

# The Military Police Captains Career Course- Reserve Component

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In May 2004, the commanding general (CG) of the Training and Doctrine Command (TRADOC) directed the creation of a new Reserve Component (RC) Captains Career Course (CCC) to replace the Officer Advanced Course (OAC). Schools and centers Armywide are developing and starting new Reserve Component CCCs.

The main difference between the two courses is that the CCC incorporates the five learning objectives and the combined arms exercise (CAX) from the Combined Services Staff School (CAS3) into its curriculum. While OAC prepared an officer to be a commander and CAS3 prepared an officer to serve on a staff, the CCC equips officers for both. The active Army made the change several years ago, thus eliminating its CAS3 requirement. The RC, which includes the US Army Reserve and the Army National Guard, is just now converting.

Currently, RC military police officers take several Army correspondence courses through <[www.atsc.army.mil](http://www.atsc.army.mil)>; attend a two-week resident phase at Fort Leonard Wood, Missouri; and then attend a two-week CAX at any of several installations. The Military Police Captains Career Course-Reserve Component (MPCCC-RC) will consist of three distance learning phases and two resident phases. One of the directives from the CG, TRADOC to the commandant of the US Army Military Police School (USAMPS) was to make the MPCCC-RC experience mirror that of the active Army as much as possible. While time constraints required that some lessons be dropped, the course material, practical exercises, and quality of the two courses are now very similar. The five phases of the MPCCC-RC are as follows:

- Phase 1 consists of TRADOC-mandated common core tasks. Twenty-one tasks ranging from ethical decision making to mortuary affairs support will be delivered via TRADOC-developed distance learning. Students will have until the end of Phase 5 to complete this phase.
- Phase 2 consists of military police-specific training and combined arms lessons. Students must complete Phase 2 before attending Phase 3.
- Phase 3 is the first resident phase. Students will execute several training exercises without troops (TEWTs) that focus on employment of forces at the company level, including area security, offense, defense, and maneuver and mobility support operations. Some TEWTs are conducted in the Janus Battle Simulation Program while others are round table exercises. Students will also become familiar with new military police equipment and practice fire planning.
- Phase 4 consists of several logistical, maintenance, and administrative lessons as well as an introduction to the military decision-making process (MDMP). Students must complete Phase 4 before attending Phase 5.
- Phase 5 is the second resident phase, containing the Warfighter capstone event. Students complete several MDMP exercises, receive training on traditionally dynamic subjects such as brigade combat teams and the enemy, and learn how to use the Maneuver Control System-Light (MCS-L). The MCS-L is one of the Army's tools to collect, coordinate, and act on near real-time battlefield information and to graphically visualize the battlefield. Using the MCS-L, students will negotiate the Warfighter capstone event, the Maneuver Support Center's CAX.

The MPCCC-RC is a great improvement over the military police OAC for many reasons. It replaces traditional correspondence courses, which are generally text-only documents, with narrated, animated lessons and filmed speakers accompanied by slide shows. Students will actually be taught the material rather than just having the material given to them. Each lesson will include a practical exercise or quiz. Some of the practical exercises are fairly sophisticated. For example, in the “Develop a Physical Security Plan” practical exercise, students will “drag and drop” the appropriate physical security measure at the appropriate location, based on what they learned in the lesson. Interactive role-playing exercises will be incorporated into the curriculum. Students will be required to interact with their small groups and small group leaders to complete the exercises. Instructors will be available to answer questions about the material.

A learning management system (LMS) gives MPCCC-RC these improvements. An LMS is basically a virtual campus. The Maneuver Support Center is piloting Blackboard™, a brand of the LMS that is widely used throughout the Department of Defense and the Army Reserve Officer Training Corps and on civilian campuses. Once registered through the Army Training Requirements and Resource System, students will log in to the USAMPS Blackboard™ site to complete course material. Lesson completion will be tracked and quiz scores will be automatically entered. Blackboard™ hosts collaboration tools for staff exercises, a discussion board, and links to instructors. Course content can be easily updated to reflect changes in doctrine. The interactive nature of Blackboard™ allows timely lessons learned and new tactics, techniques, and procedures to be included.

One of the best features of Blackboard™, however, is its reach-back capability. Students will be able to review course material at any time. Even after the course is complete, students can choose to take a lesson over again to maintain proficiency. Since the material taught in MPCCC-RC is meant to sustain an officer’s educational needs for many years, the ability to relearn lessons is crucial. The course is currently structured to take 18 months, spread over 2 fiscal years, to complete. Although there are still some challenges to be resolved, there is no doubt that MPCCC-RC will greatly enhance a military police officer’s education and will result in a stronger, better-trained Military Police Corps.