru 17 October 2016. During phase two, presentation slides (i.e. Lessons) for each BOI in each course above were uploaded to Blackboard for review and comment by the stakeholders.

The subsequent pages indicate, by course, the comments made by the stakeholders and the action/response from the DISCS’ Course Manager for the course or the DISCS’ Functional Coordinator for the specific BOI. For each submission the following is identified:

- Block of Instruction
- Whether the comment is regarding an Advance Sheet or Lesson Slide
- The comment from the SME
- The response from DISCS
- Those items with a yellow highlight indicate comments that resulted in a change to content.

SCM-P3 (Formerly SCM-AO) Course

Item 1: Block of Instruction #001; General Comments

Advance Sheet/Lesson: Advance Sheet

Comments from SME: Tim, on #0164, there is specific reference to the Combatant Command country desk officer. However, I would recommend including the Service Component country desk officer and allowing them to be included in the collective challenges and requirements as part of larger community of interest. //Mike Tedesco DSN (314) 537-3280

DISCS Action: Good comment, I will incorporate that.

Item 2: Block of Instruction #001; General Comments

Advance Sheet/Lesson: Advance Sheet

Comments from SME: I didn't see a course description as part of the advance sheets, which would have been helpful for context. I went to the website and found the course description basically stating the course is focused on the COCOM, service component or implementing agency desk officer or "planner" and the planning tools, guidance documents, stakeholders, etc. that are required to plan, resource and execute SC plans and activities. This has not changed, correct?

DISCS Action: You are correct. We use the BPC process, specifically a 2282, to guide them through the planning process. Identifying the U.S. desired end state in Bandaria, identifying the U.S. interagency and Bandaria goals and objectives. They then do a SWOT, DOTMLPF-P gap analysis to determine to determine a way forward and apply different programs that they have learned about. They also prepare a briefing on the gap analysis and respond to a RFI from congress on the proposed 2282. We use the BPC process as a tool to teach them about the various planning documents and guidance as well as the planning process.

Item 3: Block of Instruction #0073; SCM-AO Course Introduction

Advance Sheet/Lesson: Advance Sheet

Comments from SME: In the Learning Objectives.Change"2. Recall the SCM-O course attendance and completion requirements." to"2. Recall the SCM-AO course attendance and completion requirements."

DISCS Action: Caught that one and fixed it already

Item 4: Block of Instruction #0112; AO INTRODUCTION TO SECURITY COOPERATION MANAGEMENT

Advance Sheet/Lesson: Advance Sheet

Comments from SME: In the Learning Objectives change "5. Identify the principle U.S. organizations involved and their essential responsibilities in supporting SC." to "5. Identify the principal U.S. organizations involved and their essential responsibilities in supporting SC."

DISCS Action: Slide updated.

Item 5: Block of Instruction #0112; AO INTRODUCTION TO SECURITY COOPERATION MANAGEMENT

Advance Sheet/Lesson: Advance Sheet

Comments from SME: Recommend framing the beginning of the course in big-to-small 'Ends, Ways & Means' format beginning with teaching that

(1) The US Government has National Security Objectives (Ends and Ways) that are outlined in the following documents...NSS, NDS, NMS, GEF, GCC TCPs, USAID / DoS Strategic Plan...

(2) Discuss, in general, Interagency 'Ways and Means' to achieve objectives

(2) Discuss, in general. DoD 'Ways and Means' to achieve objectives

(3) THEN go into one of the 'Ways and Means' to achieve these objective: Security Cooperation and Security Assistance Programs authorized by Title 22 and Title 10

By framing the beginning of the course with generally, 'what we are trying to achieve', then the general 'ways and means', flowing down to SC /SA...the student can understand how SC/SA is one of the many tools (ways and means) to accomplish National Security Objectives. This will be 'dry', but I think, essential to setting the base of the learning pyramid.

DISCS Action: We were provided very specific guidance on how this block of instruction will flow.

Item 6: Block of Instruction #0112; AO INTRODUCTION TO SECURITY COOPERATION MANAGEMENT

Advance Sheet/Lesson: Advance Sheet

Comments from SME: I may be misunderstanding what you are trying to get at, but typically State manages SA programs, not DoD. DOD manages the execution of some SA programs, but not the program itself. DOD manages SC programs.

DISCS Action: Correct-DoD executes some SA programs on the behalf of DoS. This lesson's objective is for you to summarize the relationship between SC programs, SA

programs executed by the Department of Defense (DoD) on the behalf of the Department of State, and SA programs managed and executed by the Department of State (DoS).

Item 7: Block of Instruction #0112; AO INTRODUCTION TO SECURITY COOPERATION MANAGEMENT

Advance Sheet/Lesson: Advance Sheet

Comments from SME: Recommend identifying the variations in terminology. Security Cooperation can and often is used as an umbrella term for all the activities that take place in the Security Cooperation Enterprise regardless of funding source. Make a point that different organizations use different terms for "security cooperation" type activities. DoS calls it Security Assistance, DOD Security Cooperation, the White House in PPD23, Security Sector Assistance. Also recommend other Titles are included as well so SCOs can understand that other Non DOD/Dos agencies may be of assistance in achieving their objectives. For example a country may need a Counter Terrorism unit. DOD could train and equip the unit on Counter-Terrorism tactics while the FBI could train them on investigations, so after they catch the terrorists they can convict them in a court.

Recommend for Title 10 and Title 22 programs a timeline should be associated with each program (FMF, IMET, SDAF, 2282, 1263, CTPF, etc.), so that SCOs walk away with the ability to plan their SC program submission cycle for desired capabilities.

DISCS Action: All of the above comments are brought out during the conduct of the course, but not in this single, one-hour, block of instruction.

Item 8: Block of Instruction #0113; AO INTRODUCTION TO SECURITY PROGRAMS

Advance Sheet/Lesson: Advance Sheet

Comments from SME: Recommend changing: This lesson's goal is for you to perform Security Cooperation (SC) tasks using SC & SA programs in accordance with..." To "This lesson's goal is for you to execute SC programs in accordance with..." and delete the reference to SA programs in "DoD - managed SC & SA programs"

DISCS Action: I think I understand where you were going with this but want to clarify. Lesson Goal: This lesson's goal is for you to be able to execute Security Assistance (SA) and Security Cooperation (SC) programs in accordance with their related legal authorities, funding sources, and management responsibilities.

Lesson Objective: This lesson's objective is for you to be able to explain the differences between the Title 22 U.S. Code SA programs and the Title 10 U.S. Code SC programs as well as their associated legal authorities, funding sources and management responsibilities.

Item 9: # Block of Instruction #0155; POLICY PERSPECTIVE ON SECURITY COOPERATION

Advance Sheet/Lesson: Advance Sheet

Comments from SME: Based solely on the advanced sheets, recommend reviewing lesson with a bit more awareness to a SCOs predicament. Most SCOs are in small shops mostly manned by local staff. Having a key lesson goal as "you assist your COCOM in analysis and planning" COCOMs should be providing guidance and resources to assist the SCOs or SCOs should be leveraging COCOMs for assistance. COCOMs have the bandwidth to assist the SCOs where as a SCO has multiple things going on between visits, State Requirements, COCOM requirements and maintain HN relationships. COCOMs should provide their priority capabilities for a country. In addition do those COCOM priorities align with what capabilities the country wants to acquire and how well do those capabilities align with the State ICS? // MAJ Brian Bosse 703-697-9451

DISCS Action: The Action Officer Course is normally taught at a CCMD (COCOM is an authority). As such, normally a senior member of the J5 (plans and policy) talks to the various action officers about the SC plans and policy challenges they are facing, such as providing guidance and resources to the various SCOs they support. In previous blocks of instruction the Action Officers have been educated on how the size of a SCO varies. All the things you mention are taught during the course, but not this block of instruction.

Item 10: Block of Instruction #016; SENIOR LEADER PERSPECTIVE

Advance Sheet/Lesson: Advance Sheet

Comments from SME: In the Lesson Objective statement, please insert the word "is" between the words "objective" and "for".

DISCS Action: Will do, thanks.

Item 11: Block of Instruction #0164; DESK OFFICER PERSPECTIVE

Advance Sheet/Lesson: Advance Sheet

Comments from SME: Tim, on #0164, there is specific reference to the Combatant Command country desk officer. However, I would recommend including the Service Component country desk officer and allowing them to be included in the collective challenges and requirements as part of larger community of interest.

DISCS Action: Concur, Advance Sheet was changed to include Components.

Item 12: Block of Instruction #0165; G-TSCMIS

Advance Sheet/Lesson: Advance Sheet

Comments from SME: Tim, WRT the G-TSCMIS Lesson (0165), I'd include a Lesson Objective that helps ensure students understand challenges associated with getting G-TSCMIS data-entry compliance across the organization. G-TSCMIS is one of those programs where we see broad neglect and only occasional high-level management

concern. Once the senior leader spot light has been re-directed away from G-TSCMIS compliance problems, organizations tend to revert back to behaviors of poor information system management and oversight. Also recommend including a Lesson Objective on "how to institutionalize effective command G-TSCMIS compliance." Yes, i know this isn't a G-TSCMIS class, but it's a module where students tend to tune out. //Mike Tedesco DSN (314) 537-3280

DISCS Action: While these are things we discuss with the students you are correct, we probably should create a learning objective. During the block of instruction we strongly emphasize the use of G-TSCMIS, that it is required by the GEF and that SCOs should deny country clearance request if the event is not in G-TSCMIS.

Explain some of the challenges of G-TSCMIS data entry compliance and steps being taken to institutionalize data entry compliance

Item 13: Block of Instruction #0181; INTRODUCTION TO BANDARIA AND PE REQMTS (AO)

Advance Sheet/Lesson: Advance Sheet

Comments from SME: Change: "this lesson's goal is for you to perform AO duties and responsibilities related to the use of key planning documents" to "this lesson's goal is for you to perform AO duties and responsibilities in accordance with key planning documents"

DISCS Action: Concur

Item 14: Block of Instruction #0238; PSEUDO LOA PROCESS FOR BUILDING PARTNER CAPACITY (BPC) PROGRAMS

Advance Sheet/Lesson: Advance Sheet

Comments from SME: I think the correct, precise term of reference is Building Partnership Capacity, and not "Partner" Capacity.

I have seen two high-level documents (one signed by the current President and one signed by a recent SECDEF) which make references to "Partnership" and not "Partner" in the BPC context. Yes, i know that there are COCOMs who still use the term "Partner" when spelling out BPC. I believe they're wrong and the President and SECDEF are correct. At least, that's where I'd put my money. It can't be both because these terms have different meanings. //Mike Tedesco DSN (314) 537-3280.

DISCS Action: Concur, it should be Partnership. Mike, it was just brought to my attention that while DSCA has a Building Partnership Capacity (BPC) Directorate, the SAMM Chapter 15 and acronym description defines BPC as Building Partner Capacity.

Comments from SME: Ira, I do not doubt that the SAMM says what it says. I will pull the 2 strategic reference documents and send them to you and to Tim simply as a point of reference. I offer the interpretation of the strategic language as the guide to be followed. I acknowledge that this doesn't mean that all of the other source documents will reflect the same language.

For my part, i was in a conference a few years ago here in Germany and a senior staff member from OSD(P) made a foot-stomping point -- he said that the change from Building Partner Capacity to Building Partnership Capacity was a deliberate shift in policy away from the way we had been conducting security cooperation and security assistance. The new direction was to be one of building our relationships and enabling interoperability. It made sense at the time but it has taken the COCOMs a while to actually incorporate the language.

Good luck with the course review. I have always been favorably impressed by ISCS (DISAM) course offerings.

Item 15: Block of Instruction #0564; INTERAGENCY

Advance Sheet/Lesson: Advance Sheet

Comments from SME: Recommend highlighting the other government agencies that do SC rather than have a "significant overseas presence." The FBI, Homeland Security, Coast Guard, DoJ all have some SC programs. There is potential for overlap in capability development as well as potential for cooperation. SCOs should leave this lessons with the understanding of the need for leveraging the interagency environment to achieve ICS and COCOM objectives

DISCS Action: This Block of instruction is designed to make the Action Officers and SCOs to understand that there are lots of other organizations located at the combatant commands as well as at the different embassies that are conducting their own programs and that as part of PPD-23 the AOs and SCOs have a responsibility to find out which organizations are doing what so that we can all work together.

Item 16: Block of Instruction #0629 END USE MONITORING (AO)

Advance Sheet/Lesson: Advance Sheet

Comments from SME: Does this lesson include any mention/explanation of the DoS Blue Lantern program? Students should be aware of the Blue Lantern program. Often, as a SCO, I was asked to assist DoS personnel in understanding, gaining access to items, and assisting in the EUM/inventory of Blue Lantern items.

DISCS Action: Yes it does. It also talks about the fact that they may be tasked or asked by the Ambassador to support and they need to keep track of costs associated with this. It also discusses Department of Commerce programs.

Item 17: Block of Instruction #0663; THE EMBASSY COUNTRY TEAM (AO)

Advance Sheet/Lesson: Advance Sheet

Comments from SME: Lesson goal refers to an action officer to make decisions regarding support. Recommend revision to parallel previous lesson (0611 SCO

Responsibilities): "This lessons goal is to understand the organization, roles and responsibilities of the embassy country team in furthering DoD and Combatant Command (CCMD) programs."

Concur with Eric Pickel's point.

Also recommend adding a Lesson Objective that highlights the relationship between the Combatant Commander/GCC Staff, and the US EMB Country Team. The current language of your Lesson Goal mentions "furthering Combatant Command Programs" but this language implies the Country Team is fulfilling a supporting role to the Combatant Command. Is this the intended meaning?

DISCS Action: I agree, and am going to change the Lesson Goal to "This lessons goal is to understand the organization, roles and responsibilities of the embassy country team in furthering DoD and Combatant Command (CCMD) programs." The lesson, is not intended to suggest that the Country Team is in a supporting role to DoD but more to highlight the different roles and responsibilities the embassy country team has. Thus Learning objective 3: Identify the core DoS elements, and other executive branch agencies with whom DoD coordinates to leverage security cooperation and security assistance activities. We build upon this in the interagency block of instruction.

Item 18: Block of Instruction #0695; COUNTRY NEEDS ASSESSMENT (PE) (AO)

Advance Sheet/Lesson: Advance Sheet

Comments from SME: Recommend also including absorptive capacity of a country as something to look at in addition to capability gap. A country may have an identified capability gap however, they may not have the ability to absorb the required capability in terms of long term funding and maintenance requirements.

DISCS Action: Your concerns are discussed as part of several blocks of instruction.

Item 19: Block of Instruction #0696 SC INFORMATION RESOURCES AND TOOLS (AO)

Advance Sheet/Lesson: Advance Sheet

Comments from SME: 1. In the "Before you come to class:" section, I would recommend students read ISCS Green Book, paragraphs on Training Program Development and Implementation, 14-12 to 14-34. Justification: While this reading requirement may be found in other lessons, although I did not see it in the Planning lesson objectives, I think these paragraphs will help set the stage for what, how, and why planning is executed prior to using the SC planning tools. 2. In the Learning Objectives section, Learning Objectives 4 and 5 states students will be able to explain the CCMD roles and responsibilities in development of the CETPP and FMF/IMET budget request. I recommend that students should be able to explain the CCMD and (more so) the SCO roles and responsibilities. Justification: While the CCMD's do have roles and responsibilities in the CETPP and FMF/IMET processes, it is mainly a review and approve/disapprove of the SCO submissions outside of Theater level SC planning and guidance. The SCO's are the primary developers and submitters of their CETPPs and FMF/IMET budgets, and from my

experience the CETPPs have been somewhat lacking in clarity, fidelity, and tying CETPP goals and objectives to Theater SC/Country SC Plans goals and objectives. With the FMF/IMET budget request, since the SCOs normally only use this when budget calls are due, the SCOs tend to lose focus on the budget process during the year, reviewing and routinely updating (DoS recommends quarterly) their uncommitted funds spend plans, and their FMF/IMET Web Tool accounts often expire, and in some cases do not set up FMF/IMET Web Tool accounts (often due to the high turnover rates where the outbound doesn't let the inbound know they should have an account in order to submit budget requests). 3. Not sure if it belongs in this lesson, however students should be required to establish an FMF/IMET Web Tool account (if they will be involved in the FMF/IMET budget process) while at ISCS as they seem to be doing now with the SANWeb. Justification: Many students who are headed to a SCO are not aware that they may/will need an FMF/IMET Web Tool account in order to submit annual budget requests and update spend plans.

DISCS Action: I agree with your first two comments, and we can easily fix the first two. But number 3 is not entirely correct. As part of the block of instruction we encourage the students involved in the FMF/IMET budget process to get an account. Since we normally teach the AO Course at the CCMDs and these personnel are not headed to SCOs we do not automatically get them an account while attending the AO Course.

Item 20: Block of Instruction #0837 INTERNATIONAL TRAINING MANAGEMENT

Advance Sheet/Lesson: Advance Sheet

Comments from SME: Currently reads: This lesson's objective is for you to perform AO duties and responsibilities related to international military training management policies and procedures. Recommendation: Change to read: This lesson's objective is for you to identify the regulations, training management organizations, the programs, and the processes required to train and educate partner-nation personnel. Rationale: Changed language goes from higher to lower authority covering the major aspects of ITM. Language is more in line with the "Greenbook".

Currently reads: This lesson's goal is for you to perform AO duties and responsibilities related to international military training management policies and procedures. Recommendation: Change to read: This lesson's goal is for you to perform AO duties and responsibilities related to the US international military training program. Rationale: Uses "Greenbook" language. International military management includes more than just policies and procedures.

DISCS Action: Concur with your logic.

SCM-C Course

Item 21: Block of Instruction #2001 SECURITY COOPERATION SALES PROCESS (C)

Advance Sheet/Lesson: Advance Sheet

Comments from SME: It appears that pages 14 and 15 are duplicate.

DISCS Action: Thanks. Not sure how that happened, but it has been fixed in the classroom version. – Joanne

Item 22: Block of Instruction #2001 SECURITY COOPERATION SALES PROCESS (C)

Advance Sheet/Lesson: Advance Sheet

Comments from SME:

Page 22; 28. Role of the Case Manager in the FMS process

- Many individuals/organizations may be involved in management of an FMS case, but there is only one

Case Manager; varies between MILDEPS, but in general:

- Blanket Order case ◊ ILCO (NAVSUP WSS-N52, USASAC NC, AFSAC)
NETSAFA manages cases on the Navy side for Defined and Blanket Order.

DISCS Action: No change required. What we teach is not incorrect. There is no material that states that training activities are limited by case type.

Item 23: Block of Instruction #2001 SECURITY COOPERATION SALES PROCESS (C)

Advance Sheet/Lesson: Advance Sheet

Comments from SME: Modify Pre-LOA to include AECA Section 29 support.

Considering adding the following: Design/Construction. Purchaser conducts site survey/assessment using design/construction agent to determine Rough Order of Magnitude (ROM) in sufficient detail to finalize the LOR.

Types of FMS cases: under Defined Order add the following bullet:

Design / Construction services identified on LOA.

Role of the Case Manager add USACE to the Defined case bullet: ILCO (weapon system program office, design construction agent.)

Primary FMS database...add to the Army bullet (for USACE + CEFMS Corps of Engineers Financial Management System) This is requested because GFP is not replacing CEFMS which is a legacy system that will remain in use.

Consider including in the coursework an exercise to enlighten participants about design and construction services which will demonstrate how assistance under Article 29 is available for pre-LOR support and the general process using the Building Partnership Capacity program as an example.

DISCS Action: Thanks. Good suggestions. I can update the FMS Process Outline with the items you identified. When you review the actual slides, note that there are several exercises in this lesson, in the various stages of the FMS process. If you have a particular scenario that you think would make a good question that focuses on USACE products and services, please submit it, and I will try to use it in place of something else. - Joanne

Item 24: Block of Instruction #2001 SECURITY COOPERATION SALES PROCESS (C)

Advance Sheet/Lesson: Lesson

Comments from SME: Question about the P&A vice LOA and how delivery of facilities are addressed. USACE provider of engineering services for construction of facilities rarely develops P&As. There is often a need for clarifying discussions about the scope of work we are very involved in pre-LOR discussions where ROM estimates are addressed. This is tied back to establishing a 'meeting of the minds" on the scope of work.

Slides C 2001a P SC Sales Process Part 1 Slide 7 add U.S. Army Corps of Engineers which is an IA

DISCS Action: Neither USASAC nor DSCA consider USACE to be an IA. SAMM C5.T2 lists organizations authorized to receive LORs, which USACE is, but the IA it is listed under is "B" for Army. So, no, USACE will not be added to the slide as an IA. Note also that to add USACE into the discussion here could drive other organizations, not designated as IAs, desire to also be added – thus diluting the slide for instruction.

SME Comment: Slide number 30 titled Total Package Approach (TPA), request that you add to the last bullet "facilities". Good integration of on-line resources. <http://www.iscs.dsca.mil>

DISCS Action: Added construction and facilities to slide.

SME Comment: Slide 61 add a bullet for technical services – design, engineering and construction for facilities and associated infrastructure support

DISCS Action: Done

SME Comment: Slide 72 show a facility/construction services line Slide 87 add the U.S. Army Corps of Engineers: Case Manager

DISCS Action: No. This is a sample LOA. These slides illustrates how lines are constructed, not a menu of possible options that can go on a case. DISCS can't include

every conceivable example on this sample LOA. A construction service doesn't appear any differently on an LOA than a technical assistance line, which appears on line 700.

SME Comment: Slide 98 add arrow from IA to CWD, This arrow demonstrates the IA responsibilities for the pre-load package that is sent to CWD.

DISCS Action: The arrow is there. You need to view these slides in presentation mode to see the arrows.

SME Comment: Slide 108 add the following bullet: Where would Bandaria send an LOR for facilities and associated infrastructure for the Humdinger? For an Army program, where should the LOR be directed? What about Navy? NOTE: keep in mind that associated facilities and infrastructure support can be on a line in the case that is assigned to the design agent or a standalone case.

DISCS Action: USACE is identified as eligible to receive LORs in the next slide. No value added by extending the exercise with more questions about where LORs go.

SME Comment: Slide 109 Added USACE as IA Slide

DISCS Action: No, slide identifies MILDEP SC Organizations authorized to receive LORs. That's different from listing IAs.

SME Comment: Slide 145 request change in graphics of the laptop with the legacy systems: add to the Army list CEFMS. CEFMS stands for Corps of Engineers Financial Management System

DISCS Action: No, we don't have room to include every unique data system used by every agency that develops/manages FMS cases. The slide makes the point that multiple data systems are involved. We don't need to list all of them. The instructor can talk to the fact that there are dozens more.

SME Comment: Slide 174 add note about S&A (Government Supervision and Administration) carryover into the next Fiscal Year after funds were fully obligated at the end of the first FY. This is important to understand for Design and construction services that are ancillary to the program. The dollar limit is \$750k inclusive of all costs: FMS ADMIN all surcharges and the cost of the government to execute and manage as reflected in the Manpower Data Travel Sheets (MTDS).

DISCS Action: This information might be applicable to the Financial Management or Case Management courses, but it's too far in the weeds for a basic CONUS course. I will forward comment to CM/CF course managers.

DISCS Action: Most SME comments above were integrated where appropriate. USACE desires to be taught as being a separate IA, which it is not categorized as such. Reference the first comment/response to this requester's submission.

Item 25: Block of Instruction #3002 International Defense Acquisition Policy

Advance Sheet/Lesson: Lesson

Comments from SME: Lesson # 3002 International Defense Acquisition Policy Need to include examples of facility procurements as much as possible. USACE is sending our professionals to this training and they need to receive training as it also effects engineering and design for delivery of facilities/services. This training needs to be meaningful to our cadre of technical experts.

NOTE: Reference ACQ101 from DAU. DoDD 5000.01

Slide 22 USACE performs its own contract administration for Firm Fixed Priced Contracts and our CAS reflects that to avoid overcharging the purchaser. Reference DSCA Memorandum I-060185/90, 25 July 1990 also SAMM E-Change 86, and SAMM Table C9.T2 section on FMS Contract Administration Services Surcharges. Please reflect this in text materials.

DISCS Action: No action. Lesson objective is to identify basics acquisition terms, processes and policies. CAS policy and other details are covered in BOI 4001 Financial Management. As a result of recent discussion with the "Finance" functional coordinator, the level of CAS detail in BOI 3002 was reduced to just introduce the concept of contract administration and audit. Details of CAS surcharge are deferred to finance BOI 4001 which does reference DSCA policy letter 14-27 which discusses the new CAS rates and the USACE exceptions for contract administration and quality control.

Item 26: #: Block of Instruction #3003 Direct Commercial Sales and Foreign Military Sales: A Comparison

Advance Sheet/Lesson: Lesson

Comments from SME: Slide 27 add to Pros column for FMS that services are provided to costs and with no profit margin.

DISCS Action: No action. Slide 27 (Total Cost) Pros column includes "Obtain at DoD cost (plus fees)". This point addresses all procurement in support of FMS which is inclusive of both articles and services. The comparison slides capture macro comparison concepts which already push the limits of information overload for the student. Inserting another bullet to differentiate "services" from "articles" is not necessary.

Item 27: Block of Instruction #4001 Financial Management of Security Cooperation Cases

Advance Sheet/Lesson: Lesson

Comments from SME: Lesson # 4001 Financial Management of Security Cooperation Cases Slide 63 Added information about USACE CAS according to (DSCA 07/33) General Comment: How do you price construction procurement when the articles do not come government stock but are procured though competitive bidding or sole source? Please address this in the course as the Army Corps of Engineers trains a cadre of over 200 Security Assistance professionals.

DISCS Action: Procurement through competitive bidding or sole source is briefly addressed in the CONUS Course Acquisition Lesson. In addition, a detailed discussion in procurement pricing is applicable and addressed in the Financial Management (SCM-CF) course. Detailed procurement pricing is a bit too far in the weeds for the basic CONUS course.

Item 28: Block of Instruction #5018 Application of Logistics Principles and Programs Review

Advance Sheet/Lesson: Lesson

Comments from SME: Slide 2 add design and construction path.

Slide 5 shouldn't there also be an acknowledgement to consider facilities and infrastructure in this slide?

Slide 7 should have a facilities and infrastructure block in both columns.

Lesson 5018 revisit and add additional slides Slide 14, Was it deliberate to ignore construction services as an example of DoD Acquisition Relationships? Somewhere don't you want to address the need for facilities and supporting infrastructure? For example comprehensive THADD programs must address facilities and infrastructures requirements; so, shouldn't construction services also be address here?

DISCS Action: Engineer considerations are discussed on slide 5 and 16. On slide 14 the intent of that slide is to discuss the differences between primary weapon logistical support and secondary logistical support. Not all information that the instructors discuss, is put on the slide. Engineer support is also discussed when the students do scenarios.

Reynolds Added Comment: This discussion leads me to believe that (based on additional review and dialogue) we may as we look at the broader workforce training implications, it might be beneficial to have a course specifically addressing USACE activity and how others in the process support the effort.

SCM-CF Course

Item 29: Block of Instruction #0402 Funds Management

Advance Sheet/Lesson: Advance Sheet

Comments from SME: The Trust Fund includes numerous other accounts besides the Case Accounts such as the Holding accounts, Accelerated Case Closure Suspense Account, CAS account, Transportation account, Administration account, and the Packing, Crating, and Handling (PC&H) account.

Recommend standardizing capitalization of 'account.'

DISCS Action: Per DSCA SAMM C9.11.1., **Trust Fund Accounts**, DFAS Indianapolis performs accounting for Foreign Military Sales, account 11X8242, by executing against **subsidiary accounts**... In addition FMR Vol. 15, Chp 1, Section 010201 states treasury account 11-8242 is the **parent** account for the FMS Trust Fund and is used for centrally recording contract authority and collections. Responsibility for the FMS Trust Fund execution (e.g., obligations and disbursements) was transferred from the Executive Branch, Office of the President (TI 11) to DoD (TI 97); the Treasury account is 97-11 X 8242. The following learning objective was worded to address the concept above.

“Define the purpose and use of the FMS trust fund account and related sub-accounts maintained at the Defense Finance and Accounting Service (DFAS) Security Cooperation Accounting (SCA).”

SCM-CM Course

Item 30: BLOCK OF INSTRUCTION #0208 CASE MANAGEMENT INITIATIVES

Advance Sheet/Lesson: Lesson

Comments from SME: "FMS System Slide" diagram should be revised to indicate that training requirements must be established to the left of "LOA Offered" or the training depicted to the right of "LOA Offered" will not occur.

DISCS Action: Thank you. We will pass this recommendation up to DSCA headquarters, as this is a standard DCSA director slide we have recently incorporated into all DISCS courses.

Item 31: BLOCK OF INSTRUCTION #0208 CASE MANAGEMENT INITIATIVES

Advance Sheet/Lesson: Lesson

Comments from SME: Slide 6 added USACE as IA with data

Slide 22 Discuss DSCA Policy 13-29 and how labor factors and surcharge are added

DISCS Action: None. Slide 6 lists IAs per the SAMM C5.T2. USACE is not an independent IA. USACE data is rolled up in Army data. Slide 22 has been deleted based on policy changes. MTDS is discussed in finance.

Item 32: BLOCK OF INSTRUCTION #0248 BUILDING PARTNER CAPACITY (BPC) LOA PROCESS

Advance Sheet/Lesson: Lesson

Comments from SME:

SME Comment: "BPC Programs" slide should include reference to SAMM C15.T2.

DISCS Action: The reference is there. You need to view these slides in presentation mode to see the reference.

SME Comment: "BPC Process" slide should also include information on Full Operational Capability (FOC)

DISCS Action: This specific slide highlights process stages/phases that are different from FMS. FOC is not a process phase or stage.

SME Comment: "Key Pseudo LOA Timelines" slide; include content related to FOC

DISCS Action: Left voicemail for Donnie Yates in November to provide reference and more specific information on what FOC is, what should be included, and why, as there is insufficient information in his feedback. I did not receive anything back from him.

SME Comment: BPC LOA Process Lesson #0248 - "Language of Pseudo LOA Business" slide; remove "1206", add "2282, GSCF, etc." Section 1206 was repealed by section 1205 of the Carl Levin and Howard P. "Buck" McKeon National Defense Authorization Act.

DISCS Action: Slide was updated during template conversion.

Item 33: BLOCK OF INSTRUCTION #0309 ACQUISITION & CONTRACT PERFORMANCE CONSIDERATIONS

Advance Sheet/Lesson: Lesson

Comments from SME: Lesson # 0309, Acquisition and Contract Performance

Slide 11 Altered to note that U.S. Army Corps of Engineers has in-house administrative contracting support reference DSCA Policy 07-33

Slide 134 at the end copies and modifies

Slide 12 to address and illustrate USACE in-house contracting and quality assurance expertise.

Slide 60 Modified to show DSCA 07-33 USACE applied Contract Administration Service surcharges Slide 62 Modified include USACE CAS rate.

DISCS Action: Concur. Given that SCM-CM is an advanced course, it would be appropriate to discuss the different USACE process for accomplishing and charging for CAS in facilities acquisition. Will include USACE unique CAS in next update to BOI 0309.

Item 34: BLOCK OF INSTRUCTION #0367 CASE MANAGER TO SCO INTERFACE/EUM

Advance Sheet/Lesson: Lesson

Comments from SME: Lesson # 0367, Case Manager to SCO Interface & EUM

Slide 33, added SCO will assist with site access for assessment

DISCS Action: None.

Slide 33 is discussing the role the SCO plays in the notification to the partner nation about a BPC case. The bullets on the slide are:

- Immediately after a BPC case has been Implemented, the IA will notify SCO and provide a copy of the case
- SCO may prepare for receipt of materiel and services
- SCO will make no guarantee to the Benefitting Country that it will receive assistance until the final delivery of the materiel or services

I am not sure why, at this stage of the BPC case, the IA would be conducting a site assessment.

Slide 27, Evaluation and Planning, which is one of the 7 legislated functions of a SCO, discusses the SCOs role in planning which includes BPC cases.

- The outline states that the SCO will help with assessments, this would include assisting with site access for the assessment.

Item 35: BLOCK OF INSTRUCTION #0517 CASE EXECUTION LOGISTICS ISSUES

Advance Sheet/Lesson: Lesson

Comments from SME: Lesson #0517, Case Execution Logistics Issues I have not modified slides on this issue; but there should be a discussion of construction contract services. The contractor is responsible for logistics. Sometimes there can be an Offshore Procurement requirement. When that happens what if any are the logistical impacts: with FMS case and with FMF cases?

DISCS Action: Offshore procurements discussion is covered in the scenarios discussion. Not all information is put on the slide.

Item 36: BLOCK OF INSTRUCTION #0765 DSAMS CASE MANAGEMENT REPORTS

Advance Sheet/Lesson: Lesson

Comments from SME:

"DTS Percentage Rates" slide is duplicated and appears twice.

Recommend including some discussion that addresses the need to avoid Delivery Term Code (DTC) / Offer Release Code (ORC) agreement/conflicts which will cause the Case Writing Division to return the case.

DISCS Action: Duplicate slide was deleted.

Regarding DTC/ORC, this is covered in our logistics support course (SCM-CS) and in the logistics lesson of the CM course.

SCM-CS Course

Item 37: BLOCK OF INSTRUCTION #0506 PRE-CASE LOGISTICS PLANNING

Advance Sheet/Lesson: Advance Sheet

Comments from SME: Before you come to class: Review the Management of Security Cooperation, Chapter 11 and the Transportation planning document provided by the instructor as a handout."

COMMENT: Depending on timing, DSCA 16-12 should be signed and require the planning assessment for classified and AA&E.

DISCS Action: We currently discuss that DSCA is coming out with a planning assessment tool in the near future. We provide a copy of the AFSAC planning tool for now, but once DSCA 16-12 is published then we will provide that to the students.

Item 38: BLOCK OF INSTRUCTION #0506 PRE-CASE LOGISTICS PLANNING

Advance Sheet/Lesson: Advance Sheet

Comments from SME: ISCS COURSE INTRODUCTION

I think we need to include a point or two about considering longer-term maintenance, sustainment and training to align with some of the higher policy concerns being considered in the LogCAG.

DISCS Action: It was recently added as part of the course introduction presentation, but we can add a statement in the advanced sheet of the course introduction.

Item 39: BLOCK OF INSTRUCTION #0510 THE MAPAD

Advance Sheet/Lesson: Advance Sheet

Comments from SME: The Role of the Freight Forwarder

COMMENT: Since DSCA maintains a policy of "best value", there should also be a session on DTS and its pros and cons as well.

DISCS Action: There is a guest speaker from USTRANSCOM that discusses this in length.

Item 40: BLOCK OF INSTRUCTION #0518 LOA ENTRIES AND THE DSP-94

Advance Sheet/Lesson: Advance Sheet

Comments from SME: Differences between FMS and BPC Transportation - Customer arranged or DTS vs DTS only

BPC cases can get vendor-provided Transportation if they get a waiver from DSCA. C15.3.3.11.4. Prime Vendor Transportation. For system sales and more complex

acquisition and sustainment efforts, the IA may request approval from DSCA (Strategy Directorate) for the prime vendor to transport and make delivery of materiel to the in-country location. The Prime Vendor's contract price will include a cost for transportation and DTC 4 will be cited against the line. The IA will include a note in the pseudo LOA to describe the transportation and delivery arrangements.

DISCS Action: Thanks for catching that. Change will be made.

Item 41: BLOCK OF INSTRUCTION #0518 LOA ENTRIES AND THE DSP-94

Advance Sheet/Lesson: Advance Sheet

Comments from SME: Differences between FMS Cases and Building Partnership Capacity ("Pseudo") Cases

Terms of Sale for BPC ("Pseudo") - Is "FMS Credit" correct? BPC cases usually reflect "Cash with Acceptance" with the fund source immediately following.

DISCS Action: Thanks for catching that. Change will be made.

Item 42: BLOCK OF INSTRUCTION #0542 TRANSPORTATION POLICY, PROCESS AND PLANS

Advance Sheet/Lesson: Advance Sheet

Comments from SME: Logistics Workshop #3
2. Determine if a freight forwarder is qualified to move the shipment.
In PDF, this line is two different colors.

DISCS Action: Thanks for catching that. Change will be made.

Item 43: Block of Instruction #0543 DISCREPANCY REPORTING

Advance Sheet/Lesson: Advance Sheet

Comments from SME: Identify the conditions for submitting a Quality Discrepancy Report (QDR), SF 368 and the reporting process.

The SAMM only addresses SDRs. The decision was made to only require customers to submit an SDR, no matter the type of discrepancy. This was for the customer's benefit so only one form would be required. Understand that Navy accepts QDRs but Air Force and Army still require an SDR even when it's a QDR issue. They will include the QDR as supplemental information to the SDR.

DISCS Action: Even though the SAMM only addresses SDRS, it is important that students understand what the QDR is and how it is submitted even when it is submitted on a 368. The 368 has a block that can be checked which lets the SDR office know that the 368 is

being submitted for QDR reasons. The discussion during class discusses all the elements that you stated, including the differences between the services.

SCM-I Course

Item 44: Block of Instruction #0201 SECURITY COOPERATION SALES PROCESS

Advance Sheet/Lesson: Advance Sheet

Comments from SME: Under Item 3, Roles of DSCA and State in the FMS process. Purpose of the second bullet is not clear. Item 3. is an accurate statement of what DDTC does for commercial licensing, but commercial export licensing is not a part of the FMS process.

Under Item 12, Channels of LOR submission. This entry revealed an error in SAMM formatting that made it appear that DOS should receive copies of LORs to be funded with FMF only if the request was for SME. State's direction is that it receive copies of all LORs to be funded with FMF. To reflect this, the SAMM has since been updated so that the former C5.1.3.2.1. is now C5.1.3.3.

Under Item 21, Jordan is included as NATO+ temporarily for the next 3 years.

Under Item 31, third diamond under the final bullet is missing words.

DISCS Action: Thank you for this input, we have already been updating our advance sheets and lessons to reflect the change in status for Jordan but I did not know about the change in SAMM reference - that change and the others will be made.

Item 45: Block of Instruction #0100 INTRODUCTION TO SECURITY COOPERATION MANAGEMENT

Advance Sheet/Lesson: Lesson

Comments from SME: On slide 10 recommend either the deletion of the term "loan" or clear explanation by the presenter that loan as it appears in the FAA is a reimbursable activity, effectively a lease. This is a common source of confusion. The only true loan available through SA authorities are those that occur in the context of cooperative programs.

DISCS Action: The slide has been rewritten, removing any confusion about the term "loan"

Item 46: Block of Instruction #0102 SECURITY COOPERATION LEGISLATION AND POLICY

Advance Sheet/Lesson: Lesson

Comments from SME: Recommend a new slide 8 listing the goals of CAT policy.

On slide 28, recommend an addition or instructor note to indicate that these are extraordinary authorities and when used must still be notified to Congress with a justification for the decision.

On slide 32 indicate that the requirement is for either return to the USG if required or to return net proceeds after sale with prior USG consent. Rationale is to make sure they understand that they cannot return something to us as a means of disposal.

DISCS Action: The recommended changes have been made.

Item 47: Block of Instruction #0300 LOA STANDARD TERMS AND CONDITIONS

Advance Sheet/Lesson: Lesson

Comments from SME: Slides 2-7 describe the LOA as a contract. We have always been careful not to describe the LOA as either a contract or an international agreement. It is not a contract in the sense of a Federal contract. The DOD FAR Supplement says, "The U.S. government sells defense articles and services to foreign governments and international organizations through FMS agreements. The agreement is documented in a Letter of Offer and Acceptance." The SAMM glossary definition describes the LOA in similarly equivocal terms. Recommend sticking with that definition. For a more precise definition of why this is, you'd be better off asking GC.

DISCS Action: The following was provided to Mike Slack, DSCA STR: I agree with your comments to not describe the LOA as a contract. In my experience, taking the time to compare the LOA to a "contract" can generate a lot of discussion with limited learning benefit. I will take action to delete the lesson learning objective "Define the basic elements of a contract" and will also remove the related slides from the lesson presentation.

That said, the E-SAMM C5.4.16 does relate the LOA to being a "contract".

This SAMM section includes the sentence: "Once accepted, the FMS case is implemented and becomes a government-to-government contract between the purchaser government or international organization and the United States or in the case of the Foreign Assistance Act (FAA) 607 certain voluntary non-profit relief agencies."

In the lesson revision, I will use the SAMM C5.4.1 definition of an LOA and add content showing the standard terms and conditions as the method by which the USG integrates both the requirements of U.S. law and policy into each sales agreement.

Item 48: Block of Instruction #0802 INTERNATIONAL TRAINING MANAGEMENT

Advance Sheet/Lesson: Lesson

Comments from SME: Slide 50 - Include "Valid for 2 years from the test date" in the bullet comments for TOEFL. Rationale: The period that the test is valid from was included in the previous slides on ECL and OPI.

DISCS Action: Concur. Slide has been updated.

SCM-IN Course

Item 49: Block of Instruction #0107 INTRODUCTION TO SECURITY COOPERATION (SC) MANAGEMENT

Advance Sheet/Lesson: Advance Sheet

Comments from SME: I looked through all of the advance sheets and have no issues at this time. We will probably have more input as the meat of the course gets developed. The vast majority of the material is related to our SAF/IAPX office and so I defer comments to them. This looks like an excellent course to introduce commerce to government export/tech transfer processes.

DISCS Action: Thank you for that great complement! No response required.

Item 50: Block of Instruction #0107 INTRODUCTION TO SECURITY COOPERATION (SC) MANAGEMENT

Advance Sheet/Lesson: Advance Sheet

Comments from SME: Recommend changing lesson goal to "This lesson's goal is for you to gain a better understanding of Security Cooperation (SC) and Security Assistance (SA) authorities, policies and procedures" The words: "to be able to sell..." don't seem to go with the Learning objectives, it's all about SC and SA not selling

DISCS Action: The goal has been rewritten as recommended.

Item 51: Block of Instruction #0301 TECHNOLOGY TRANSFER AND EXPORT CONTROLS

Advance Sheet/Lesson: Advance Sheet

Comments from SME: There are no reference to the DTSA Technology Security & Foreign Disclosure Office (TSFDO), recommend the lesson objectives include a discussion of the TSFDO and the 13 release "pipes" <http://www.dtsa.mil/SitePages/about-dtsa/directorates/technology-security-foreign-disclosure/TSFD%20Pipes%20Chart%20-%202015.pdf> is a good reference.

DISCS Action: Thanks. The chart appears in the ISCS textbook, chapter 7 (ref. 1) on page 7-17, where its context is explained. It also is in the presentation, and is covered in learning objective 6

SCM-LO Course

Item 52: Block of Instruction #0257 INTRODUCTION TO WHOLE OF GOVERNMENT PLANNING (LO)

Advance Sheet/Lesson: Advance Sheet

Comments from SME: The Planning Practical Exercise in this lesson would also go well, and be very helpful, in the SCM-O course in Lesson 0691, SCO-Level SC Planning.

DISCS Action: We already have some Practical Exercises in the planning lessons in the O-course but this might be nice way to mix things up between the two courses, thanks for the idea!

Item 53: Block of Instruction #0811 ADVANCED INTERNATIONAL TRAINING MGT (SELECTED STUDENTS)

Advance Sheet/Lesson: Advance Sheet

Comments from SME:

Add: Explain the waiver process if IMS do not meet medical or course prerequisites.

Add as #15 under Learning Objectives: Retainable Instructional Materials (RIM) procedures.
Rationale: Important once IMS returns home from training. SCO is responsible for receiving RIM and ensuring it gets to the IMS.

Change LO #4 to read Locate course information, international notes, and location information in the Training Military Articles and Services List (T-MASL). Rationale: Provides information needed to help ensure IMS and dependents authorized on ITO are as prepared as possible when they arrive at the training location.

Insert new #5 item under Learning Objectives covering waiver procedures when an IMS does not meet one or more of the course prerequisites. Currently reads: 8. Identify the type of visa international military students should be issued. Recommendation: Consolidate in # 9. and change to read:

Identify the type of visa international military students and their dependents (if authorized) should be issued and recall the processes required to authorize them on the ITO.
Rationale: This is important for locations where dependents are encouraged to accompany IMS.

DISCS Action: Please see below responses to your statements:

Learning Objective #5: Add: Explain the waiver process if IMS do not meet medical or course prerequisites.

- Reply: Waivers are covered in the presentation under LO4 as part of the Medical Screening requirements.

Add as #15 under Learning Objectives: Retainable Instructional Materials (RIM) procedures.
Rationale: Important once IMS returns home from training. SCO is responsible for receiving RIM and ensuring it gets to the IMS.

-Reply: RIM materials is covered in the presentation as part of LO1 recognize SCO responsibilities during each phase of training. RIM is discussed during the "Post Training" phase as a SCO responsibility.

Change LO #4 to read Locate course information, international notes, and location information in the Training Military Articles and Services List (T-MASL). Rationale: Provides information needed to help ensure IMS and dependents authorized on ITO are as prepared as possible when they arrive at the training location.

- Reply: International Notes and Location Information is covered during the SC-TMS demonstration as part of information found in the T-MASL. LO4 changed to read as follows: Locate course information, to include international notes and location information, in the Training Military Articles and Services List (T-MASL).

Insert new #5 item under Learning Objectives covering waiver procedures when an IMS does not meet one or more of the course prerequisites.

- Reply: Various waivers are discussed throughout the presentation as part of the medical screening requirement learning objective (medical waivers), and SCO related testing/screening requirements learning objective (e.g. ECL waivers etc.).

Currently reads: 8. Identify the type of visa international military students should be issued.
Recommendation: Consolidate in # 9. and change to read: Identify the type of visa international military students and their dependents (if authorized) should be issued and recall the processes required to authorize them on the ITO. Rationale: This is important for locations where dependents are encouraged to accompany IMS.

- Reply: Kept LO 8 and LO9 separate to avoid confusion and ensure each topic stands out, however LO8 and LO9 have been reworded as follows:

LO8: Identify the type of visa international military students and their dependents (if authorized) should be issued.

LO9: Discuss the circumstances of when an IMS may bring dependents to training and the requirement for the SCO to authorize accompanying dependents on the ITO.

Item 54: Block of Instruction #0819 ADVANCED INTERNATIONAL TRAINING MGT (SELECTED STUDENTS)

Advance Sheet/Lesson: Lesson

Comments from SME: Slide 122 - Insert a slide after 122 that discusses insurance coverage waiver procedures. They are essentially the same as the medical waiver procedures laid out in AR 12-15, JSCET, para 8-13. Rationale: In some cases (for instance schools that are in the National Capital Region where there are abundant DOD medical resources) where the IMS/dependents are covered by an RHCA, there may be a waiver of some of the insurance coverage requirements.

DISCS Action: DSCA has stated that RHCA does not cover IMS. Therefore insurance is the only option if the IMS is not covered by other means. (This may be a change to the SAMM wording in the near future.)

SAMM C10.9.1.4 states, "The IMS and dependents from nations with either a RHCA or NATO/PfP SOFA require supplemental commercial health care insurance or indemnification by their government for medical services not covered under the RHCA or NATO/PfP SOFA." I know of no exclusion for insurance coverage or other additional coverage (e.g. country indemnification) for dependents in the National Capital Region that have an RHCA. No additional slide added to the presentation.

Item 55: Block of Instruction #0958 INTRODUCTION TO TRAINING MANAGEMENT

Advance Sheet/Lesson: Lesson

Comments from SME: Slide 7; Legislation for International Education and Training Under the second bullet, just want to make sure that U.S.C. Title 14 (Coast Guard) was intentional and the correct program under statutory authority.

DISCS Action: Yes it was intentional. SAMM C10.Table 1 lists 14 U.S.C. 195 Foreign national appointment to the U.S. Coast Guard (USCG) Academy, and thus included on the slide.

Item 56: Block of Instruction #0958 INTRODUCTION TO TRAINING MANAGEMENT

Advance Sheet/Lesson: Lesson

Comments from SME: Slide 59 - Include "Valid for 2 years from the test date" in the bullet comments for TOEFL. Rationale: The period that the test is valid from was included in the previous slides on ECL and OPI.

DISCS Action: Concur.

SCM-O Course

Item 57: Block of Instruction #0902 INTERNATIONAL TRAINING MANAGEMENT

Advance Sheet/Lesson: Advance Sheet

Comments from SME: Add local screening in addition to Leahy Vetting for item #8.
Rationale: SCO requirement. Author: Donnie Yates

16 Steve Lemons S SCM-O International Training Management 46 Add local screening in addition to Leahy Vetting for item #8. SCO requirement

DISCS Action: Concur. Advance sheet updated.

Item 58: Block of Instruction #0949 PROTOCOL DINING

Advance Sheet/Lesson: Advance Sheet

Comments from SME: Recommend the following change be considered for review:
Add under "Before you come to class:"

- JMAS graduates are excused from this lesson, but may attend at their discretion
Justification: JMAS is sometimes affectionately referred to as the "Fork and Knife School."

DISCS Action: None.

We do not automatically excuse JMAS graduates from this Block of Instruction. On a case by case situation we may, but do not think we should just grant a blanket exception to JMAS graduates from this Block of Instruction.

Item 59: Block of Instruction #6102 REGIONAL SC PROGRAMS

Advance Sheet/Lesson: Advance Sheet

Comments from SME: Regional studies I thru IV -- Lesson Goal - I would suggest that you replace the word execute with understand.

This lesson goal is for you to better understand your SCO responsibilities...

DISCS Action: It has been changed to understand.

Item 60: Block of Instruction #0902 INTERNATIONAL TRAINING MANAGEMENT

Advance Sheet/Lesson: Lesson

Comments from SME: Slide 76 - Include "Valid for 2 years from the test date" in the bullet comments for TOEFL. Rationale: The period that the test is valid from was included in the previous slides on ECL and OPI.

DISCS Action: Concur, slide has been updated.

SCM-SP Course

Item 61: Block of Instruction #0066 SP ORIENTATION

Advance Sheet/Lesson: Advance Sheet

Comments from SME: In the second sentence of the lesson objective "DISAM's academic" should be replaced with "ISCS' academic."

DISCS Action: This block of instruction was incorporated into the Course Introduction. All reference to DISAM were removed.

Item 62: Block of Instruction #0111 INTRODUCTION TO SECURITY COOPERATION MANAGEMENT

Advance Sheet/Lesson: Advance Sheet

Comments from SME: Update learning objective 3 to read "Differentiate between Title 10 and 22 of the US Code."

DISCS Action: Concur.

Item 63: Block of Instruction #0228 SECURITY COOPERATION SALES PROCESS

Advance Sheet/Lesson: Advance Sheet

Comments from SME: In the lesson goal spell out the SPP acronym as it is the first instance.

In the lesson objective spell out Building Partnership Capability (BPC) and Letter of Offer and Acceptance (LOA) as they are the first use of these acronyms.

Update learning objective 1 to read "Describe the relationship of FMS to SPP."

Update learning objective 3 to read "Define key terms such as LOA...." The acronym will be spelled out in the lesson objective.

Update learning objective 6 to read "...complete and "actionable" Letter of Request (LOR)...."

DISCS Action: This block of instruction is no longer included in the course, but is being considered for future courses. All acronyms will be spelled out and your other comments kept on file in the event we include this block of instruction in the future. This Block is going to be included in the next course in September 2016. I made sure to spell out all acronyms. Of note is the fact that in the SAMM, DSCA defines BPC as Building Partner Capacity.

Item 64: Block of Instruction #0335 INTERNATIONAL PROGRAMS SECURITY AND TECHNOLOGY TRANSFER

Advance Sheet/Lesson: Advance Sheet

Comments from SME: Lesson goal: spell out SPP as it is the first use on this page.

Lesson objective spell out acronyms, Foreign Military Sales (FMS) and Direct Commercial Sales (DCS).

Learning objective 6, spell out the NISP acronym.

Learning objective 7 spell out CUI and CMI as these are first use of these acronyms.

Learning objective 9 update to read, "Recall the National Disclosure Policy (NDP)...."

Learning objective 11, spell out the acronyms International Traffic in Arms Regulations (ITAR) and United States Munition List (USML).

DISCS Action: The advance sheet was recently updated, and some of the objectives were deleted, but we did make sure to spell out all acronyms.

Item 65: Block of Instruction #0601 INTRODUCTION TO SECURITY COOPERATION PROGRAMS

Advance Sheet/Lesson: Advance Sheet

Comments from SME: Add a period at the end of each learning objective.

DISCS Action: Concur.

Item 66: Block of Instruction #0626 WHOLE OF GOVERNMENT SC PLANNING (E)

Advance Sheet/Lesson: Advance Sheet

Comments from SME: Update the lesson goal to say "This lesson's goal is for you to perform Whole of Government Security Cooperation planning in accordance with USG strategic guidance and Presidential Policy Directive on Security Sector Assistance Policy (PPD-23).

DISCS Action: Concur; updated.

Item 67: Block of Instruction #0815 INTERNATIONAL TRAINING MANAGEMENT

Advance Sheet/Lesson: Advance Sheet

Comments from SME: Learning objective #8 looks like it needs to be updated. Is it supposed to say "vice training costs that a Foreign Military Sales (FMS) case would pay for" or is that supposed to be FMF?

LO #5: Add: Understand how international training requirements are generated. Rationale: Issue is that participants do not understand why courses are MASL'd/where training requirements come from (i.e. the country), not just because the state wants to offer it.

DISCS Action: Concur.

Change LO 8 to read as: 8. Identify what training costs a grant program, such as International Military Education and Training (IMET), pays for as compared to the costs associated with a Foreign Military Sales Case.

Change LO 5 to read as: Understand how International Training Requirements are generated and summarize the process used to program and enter international military students into training.

Item 68: Block of Instruction #0951 STATE PARTNERSHIP PROGRAM ADMINISTRATION

Advance Sheet/Lesson: **Advance Sheet**

Comments from SME: Update learning objective 1 to read "Understanding orders processing and limitations of National Guard personnel status."

DISCS Action: Concur

Item 69: Block of Instruction #0959 STATE PARTNERSHIP PROGRAM PLANNING EXERCISE

Advance Sheet/Lesson: **Advance Sheet**

Comments from SME: In learning objective #3 spell out the acronym, Global Theater Security Cooperation Management Information System (G-TSCMIS).

DISCS Action: Concur

Item 70: Block of Instruction #0111 INTRODUCTION TO SECURITY COOPERATION MANAGEMENT

Advance Sheet/Lesson: **Lesson**

Comments from SME: Slide 18 - SSA and SSR are two different concepts, delete the first bullet.

DISCS Action: Recommended changes have been made.

Item 71: Block of Instruction #0133 INTRODUCTION TO STATE PARTNERSHIP PROGRAM

Advance Sheet/Lesson: Lesson

Comments from SME: Learning Objectives do not support the Lesson Title. On the Advance Sheet, the Lesson Title for #0133 is Country Team and SCO Responsibilities (SP)

For an introduction to SPP module, a Lesson Objective needs to be the SPP partner country nomination process and the partner State selection process.

DISCS Action: Lesson 0133: Introduction to the State Partnership Program has been updated to reflect the information below:

Before you come to class:

Review the State Partnership Program (SPP) Annual Program Management Guide.

Lesson Goal

This lesson's goal is for you to understand how partnerships are enacted, what authorities are tied to the partnership, where you fit in from Strategy-to-Task, what funds can be used, and what opportunities are available to your state.

Lesson Objective

This is an introductory class with the follow-on classes building on the topics, procedures, and supporting elements around security cooperation program management and activity development.

Learning Objectives

By the end of this lesson, you'll be able to:

1. Explain the origin and mission of the SPP to include each states' partnership authority and responsibilities.
2. Explain how the SPP supports strategic national level goals and objectives.
3. Explain authorities and authorizations that specifically effect the SPP.
4. Explain how the SPP works with and as part of the U.S. Government interagency process.

Method of Instruction

Lecture & Discussion with an introduction of key worksheets on authorities, duty status and funds

Item 72: Block of Instruction #0211 Security Cooperation Information Portal (SCIP) Introduction

Advance Sheet/Lesson: Lesson

Comments from SME: Slide 1 - change the date at the bottom of the intro slide

DISCS Action: Date changed during template conversion.

Item 73: Block of Instruction #0228 SECURITY COOPERATION SALES PROCESS

Advance Sheet/Lesson: Lesson

Comments from SME: Advance Sheet Lesson Title is Foreign Military Sales Overview not Security Cooperation Sales Process. Update date on slide 1. Slide 3 - very busy and comes across as information overload with the Venn diagram and then listing of all the acronyms on the same slide. Acronym list may be better served as a handout or in the notes section. Slides 6 -13 recommend only one or two examples, not the 7 that are Slide 66 - delete Theater Security Cooperation Plan (TSCP) security cooperation planning is supposed to be incorporated as a part of the CCMD's Theater Campaign Plan (TCP).

DISCS Action: Title slide and date changed during template conversion. Entire presentation has been reduced. Slide 3 is deleted. Examples reduced from 7 to 4. TSCP slide has been corrected.

Item 74: Block of Instruction #0335 INTERNATIONAL PROGRAMS SECURITY AND TECHNOLOGY TRANSFER CONTROLS OVERVIEW

Advance Sheet/Lesson: Lesson

Comments from SME: Recommend adding under - Before you come to class:

SCM-FA-OL (SCM 101) - Security Cooperation Management Familiarization Course and/or
SCM-OC-OL (SCM 201) - Security Cooperation Management Orientation Online Course.

Update the date on intro slide #1. Slides 24 and 30 are the same, look at reworking the slide presentation so that do not need to show the exact same slide twice. Slide # 37 is a repeat of slide #4 and should be deleted.

Also why there are multiple agenda slides? Put the complete lesson agenda on slide #3 and delete slide 18, remove slide 31.

DISCS Action: Regarding SCM-FA-OL and SCM-OC-OL, the SCM-SP course manager will consider adding a recommendation to review these online courses prior to coming to the class to the notification letter that is sent to the student upon registration.

Regarding the updates to the numbered slides, these slide numbers appear to relate to an OBE version of the BOI. All issues noted have already apparently been resolved by regular BOI review/update.

Item 75: Block of Instruction #0601 INTRODUCTION TO SECURITY COOPERATION PROGRAMS

Advance Sheet/Lesson: Lesson

Comments from SME: There seems to be a lot of redundancy with parts of this presentation and parts of Lesson #0228. May want to look at how material from different lessons support each other and make adjustments to the presentations so that it is not a simple re-telling of the same information. Update date on the introduction slide (#1). Slides 7 and 15 are identical - delete one of them. Slides 11 and 14 are identical - may want to look at how they fit into the presentation and delete one of them.

DISCS Action: Recommended changes have been made.

Item 76: Block of Instruction #0620 REGIONAL STUDIES I

Advance Sheet/Lesson: Lesson

Comments from SME: In the Advance Sheets Regional Studies I (SPP) is Lesson #0624 not #0620. Have two different lessons for #0620 - Regional Studies I and Regional Studies II.

DISCS Action: Recommended changes have been made.

Item 77: Block of Instruction #0815 INTERNATIONAL TRAINING MANAGEMENT

Advance Sheet/Lesson: Lesson

Comments from SME: Slide 17 - Change "Army –CONUS" to "Army Institutional" Change "Army –OCONUS" to "Army – Team". Rationale: More accurately describes the roles. SATFA manages Army institutional training in OCONUS locations.

Slide 23 - Recommend modification of this slide bullet #2 & 3. -A course must be entered in T-MASL for International Military Students to attend. -Military Service Training Activities enter courses into T-MASLs Rationale: After the course, SATFA has many contacts from NG training activities to just MASL courses because they want to have IMS participation. MILSVC training activities do not create T-MASLs just because a training provider wants to train IMS. There must be a requirement for training before a course is MASL'd, or if a course is identified that will meet known international training requirements.

Slides 34-35: Insert slides 29-33 from SCM-TO 801 International Training Management (or the info) to explain the types of training that can be provided thru IMET. Rationale: After the course SATFA repeatedly must explain to NG participants what types of training that can be offered thru IMET.

DISCS Action: Requested slides added to the presentation. Slides 17 and 23 has been updated.

Item 78: Block of Instruction #0950 STATE PARTNERSHIP PROGRAM ORGANIZATION AND RESPONSIBILITIES

Advance Sheet/Lesson: Lesson

Comments from SME: Under the Lesson Objective delete National Guard before State Partnership Program. The State Partnership Program is a DoD owned SC program, administered by the National Guard, and sourced by the States. The way the objective reads, it could be misinterpreted that the State Partnership Program is owned by the National Guard Bureau.

DISCS Action: Lesson 0950: State Partnership Program Organization and Responsibilities has been updated to reflect the information below:

Before you come to class:
Review the State Partnership Program (SPP) Annual Program Management Guide.

Lesson Goal

This lesson's goal is for you to understand the organizational structure, command and control to include COCOM, OPCON, TACON and ADCON, and lines of communication between state National Guard elements, National Guard Bureau, Office of Secretary of Defense, Combatant Commands, and U.S. Embassy Country Teams.

Lesson Objective

This lesson's objective is for you to summarize the relationships and responsibilities between the Department of Defense SPP and other Department of Defense and Department of State organizations.

Learning Objectives

By the end of this lesson, you'll be able to:

1. Explain the internal state channels of communications and responsibilities in obligating state NG resources (people, time, effort, and money).
2. Explain each subsequent level of the command and organizational responsibility.
3. Review and explain SPP goals and objectives at the Partnership and overarching Program level.

Method of Instruction

Lecture & Discussion

Item 79: Block of Instruction #0955 STATE PARTNERSHIP PROGRAM OPERATIONS

Advance Sheet/Lesson: Lesson

Comments from SME: Are the Learning Objectives supposed to be in a hierarchical order? If so, current #5 should be #1.

DISCS Action: They are not in hierarchical order, but Lesson 0955: State Partnership Program Operations has been updated to reflect the information below:

Before you come to class:

- Review the State Partnership Program (SPP) Annual Program Management Guide.
- Review the Templates/Planning folder on the provided CD, specifically the Activity Planning Checklist and the SPP Compliance Checklist.

Lesson Goal

This lesson's goal is for you to understand the organizational mechanics in planning, staffing, and executing an event in both the U.S. and/or within the partner country.

Lesson Objective

This lesson's objective is for you to integrate SPP event planning information into real-world events for your partner country.

Learning Objectives

By the end of this lesson, you'll be able to:

1. Understand Department of Defense requirements in planning activities to include Foreign Clearance Guide and Geographic Combatant Command (CCMD) requirements.
2. Understand planning timelines.
3. Understand Military Aircraft (MILAIR) use processes and templates.
4. Identify Medical Rules of Engagement.
5. Understand how to link events to CCMD country requirements thru Lines of Effort and Intermediate Military Objectives
6. Understand how to write Global-Theater Security Cooperation Management Information System (G-TSCMIS) entries reflected in the Partnership Support Plan.

Method of Instruction

Lecture & Discussion with a hands on introduction to G-TSCMIS

SCM-TO/TM Course

Item 80: Block of Instruction #0002 REGISTRAR ORIENTATION

Advance Sheet/Lesson: Lesson

Comments from SME: Slide 19 - Add Active Shooter to Evacuation and Shelter Notifications. Rationale: Needs to be added. Is something that is a focus area now?

DISCS Action: Registrar indicated they already have a slide that addresses shelter in place. Registrar recommended that Active Shooter not be added to the presentation since there is not enough time to adequately cover the topic and all military/civilians are required to complete in depth Active Shooter training based on their organization's policy.

Item 81: Block of Instruction #0101 INTRODUCTION TO SECURITY COOPERATION

Advance Sheet/Lesson: Lesson

Comments from SME: Slide 7 - Intro to SCM slide – Need to add ASFF – Afghanistan Security Forces Fund (ASFF) in the key at the bottom of the slide. Rationale: ASFF is not included in the key.

DISCS Action: Per Tom Williams, functional coordinator, slide has been updated.

Item 82: Block of Instruction #0667 U.S. FIELD STUDIES PROGRAM AND PRACTICAL EXERCISE

Advance Sheet/Lesson: Lesson

Comments from SME: Slide 4 - Human Rights Online Learning Guide. First bullet should read: “By the Defense Institute of International Legal Studies (DIILS)”. Rationale: Current slide reads “(DILLS)” in abbreviation.

DISCS Action: Slide updated.

Item 83: Block of Instruction #0801 INTERNATIONAL TRAINING MANAGEMENT

Advance Sheet/Lesson: Lesson

Comments from SME: Slide 22 - In the areas that the SCO Prepares Student for Training Including... recommend to list “dependents at courses where encouraged”. Rationale: For courses where dependents are encouraged, if the SCO does not ensure that the screening requirements are complete prior to placing them on the ITO, it may cause issues for the schoolhouse when the Student arrives.

DISCS Action: Concur, slide has been updated.

SME Comment: Slide 39 - Include "Valid for 2 years from the test date" in the bullet comments for TOEFL. Rationale: The period that the test is valid from was included in the previous slides on ECL and OPI.

DISCS Action: Concur. Slide has been updated.

SME Comment: Slide 8 - (INCL) should be (INCLE) Rationale: Correct abbreviation.

DISCS Action: Concur. Slide has been updated.

SME Comment: Slide 99 - In the "How to Read an ITO" portion of instruction need to add in a slide on where amendments are located in the ITO and how to read them. Rationale: See AR 12-15, JSCET, 9-6. Amendments.

DISCS Action: This would apply to SCM-TO Lesson #0806 Student Administration. Concur. ITO Amendment slide has been added to Student Administration presentation.

SME Comment: Slide 5 - Remove bullet comment: "Controversial" IMS matters, info SCO and CCMD when communicating with Military Service Rationale: IMSOs should report to their MILDEP. The MILDEP training activity should inform CCMD and SCO of any required issues.

DISCS Action: This would apply to SCM-TO Lesson #0806 Student Administration. Concur, bullet has been removed.

SME Comment: Slide 92 - Modify the language ref round trip travel to mirror the upcoming change to SAMM. -Normally one way ticket unless the conditions of the course support the ability to purchase a roundtrip ticket -If SCO issues on way ticket, IMSO gets the return ticket Rationale: Pending change: C10.13.2.3. Authorization to purchase roundtrip travel. In some instances, where course dates do not change, it may be more cost effective for the SCO to purchase roundtrip transportation. These courses will be identified in the international notes of the TMASL in the SAN. The SCO should check with the MILDEP Country Manager to confirm if roundtrip transportation can be authorized. Round-trip transportation should be annotated in the special conditions block of the ITO to prevent duplication of transportation payment.

DISCS Action: This would apply to SCM-TO Lesson #0806 Student Administration.

However, DISCS must reference (teach to) current policy. Once the SAMM has been officially updated to the new policy, we can update this slide to reflect what the SAMM states

SME Comment: Slide 112 - In the sub-bullets under Reported initially by phone to Military Service change to "Unauthorized Absence /AWOL" Rationale: Unauthorized Absence (UA) is term used in AR 12-15, JSCET. See para 10-49 and SAMM C10.19.1.

DISCS Action: This would apply to Lesson #0806 Student Administration. Side has been updated.

SME Comment: Slides 131-132 - Insert slide on Graduation, diplomas, certificates of attendance, and awards. Rationale: See AR 12-15, JSCET, para 10-27.

DISCS Action: This would apply to Lesson #0806 Student Administration.

Two slides added to end of Responsibilities during Training section in Student Administration presentation that speak to Diplomas/Certificates, Awards and Mementos.

Item 84: Block of Instruction #0806 STUDENT ADMINISTRATION

Advance Sheet/Lesson: Lesson

Comments from SME: Currently reads: 7. Discuss pros and cons of dependents accompanying the international military student (IMS). Change to read: 7. Discuss pros, cons, and requirements of dependents accompanying the international military student (IMS). Rationale: Need to take into consideration additional requirements (healthcare coverage, ID cards, pregnancy, other considerations that must be taken into account). Author: Donnie Yates Update LO #5 to read: Identify the 5 primary ways healthcare is covered for a student and their dependents (if authorized).

DISCS Action: Concur. Changes have been made to the advance sheet at ISCS.

Item 85: Block of Instruction #0941 TRAINING PROGRAM AUTOMATION

Advance Sheet/Lesson: Lesson

Comments from SME: Add in PLOT, POC, Location, and International Notes Info as well. Slide 3 - Add ITO to "View" box for Partner SC-TMS. Rationale: Partner SC-TMS updated to allow viewing of ITOs where IMS/dependent not US citizen.

DISCS Action: I believe PLOT, POC, Location, and International Notes Info would fall under Learning Objective 3 under the realm of "IMSO Functions" in SC-TMS. These functions are covered in class during the SC-TMS demonstration. Slide 3 updated.

Summary

There were a total of 85 Blackboard submissions from SMEs in the field containing comments regarding DISCS Advance Sheets and Lessons.

The following are the organizations who submitted comments:

<u>Organization</u>	<u>Number of Submissions</u>
DSCA/SA&E	1
DSCA/STR	22
DSCA/ODAM	4
DSCA/ANS IRT	1
Army NGB ARNG	8
Air Force SAF/IAPT	1
Air Force SAF/IAPX	3
Army DASA DE&C	3
Army SATFA	17
Army USACE	10
Army USAEUR G3/5	5
Army USASAC	1
Navy NETSAFA	2
GCC CENTCOM	7

Submissions by course and whether they pertained to Advance Sheets or Lessons are shown below.

	<u>Advance Sheet Submissions</u>	<u>Lesson Submissions</u>
SCM-AO:	20	0
SCM-C:	3	5
SCM-CF:	1	0
SCM-CM:	0	7
SCM-CS:	7	0
SCM-I:	1	4
SCM-IN:	3	0
SCM-LO:	2	3
SCM-O:	3	1
SCM-SP:	9	10
SCM-TO/TM:	0	6
Total	49	36

Many of the submissions contained multiple comments thus resulting in approximately 148 total comments.

The results of those comments are outlined below.

Approximately 44 comments resulted in changes to grammar, fixing duplicate entries, adding references, changing a word etc.

Approximately 4 comments regarding grammar and references were not changed as the reference did in fact exist, grammar recommendation was overcome by events (OBE) or there was a reason provided to keep the grammar as it exists.

Approximately 49 comments resulted in changes to content, as indicated by a yellow highlight on the previous pages.

Approximately 44 comments referencing content resulted in no change. Many times the issue asked about was adequately covered later in the BOI or in another BOI as explained by the DISCS response. If this was not the case, DISCS provided an explanation as to why the content should not be changed.

Approximately 6 comments were submitted asking for clarification on an issue and no change was expected.

Approximately 1 comment was forwarded DSCA and waiting for a response as to what action to take.

