Combined Logistics Captains Career Course(CLC3)
Course Programming & Administration
ACES specific

SOP
(DRAFT ONLY)

Fort Lee
Army Center of Excellence (ACES)
Food Service Mgt. (FSM) Division

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1. **REFERENCES:**
   a. SOP, ACES
   b. AR 30-1
   c. AR 30-21
   d. FM 10-23-1
   e. FM 10-26
   f. Course Management Plan, ACES, DOT
   g. Program of Instruction (POI), ACES, DOT, FSM
   h. Quartermaster courses: http://WWW.quartermaster.army.mil/ltd/pdd.html

2. **INTENT:** This SOP establishes responsibilities and prescribes policy to standardize the manner in which future Combined Logistics Captains Career Course (CLC3) offerings are given at Ft Lee, Virginia, by the Army Center of Excellence (ACES), Food Service Management (FSM) department. It's not expected to supersede AR 30-1, nor any other applicable regulation. Rather, it provides guidance in areas not covered, or left to command discretion. Its specific purpose is to clarify course delivery methods of future CLC3 course offerings, so as to not have to "recreate the wheel" every new class.

3. **SCOPE:** This SOP applies to all personnel at Ft. Lee, Virginia, who have any type of involvement with the CLC3 course. This includes, but is not limited to, students, course coordinators, staff, instructors, cadre, guest speakers/facilitators, DOD employees, and civilian contractors alike. It is to note, geared towards those involved with coordinating the ACES specific portions of the course, including food service type classes.

With the acknowledgement and adherence to the policies prescribed within, this SOP is expected to revitalize the way CLC3 is to be programmed and administered in the future. With such, newly assigned instructors and course coordinators alike are expected to be more easily translate into these roles with little to no prior knowledge or experience, and still perform effectively. Their consistent success in coordinating and teaching the subject matter of CLC3, is expected to reinforce student recognition, and hence, aid the overall course success resultantly.

4. **MISSION STATEMENT:** The mission of the ACES, FSM Division, is to ensure that its portion of CLC3 taught, compliments overall course completion & success. In other words, it is committed to supplying a caseload of 92G concentration classes to supplement and support the other required classes needed to graduate CLC3.

5. **GOAL:** Simply put, the goal is graduate successful CLC3 Quartermaster(QM) officers. (Department specific, the goal is to have all courses coordinated out months in advance, so as to remain "ahead of the game", not fall behind, and to keep organized)

6. **PHILOSOPHY:** Only one piece of the pie in the overall CLC3 course, ACES, FSM Division is committed still to reaching its goal and doing its part. To do such, it believes that it must take the lead in developing training doctrine and Standard Operating Procedures like this, that assure overall course success, one that can still survive and excel over time. Indeed, this SOP must be clear, readily accessible, organized, outline the entire training process from start to finish, between departments, divisions, students, staff, cadre, and other personnel; and, most importantly, it must be easily replicated and understood, so that newly assigned personnel can get the guidance and direction needed to continue on the course's tradition of excellence.

7. **IMPLEMENTATION:** Once approved, a current copy of this document should be kept in clear sight within the ACES FSM Division, with additional copies provided to all other applicable departmental and division offices, both one step above and below the current echelon, plus Test Control, as needed. Even though not classified, a master of this document should be still safeguarded and stored securely in a place of the FSM Division Chief's choosing. A digital copy shall also be retained by the FSM Division Chief; and, additional copies can be requested of this SOP by merely following the procedure and contact information noted below.

8. **IMPROVEMENT OR CORRECTION:** Users of this SOP are encouraged to submit recommendations for change. Comments should refer to specific pages, paragraphs, sub paragraphs, and lines of text in which the change is recommended, and submitted through proper channels of the Army Center of Excellence, Advanced Food Service Division, Food Service Management department, at Ft. Lee, Virginia, in writing. The attention should be put to the Director of ACES, at the following:

ARMY CENTER OF EXCELLANCE & SUBSISTENCE
USA Quartermaster Center and School
Attn: Director
1201 22nd Street
Ft. Lee, VA 23801-1620

Hotline: 804-734-3767
Fax: (804) 734-3298
Web: http://www.lee.army.mil/

9. **OBJECTIVES:**
      a. Course programming
      b. Course administration
      c. Quality Assurance/Control – through course analysis & review
      d. Course improvement
      e. Course maximum seating attained (max = 40 seats/course, min – 25)

10. **METHODS:**
   a. Uniformity
   b. Consistency
   c. Tradition
   d. Guidance & direction
   e. Planning – short, mid, to long term
   f. Communication
   g. Calculated risk taking (trial, error, review, & change)

11. **STEPS:**
   a. Assess the situation – inventory resources
      1. Personnel
         a) Staff & instructors
            1). Qualifications/experience
            2). Availability
            3). Interest for involvement
         b) Students
            1). Officers assigned (total numbers)
            2). Student to instructor ratio desired

      2. Course materials
         a) Equipment – check
            1). Availability & status
            2). Condition
            3). Capability
         b) Training aids & visual training aids – gather & test
            1) Lesson plans
            2) Props
            3) Handouts
            4) Risk assessments
            5) Slide show presentations (PowerPoint based)
            6) ACES approved videos or film clips
            7) Sign in rosters
            8) Instructor nameplates
         c) Other miscellaneous supplies

      3. Facilities
         a) Classrooms (typically @ Mifflin Hall, Rm248, or 153 at ACES)
            1). Availability
            2) Capabilities (especially for multi-media)
            3) Condition
         b) Contingent locations (back ups)
         c) Site visit locations – if desired (aka TA 42 – Field Branch)

4. Time table
  a). Contact TAC cadre for copy of overall course date offerings
      1) Occurrences: typically 6-7 times a year
      2) Status:
              (a) Check to see if minimum seat vacancies reached
              (b) Check if course has been rescheduled/cancelled

  b) Compare Tac's course dates versus Quartermaster website:
      1) *www.quartermaster.army.mil/ltd/pdd.html*
      2) ATTARS: **www.almc.army.mil/atrrs**

  c) Identify ACES specific portion of overall course dates to teach

  d) Identify conflicting dates between other ACES specific courses

  e) Locate POI & quantity of hours needed to complete course

  f) Refer to, or create an overall course matrix for division or dept.

  g) Create pseudo training schedule, ACES specific, off of Matrix

5. Risk (Risk Management)
  a) Identify potential hazards & risks in advance
  b) Draft a risk assessment & identify controls(to later implement)
  c) Perform PMCS on all equipment as necessary
  d) Conduct safety checks, including COM checks
  e) Be aware of upcoming weather changes & wildlife dangers
  e) Include security checks within risk management program
  e) Recon. all areas in advance of training (aka classroom, FOTB)
  f) Conduct practice course run through before course

b. Establish a working system
  1. Construct a work station
  2. Identify communication protocol & proper channels to do such
      a) Alert rosters (past or present) – create or locate
      b) Phone numbers of applicable POCs' - find
      c) Fax numbers and emails - know
      d) Web & postal mailing addresses - search to acquire
  3. Begin record & book keeping (filing)
  4. Post or publish office hours of availability
  5. Identify support chain, including Rater, Sr Rater, peers & subordinates
  6. Maintain a balanced schedule – on average
      a) Office upkeep (15%)
      b) Planning & course coordination (40%)
      c) Policy drafting or amendment (15%)
      d) Classroom instruction or facilitation (10%)

e) External appointments & meetings (10%)

f) Additional duties (5%)

g) Career progression & other personal time (5%)

c. Engage – Step up and get involved in the course programming process

1. Present pseudo training schedules for approval to division chief

2. Introduce self, and role within ACES, to all applicable personnel

3. Make recommendations and suggestions (when ready)

4. Ask questions (don't be afraid to make mistakes)

5. When establishing a working system (& wk area) do it "your" way, in other words, the way that will best work for you, not others previously).

d. Review

1. Results – past to present training effectiveness

a) Programming

1) Process – course coordination practices

(a) Satisfaction by department superiors

(1) In writing

(2) Verbal/vocal

(3) At meetings

(4) Presentation of awards

(5) Notes on evaluations/NCOERS

(b) Zero accidents or safety violations reported

(c) No scheduling conflicts

(1) With other ACES courses being taught

(2) With other Ft. Lee activities or events

(3) Versus actual dates listed off QM website

(d) Future efficiency of replicating course again

(e) POI and Army Regulation relevance(up to date)

2) Personnel

(a) TACS & other class cadre

(b) ACES staff

(1) Division Deputy Director

(2) Department Chiefs

(3) Course Coordinators – NCOERS review

b) Administration

1) Process

(a) Lesson Planning efficiency

(b) In, versus out of class time variation

(c) Discussion versus lecture based instruction

(d) Continuous breaks incorporation into classes

(e) Traditional vs non-traditional methods of instruction

(f) Classroom conduciveness to learning

(1) Temperature/climate control

    e) External appointments & meetings (10%)
    f) Additional duties (5%)
    g) Career progression & other personal time (5%)

c. Engage – Step up and get involved in the course programming process
    1. Present pseudo training schedules for approval to division chief
    2. Introduce self, and role within ACES, to all applicable personnel
    3. Make recommendations and suggestions (when ready)
    4. Ask questions (don't be afraid to make mistakes)
    5. When establishing a working system (& wk area) do it "your" way, in
    other words, the way that will best work for you, not others previously).

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    1. Results – past to present training effectiveness
        a) Programming
            1) Process – course coordination practices
                (a) Satisfaction by department superiors
                    (1) In writing
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            2) Personnel
                (a) TACS & other class cadre
                (b) ACES staff
                    (1) Division Deputy Director
                    (2) Department Chiefs
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        b) Administration
            1) Process
                (a) Lesson Planning efficiency
                (b) In, versus out of class time variation
                (c) Discussion versus lecture based instruction
                (d) Continuous breaks incorporation into classes
                (e) Traditional vs non-traditional methods of instruction
                (f) Classroom conduciveness to learning
                    (1) Temperature/climate control

                    (2) Multi-media availability/capabilities

            (g) Overall delivery methods

                    (1) Strengths

                    (2) Weaknesses

                    (3) Areas to improve upon

            (h) Superiors' satisfaction with course results

            (i) Higher echelon satisfaction of course results

                    (1) Dignitaries' comments from site visits

                    (2) Course accreditation

2) Personnel

      (a) Instructor effectiveness

            (1) Collect/review instructor evaluations

            (2) Write/review instructor NCOERS

      (b) Facilitators & guests

            (1) Gather/review end of course critiques

            (2) Request public feedback

      (c) Students

             (1) Interest & involvement in course

                  (a). Class participation/engagement

                  (b). Work completed

              (2) Recognition/success with subject matter

                  (a) Final test scores

                  (b) Graduation numbers

      (e) Superiors – satisfaction of course results

3) Course materials (see above)

      (a) Status

      (b) Condition

      (c) Continued availability & accessibility

2. Policy

    a) SOP

    b) POI

    c) CMP

e. Make improvements

    1) Course programming procedures

    2) Course administration practices

    3) Course policy & or protocol

12. **RESPONSIBILITIES:**
    a. Course Cadre
        1) Training outline - overall course
            a) Creation & design
            b) Programming - scheduling
            b) Dissemination
                (1) ACES Staff
                (2) ACES FSM Course Coordinator

        2) Communication (to and fro)
            a) ACES Staff
            b) FSM Coordinator, within ACES, & DOT
            c) Students
                (1) Current course attendees
                (2) Potential future course attendees

        3) Course awareness
            a) Start & end dates, plus times
                (1) Current class
                (2) Future classes
            b) Course duration – total amount
            c) Subject matter – course focus
            c) Prerequisites (as applicable)
            d) Miscellaneous supplies & materials needed
                (1) Manuals & books
                (2) Pencils & pens
                (3) Nameplates
                (4) Paper
                (5) Folders
                (6) Digital storage – USB, quick storage drives
                (7) Calculators, as approved (not on cell phones though, as
                text messaging could become an expected issue of concern)
        4) Course testing
            a) Affirm the re-determination to NOT offer a course test
            b) Confirm a comprehensive "end of course exam" is still offered

    b. Course Staff
        1) ACES, DOT, Director
            a) Command and control
            b) Course oversight

        2) ACES, DOT, Deputy Director
            a) Command & control
            b) Course – overall management
            c) Facilitation – as desired/needed

3) Course Chief, ACES, DOT, FSM
    a) Course supervision
    b) Course Coordinator advising, guidance, & or training

4) Course Coordinator, ACES, DOT, FSM
    a) Course programming
       1) Scheduling
          (a) Classes – ACES specific only (its portion)
             (1) Dining Facility Control Procedures
             (2) Class I & Army Field Feeding
             (3) Nutrition
             (4) Class I Planning & Operations
             (5) Sanitation
             (6) Breaks
             (7) Meal times
             (8) Critiques – end of course or instructor specific

          (b) Site visits
             (1) Field Branch/TA 42
             (2) VIP/Guests

          (c) Instructors
             (1) ACES, FSM personnel
             (2) Other ACES subject matter experts

       2) Communication
          (a) ACES specific – to and fro.
             (1) FSM Chief
             (2) ACES DOT – Deputy Director
          (b) Course Cadre – Class TAC, to and fro
          (c) Public inquiries/questions
          (d) Test Control officers
          (e) Instructors

       3) Course awareness
          (a) Class offerings
          (b) Start & finish dates & times
          (c) Total duration & ACES specific portion
          (d) Subject matter – substance
          (e) POI
          (f) CMP – ACES, DOT
          (g) Changes to policy, or regulation updates

B) Course administration
        1) Facilitation or instruction – as needed
        2) Testing & grading – as needed
        3) Site visits
        4.) Class supervision
        5) Review
                (a) Course instruction/delivery
                (b) Facilitation effectiveness
                (c) Substance modernization – up to date
                (d) Course material, equipment, manuals- relevance
                (e) Student success (grades & evaluations)

        6) Modifications
                (a) Standardization – updates
                (b) Changes – miscellaneous, as needed
                (c) Policy – new drafting for further future guidance

13. PROGRAM & OPERATIONS – GENERAL INFORMATION

It's hoped that this publication will help others become increasingly more successful with the CLC3 coordination, especially the ACES specific portion. A focus is on the Course Coordinator of the FSM Department, through ACES, DOT. But, it is still believed that all others working towards course success, could be aided also.

This SOP is not intended to be a stand alone document; instead, it is suited to work best when in conjunction with current Army Regulations, and other ACES publications like the CMP, and the CLC3 POI. Additionally, there is no class test to be administered for the ACES blocks of instruction, regardless of the current CLC3 POI.

 In the advent of updating this manual, the overall authority shall become the ACES Deputy Director, who may further confirm or deny once again, whether future CLC3 classes shall take a class test; in the meantime, only a comprehensive "end of course" final CLC3 examination shall be offered, and not by again, ACES.

To the newly assigned Course Coordinator, or even Course Chief within the FSM Department of ACES, DOT, much luck is extended, even though it shouldn't be needed. Indeed, this document was created with their roles in mind. So, it should make their jobs much easier.

14. **ENCLOSURES & APPEDICES:**
      A. CLC3 course training schedule – total (Sample)
      B. CLC3 – ACES specific, training schedule (Sample)
      C. Blank, ACES specific training schedule
      D. CLC3 POI
      E. CLC3 – ACES specific, class lesson plans
      F. CLC3 – ACES specific, handouts (if have any)
      G. CLC3 – ACES specific, class presentation/slide show, hard copies
      H. Overall FSM courses offerings' matrix (Sample copy)