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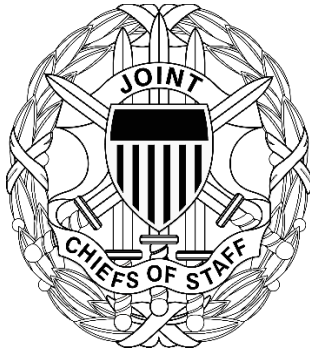
**OPERATIONAL CONTRACT  
SUPPORT EDUCATION AND  
TRAINING STANDARDS**



**JOINT STAFF  
WASHINGTON, D.C. 20318**

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# CHAIRMAN OF THE JOINT CHIEFS OF STAFF MANUAL

J-4

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## OPERATIONAL CONTRACT SUPPORT EDUCATION AND TRAINING STANDARDS

### References:

See Enclosure E

1. Purpose. This manual establishes Operational Contract Support (OCS) education and training (E&T) standards within the Department of Defense (DoD) as directed in references (a)–(u) (reference (v) is a repository). The guidance:

a. Complies with multiple authorities to identify the Chairman of the Joint Chiefs of Staff (CJCS) OCS E&T standards in support of Combatant Command (CCMD) capability to conduct globally integrated operations.

b. Establishes minimum joint and Service-level standards that serve as guidelines to prepare the total force (references (f) and (w)) with commercial capability (CC) in mind. This includes individual personnel, staff, and supervisors involved in operational planning and execution; strategy; policy; assessments; force employment, development, and design; manpower and training; acquisition (ACQ); and E&T development and delivery.

c. Offers E&T instructional venue options addressing all three OCS functions: contract support integration (CSI), contracting support (CS), and contractor management (CM).

d. Conveys the relationship between ACQ and non-ACQ OCS functions and occupational specialties to plan, procure, and manage contracted support to military operations. ACQ personnel will complete most coursework through the Defense Acquisition University (DAU); however, non-ACQ courses illustrate the interdependence of ACQ and operational workforces for effective planning and management of CC through OCS. DAU continuous learning points—identified in course descriptions—should apply upon completion of non-DAU courses.

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e. Assists curriculum developers and planners (exercise and operational) by providing standards and related instructional venues to integrate CC into joint and Service curricula, exercises, and operations (reference (h)).

f. Assists DoD components in aligning and documenting available E&T as related to OCS and CC in manpower (e.g., Modified Table of Organization and Equipment (MTOE), Joint Manning Document (JMD), Joint Table of Distribution (JTD)) and personnel (e.g., Military Occupational Specialty (MOS), Air Force Specialty Code, Additional Skill Identifier (ASI), Additional Qualification Designator (AQD), Special Experience Identifier (SEI)) documentation to improve OCS competencies across all staff functions and DoD at large.

2. Superseded/Cancellation. None. This is a new issuance.

3. Applicability. This applies to the CCMDs, Services, National Guard Bureau, Combat Support Agencies, Joint Staff (JS), and other joint organization personnel developing and coordinating joint training programs.

4. Background

a. Contracted support has been present in nearly all U.S. military operations since the Revolutionary War and will play a critical role in the future. Well-documented challenges, gaps, and shortfalls, as well as title 10 law and policy, point to the need for leaders to understand two over-arching **knowledge essentials**:

(1) Planning with a total force perspective must address CC reliance, opportunities/risks, and resilience to support strategic guidance in military competition, campaigning, contingencies, and conflict.

(2) DoD harnesses CC through OCS.

b. Contracted support is not restricted to logistics. Determining the use of CC and contracted support requires understanding and involvement across all staff functions and organizational echelons. OCS applies to all domains (air, land, maritime, space, cyberspace, and the electromagnetic spectrum), joint functions, campaigning, operations, contingencies, and levels of war (tactical through strategic). To effectively support commanders, DoD personnel must understand OCS principles, terminology, and responsibilities to plan and integrate CC into nearly all operations at various levels of scope and scale.

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c. Title 10 mandates training for ACQ and non-ACQ personnel who execute duties related to contracts or contractors for operations (reference (d)). Title 10 and DoD policy also direct CCMDs to integrate OCS into mission readiness exercises. DoD policy directs the Services to identify and train personnel who plan, develop, and monitor contract requirements, oversee contracts and contractors, and conduct drawdown and closeout activities for operations (references (j) and (k)). Joint force development is a CJCS responsibility and includes formulating policies and technical standards and executing actions for joint E&T of the armed forces. CJCS policy also directs the JS Directorate for Logistics, J-4 to coordinate and develop joint and multinational logistics-related training requirements, and CCMDs to incorporate OCS into individual and collective training to meet mission readiness requirements (reference (n)). Combatant Commanders (CCDRs) have final authority over all aspects of joint training (reference (c)).

d. OCS E&T standards were derived from multiple sources, including law, policy, Government Accountability Office audits, DoD Inspector General reports, current operations, staff assistance visits, after-action reports, lessons learned, and learning objectives (LOs). Course attendance data—including position, rank, and organization data (Service and joint) on thousands of graduates of joint OCS training—informed the tiering of target audiences (Table 1). Finally, the joint training certification process (reference (n)) provides assurances of the currency and relevancy of specific joint OCS training.

e. OCS is a tier 2 joint capability area and force multiplier that enables DoD to plan for, harness, and balance reliance, opportunities/risks, and resilience associated with CC. All 15 standards fit within the 4 JS Directorate for Joint Force Development, J-7–approved OCS Universal Joint Tasks (UJT) (Figure 1).

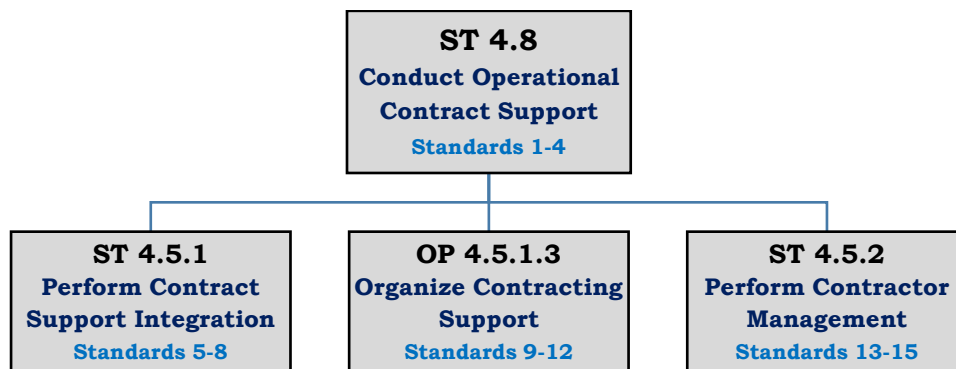


Figure 1. Alignment of OCS E&T Standards to UJTs

## 5. Procedures

a. This base manual is a macro-level narrative; enclosures provide more granularity, as follows: Enclosure A (Applying the Manual), Enclosure B (Standards and Venues), Enclosure C (Instructional Venue Descriptions), and Enclosure D (Learning Objectives by Tier and Universal Joint Task). Learning pathways begin with a user’s ability to “see oneself”—**job, position, billet; desired level of OCS knowledge; and with whom they may interact on staff**. Table 1 ties standards, competencies (reference (q)), and instructional venues associated with four distinct audience tiers (Column 1).

b. Columns 2 and 3 help a user “see oneself,” column 4 offers a set of primary standards/competencies, and column 5 suggests instructional venues.

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Tier	Sample Duty Positions (Target Audiences)	Level of CC / OCS Knowledge	[OCS Standards] (Competencies) <sup>1</sup>	Instructional Venues
<b>I</b>	OSD, Service HQ, JS; Defense Agencies (e.g., DLA, DCMA); ACQ Programs (PEOs/PMs); Educators (JPME); CCMD, SCC, JTF, and JFCC-level leaders and commanders.	<b>Strategic-National, Strategic-Theater, and Operational</b> understanding <sup>2</sup> of CC (reliance, opportunities/risks, and resilience); total force perspective for operational planning; force employment, development, and design; strategic assessments; ACQ; readiness; risk reporting; and outsourcing decisions.	[1] [2] [3] [4] [5]  (7.0)(8.0)(9.0)	JPME I/II JKO OCS I/II CON 0820 <sup>6</sup> PMT 0170 <sup>6</sup>
<b>II</b>	CCMD, SCC, JTF, or JFCC personnel in <u>all</u> staff directorates; planners, requirement generators and managers, and those with contract oversight responsibilities (e.g., OPT members, J-1 PERSTAT reporting, J-3/J-5 readiness/risk reporting, JECC).	<b>Strategic-Theater and Operational</b> understanding of how to <i>integrate</i> <sup>3</sup> CC into operational art and design for resource- and risk-informed campaign and contingency planning through staff cross-functional organizations (including commander decision cycles, and battle rhythm events).	[1] [2] [3] [5] [6] [7] [11] [12] [13] [14] [15]  (1.0)(2.0)(3.0)(4.0) (5.0)(6.0)(7.0)(8.0)	JOPEC Lite JPME I JKO OCS I/II/III CON 0800 <sup>6</sup> CON 0840 ARMY 3C CON 8300V <sup>6</sup>
<b>III</b>	CCMD, SCC, JTF, or JFCC personnel with OCS responsibilities and CC planning, sourcing, and assessment as a <u>primary duty</u> (e.g., OCS Integration Cell [OCSIC], OCS WG members or equivalent, SCOs).	<b>Strategic-Theater, Operational, and Tactical</b> (maximum) knowledge to serve as an operational <i>staff expert (practitioner)</i> <sup>4</sup> directly integrating CC and OCS into planning and execution.	[1] through [15]  (1.0)(2.0)(3.0)(4.0) (5.0)(6.0)(7.0)(8.0)	JOPEC MTT JKO OCS I/II/III JKO OCS IV CON 0800- 0840 <sup>6</sup> ARMY 3C CON 8400V <sup>6</sup> CLC 206 <sup>6</sup>
<b>IV</b>	Tactical-level ACQ and non-ACQ workforce in requiring activities (e.g., COR or those developing a PWS, contracting support organizations [e.g., CCO], or personnel with oversight roles [e.g., property administrator]).	<b>Tactical</b> understanding of <i>requirements</i> generation and management, COR responsibilities, CCO support, and <i>oversight</i> roles. <sup>5</sup>	[3] [6] [7] [11] [12] [13] [14] [15]  (1.0)(2.0)(3.0)(4.0) (5.0)(6.0)(8.0)	JKO OCS I/II CON 0800 <sup>6</sup> CLC 206 <sup>6</sup> CON 0830 <sup>6</sup> CON 0840 ARMY 3C

## Tiers:

**I.** Leaders and Commanders; **II.** Operational Staff; **III.** OCS Practitioners (experts); **IV.** Unit Level ACQ and Non-ACQ Workforce

**Notes:** CCMD, SCC, JTF, and JFCC (associated with personnel in tiers 1-3).

1. OCS Civilian Competencies 1-9 (OCS Technical Competency Model by the Defense Civilian Personnel Advisory Service (reference (q)))

2. Tier I: *Understand* CC and OCS policy, doctrine, principles, and force employment, development, and design.

3. Tier II: Understand how to *integrate* CC and OCS into planning.

4. Tier III: Perform as CC and OCS staff *expert*.

5. Tier IV: Perform *requirements* generation and/or contractor *oversight*.

6. CON/COR/CLC/PMT (DAU) courses are required for some ACQ specialties; however, they also deliver knowledge on executing OCS responsibilities to plan, procure, and manage commercial support. Approved DAU accounts are required for all online or virtual instructor-led training (VILT) courses; steps for requesting an account can be located on OCS—Connect

<<https://intelshare.intelink.gov/sites/ocs/SitePages/Home.aspx>> under “Education, Training and Exercises,” and in Enclosure C.

**Acronyms:** CC: Commercial Capability; CCMD: Combatant Command; CCO: Contingency Contracting Officer; COR: Contracting Officer’s Representative; DCMA: Defense Contract Management Agency; DLA: Defense Logistics Agency; JECC: Joint Enabling Capabilities Command; JFCC: Joint Functional Component Command; OCS: Operational Contract Support; PEO: Program Executive Office; PM: Program Manager; JPME: Joint Professional Military Education; JTF: Joint Task Force; OPT: Operational Planning Team; PERSTAT: Personnel Status; PWS: Performance Work Statement; SCC: Service Component Command; SCO: Senior Contracting Official.

Table 1. Audiences Tiers, Knowledge Level, and Most Recommended Venues

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c. Table 2 lists existing instructional venues (Enclosure C) related to CC and OCS (with a vast majority being free of charge), each providing unique access to CC and OCS fundamentals supported by OCS E&T standards (Enclosure B).

Instructional Venues	Notes
JPME I/II: Joint Professional Military Education	1, 3, 5
JOPEC MTT: Joint OCS Planning and Execution Course – Mobile Training Team	1, 3
JOPEC Lite: Joint OCS Planning and Execution Course – Lite (Virtual)	1, 3
JKO OCS I: Leveraging Commercial Capabilities Across the Competition Continuum	1
JKO OCS II: Operational Contract Support (OCS) Fundamentals	1
JKO OCS III: Planning and Coordinating Responsibilities for Staffs	1
JKO OCS IV: Planning and Execution Responsibilities for OCS Practitioners	1
CLC 206: CORs in a Contingency Environment	2
CON 0800: Planning for and Managing Contractors in Operations	2
CON 0810: Contractor Personnel Accountability	2
CON 0820: Critical Concepts in Operational Contract Support	2
CON 0830: Private Security Contractors	2
CON 0840: Vendor Threat Mitigation	2
CON 8300V: Basic Joint Contracting	2
CON 8400V: Advanced Contingency Contracting	2
PMT 0170: Risk Management	2
ARMY 3C: Operational Contract Support (OCS) Course	4
<b>Note 1:</b> Joint accredited by JS J-7 (JPME; line 1 only), and joint certified (joint courses; lines 2-7). <b>Note 2:</b> CON/COR/CLC/PMT courses (DAU) are required for some ACQ specialties; they also deliver vital information for planning, procuring, and managing CC. <b>Note 3:</b> Instruction conveys Joint Qualified Officer (JQO) points. <b>Note 4:</b> CASCOC course is Service-only (U.S. Army) but allows other Service participants to attend. <b>Note 5:</b> Attendance determined by the Services, reference (m).	

Table 2. Instructional Venues

d. In addition to being an E&T roadmap for personnel, staff, and supervisors involved in operational planning and execution (see Enclosure A, paragraph 4), DoD E&T developers, exercise planners, and manpower and personnel professionals should also leverage this manual as follows:

(1) Training Developers. Consider integrating standards (Enclosure B) and existing instructional venues (Enclosure C) into your courses for a total force perspective. Integration can include adding instructional venues as prerequisites or as follow-on training and/or adding to (or modifying) your current course objectives for more realistic total force instruction. For additional information, see Enclosure A, paragraph 5.

(2) Joint Professional Military Education Curriculum Developers. Law (reference (e)) mandates coverage of OCS in Joint Professional Military Education (JPME) (reference (m)). OCS standards 1, 2, 3 and 5 (Enclosure B) are most relevant for JPME purposes, and help frame the basis for the



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guidance, LOs, and other tools addressed in reference (s). See Enclosure A, paragraph 6.

(3) Exercise Planners. Consider leveraging standards (Enclosure B) in exercise academics to support applicable Joint Mission Essential Tasks (references (n) and (o)). Reference (t) provides more granularity. For additional information, see Enclosure A, paragraph 7.

(4) Manpower and Personnel Professionals. Consider aligning existing instructional venues (Enclosure C) to manning documents, position descriptions, and personnel orders associated with various assignments and duty positions (Table 1). For additional information, see Enclosure A, paragraph 8.

(5) War Game Designers/Facilitators. Consider leveraging instructional venues and related objectives to address criticality of CC and OCS within the framework of future concepts and ensure CC and OCS are considered in force development and design supporting out-year planning and operations.

e. Rounding out the manual is Enclosure D (Learning Objectives by Tier and Universal Joint Task). This Enclosure serves as a self-assessment tool and explains what users should expect to understand or accomplish once designated courses are completed. Matriculation pathways are offered based upon a user's selected tier level, assigned position or desired level of CC, and/or OCS knowledge (Table 1).

f. Table 1, Column 4 points to OCS standards (Enclosure B); however, there are no associated verbs because standards can cut across multiple, tier-based levels of comprehension (LoC). A verb becomes relevant only after a user identifies with a specific tier (Table 1) and instructional venue. To create a **pure standard** (objective), a verb is associated with one of the 15 standards in this document, creating a LoC ranging from elementary to complex. Without the verb, standards are simply **knowledge elements**.

6. Summary of Changes. None. This is a new manual.

7. Releasability. UNRESTRICTED. This manual is approved for public release; distribution is unlimited on the Non-classified Internet Protocol Router Network. DoD Components (to include the CCMDs), other Federal agencies, and the public may obtain copies of this directive through the Internet from the CJCS Directives Electronic Library at <<http://www.jcs.mil/library>>. Joint Staff activities may also obtain access via the SECRET Internet Protocol Router Network Electronic Library web sites.

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8. Effective Date. This MANUAL is effective upon signature.

For the Chairman of the Joint Chiefs of Staff:



STEPHEN E. LISZEWSKI, MajGen, USMC  
Vice Director, Joint Staff

## Enclosures

- A – Applying the Manual
- B – Standards and Venues
- C – Instructional Venue Descriptions
- D – Learning Objectives by Tier and Universal Joint Task
- E – References

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## ENCLOSURE A

### APPLYING THE MANUAL

1. Primary Audiences. Reference (a) directs and reinforces the issuance of OCS E&T standards. This enclosure presents background and instructions for applying OCS E&T standards, associated instructional venues, and instructions to inform and assist the six primary audiences, listed below:

- a. Personnel, staff, and supervisors involved in operational planning and execution.
- b. Training curricula developers who will integrate CC and OCS into new or existing courses for a total force perspective.
- c. Education curricula developers (to integrate CC and OCS into JPME for a total force perspective).
- d. Exercise planners (to integrate CC and OCS into exercise academics).
- e. Manpower and personnel professionals (to document necessary CC and OCS training in appropriate manning and personnel documentation).
- f. War game designers and facilitators (to integrate CC and OCS into war games, addressing directives from the most senior leadership).

2. Background. This issuance leverages 18 existing instructional venues.

- a. More than 400 terminal learning objectives (TLOs) and enabling learning objectives (ELOs) were analyzed, distilled, and compartmented into 15 standards (Enclosure B).

Note: As mentioned in paragraph 5.f. of the base manual, standards within Enclosure B are described as knowledge elements in the absence of an associated verb. Each of the 15 knowledge elements (standards without verbs) cut across four training audience tiers and each tier targets varying LoCs. It is only after a tier is selected by a user that instructional venues are recommended. These instructional venues have various assigned verbs associated with their objectives (TLO/ELOs), and these verbs reflect LoCs commensurate with a tier. By selecting a tier, the process of transforming a knowledge element into a pure standard (objective) begins.

- b. Standards are associated with the four JS J-7-approved OCS UJTs.

c. Enclosure C provides instructional venue descriptions and other amplifying information to make informed E&T decisions.

d. Instructional venues, and related TLOs/ELOs, were analyzed by applying their content against the rubric of Bloom's Taxonomy<sup>1</sup> and associated LoCs (Figure 2).

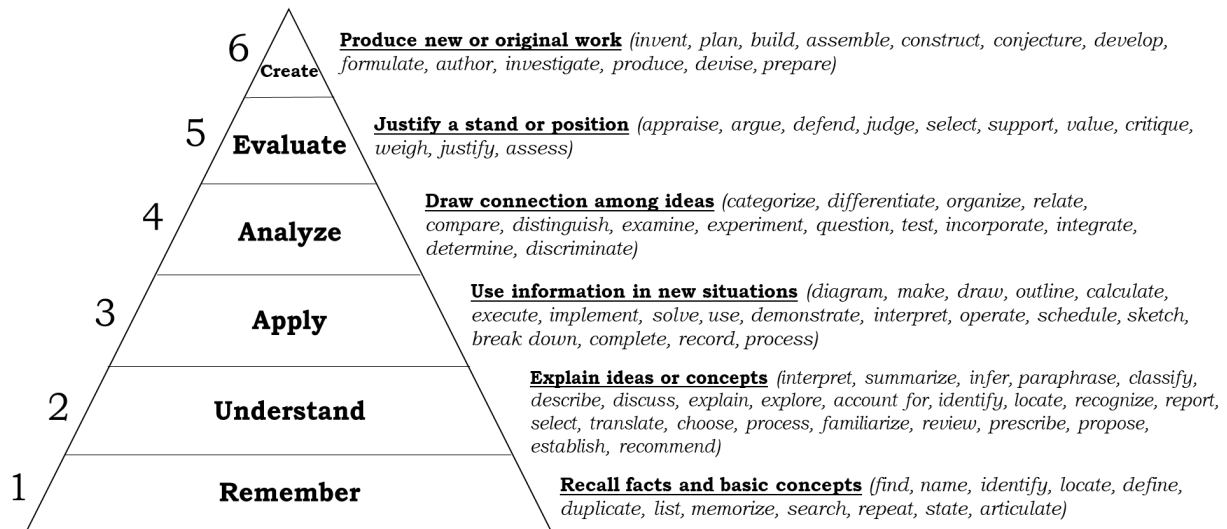


Figure 2. Bloom's Taxonomy – Levels of Comprehension

e. As previously mentioned, a pure standard (objective) typically begins with a Bloom's verb; however, the 15 standards (Enclosure B) in this document purposefully do not start with a verb (allowing flexibility across various training audience tiers and LoCs).

3. Tiered Audience Approach. The following is associated with Table 1 and assists users with first "seeing themselves." Table 1 aids in framing the "purpose, audience, and scope" for each tier using sample duty positions, desired levels of CC or OCS knowledge, standards, and instructional venues. Below are key differences and unique qualifiers among tiers.

a. Tier I. Personnel are typically associated with strategic-national, strategic-theater, and occasionally operational issues. Tier I personnel must have a basic **understanding** of CC and OCS to address total force issues (i.e.,

<sup>1</sup> Bloom's taxonomy (named after Benjamin Bloom, who chaired the committee of educators that devised the taxonomy) is a set of three hierarchical models used for classification of educational learning objectives into levels of complexity and specificity. The three lists cover the learning objectives in cognitive, affective, and psychomotor domains. The cognitive domain list has been the primary focus of most traditional education and is frequently used to structure curriculum learning objectives, assessments, and activities.

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force employment, development, and design); strategic planning; strategic assessments; readiness; or risk reporting. Personnel should understand the reliance, opportunities/risks, and resilience associated with CC, the need for a total force perspective, and that OCS is used to harness CC. Commercial capabilities are comprised of infrastructure (e.g., ports, satellites, and railways); services (e.g., translation, administration, training, logistics services, communications, private security, personnel evacuation, medical, and construction); and associated contractor personnel.

b. Tier II. Personnel are responsible for ensuring the successful integration of CC and OCS planning, procurement, and management.

(1) Personnel will likely operate between the strategic-theater and operational levels, with occasional overlap into the tactical level.

(2) The difference between tier II and III personnel is the level of OCS knowledge, expectation, and responsibility they will possess.

(3) Personnel perform operational and special staff functions and must understand how to integrate their specific OCS equities. They must know how to insert contracted support requirements into operational art and design for resource- and risk-informed campaigns and contingency planning through cross-functional organizations (CFOs) (e.g., commander decision cycle, battle rhythm).

c. Tier III. Personnel are viewed as organizational subject matter experts (SMEs) regarding the planning, integration, and execution of CC and OCS.

d. Tier IV. These tactical-level units and personnel benefit primarily from understanding requirements management, contractor management, Contracting Officer's Representative (COR) responsibilities, contingency contracting office support, and oversight roles.

4. Personnel, Staff, and Supervisors Involved in Operational Planning and Execution. Individuals and supervisors should be familiar with audience tiers to help determine their own required level of immersion.

a. Step 1. Visit Table 1.

(1) Review columns one, two, and three to help see yourself.

(2) Ask yourself, "what row (tier) of information reflects my situation, billet, or assignment, or that of my subordinates?"

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(3) Review columns four and five (related standards and instructional venues) for each corresponding tier.

b. Step 2. Visit Enclosure B.

(1) Review all 15 standards for awareness.

(2) Review prioritized instructional venues in column 3; they were selected by analyzing each venue's list of TLOs and ELOs to assess how well each venue holistically addresses the content within each related standard.

c. Step 3. Visit Enclosure C. Read relevant instructional venue description(s), see how they are offered, and the time you can expect to invest. At this point, a user should have all that is required to initiate an informed OCS E&T matriculation pathway.

5. Training Curricula Developers

a. Examine your course content through a total force perspective to better understand the extent the DoD relies on CC. Total force can apply to force employment, development, design, or assessments and it is important to recognize that half (or more) of DoD's capability may be commercially acquired.

b. Consider how campaign or contingency planning needs to address CC and OCS and how you might include the following elements:

(1) Organic, host-nation, multinational, or contracted capability needed to accomplish the mission.

(2) Opportunities and risks associated with contracted support.

(3) Documentation of contracted support requirements and responsibilities for each staff function and organization in the plan.

c. Determine ways to integrate CC (reliance, opportunities/risks, and resilience) and OCS equities into courseware to ensure that instruction realistically considers total force equities. Paragraphs 5.d. and 5.f. (below) explain how to integrate: existing CC and OCS instructional venues into your course(s); applicable standard(s) into course syllabi; and more complex standard(s) or learning objectives into syllabi. Paragraph 5.g. will also discuss how to work with JS J-45 to integrate CC or OCS into curricula.



d. Integrate CC and OCS Instructional Venues into DoD Syllabi

(1) Step 1. Visit Table 1.

(a) Review columns one, two, and three.

(b) Ask yourself, “what tier of information best applies to the situation, and scope of material associated with my student’s course(s)?”

(c) Review columns four and five (related standards and instructional venues) for each corresponding tier to help frame potential options for augmenting your syllabi.

(2) Step 2. Visit Enclosures B (standards) and C (instructional venues).

(a) Review the standards and related instructional venues for potential equities applicable to your course(s).

(b) If CC or OCS equities exist and align with your course, consider leveraging and integrating one or more of the existing instructional venues as a prerequisite, homework, or follow-on training to introduce or reinforce commercial considerations. Upon selecting a relevant instructional venue:

1. Add an appropriate Bloom’s verb to the standard(s) related to the instructional venue(s). A suitable verb can be selected from Figure 2, the hierarchy used for all analytical LoC purposes within this manual. Note: If selecting a Joint Knowledge Online (JKO) venue, most verbs are drawn from levels 1 or 2 (Figure 2), with fewer verbs being selected from level 3 (Apply) or higher.

2. Incorporate the selected standard(s) (at this point referred to as objective[s]) to your course.

3. Incorporate the instructional venue(s) into your course syllabus.

e. Integrate Applicable Standard(s) into Existing DoD Syllabi (very similar to section 5.d. above).

(1) Step 1. Visit Table 1.

(a) Review columns one, two, and three.

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(b) Ask yourself, “what tier of information best applies to the situation, and dedicated scope of material associated with my student’s course(s)?”

(2) Step 2. Visit Enclosures B (standards) and C (instructional venues).

(a) Review the standards and related instructional venues for potential equities applicable to your course(s).

(b) If your course content already addresses existing standard(s):

1. Add a Bloom’s verb based on the LoC (see Figure 2).
2. Incorporate the selected standard(s) (at this point referred to as objective[s]) to your course.
3. Incorporate the instructional venue(s) into your course syllabus.

f. Work with JS J-45 to Integrate Commercial Capability or Operational Contract Support into Curricula.

(1) Engagements involve reviewing existing courseware (e.g., syllabi, learning objectives, slides) and offering suggestions where content or approaches can be integrated into the course with **minimal effort**.

(2) In most cases, adequate CC and OCS equity integration can be achieved with **minimal impact** on course flow or length.

(3) JS J-45 Operational Contract Support Division (OCS D) has effectively collaborated with organizations in the past, maximizing insertion of CC and OCS equities, via their Joint OCS Training Integration initiative and plan to pursue future collaboration efforts.

## 6. Education Curricula Developers

a. Reference (m) describes how Services select officers to attend PME and JPME programs. Section 2151 of reference (e) and reference (m) mandate coverage of OCS. The level of CC and OCS immersion may vary by JPME institution based on school mission.

b. Standards 1, 2, 3, and 5 (Enclosure B) are most relevant to JPME. Reference (s) provides recommended TLOs and ELOs (aligned to this

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document's standards), reading materials, and discussion questions suitable for addressing CC and OCS via facilitated discussion.

7. Exercise Planners. Section 3156 of reference (d) states that joint policy shall incorporate contractors and contract operations in mission readiness exercises for operations that include contracting and contractor support. Most events, seminars, tabletop exercises, unit exercises, CCMD tier I or II exercises, and globally integrated exercises, as well as ELITE CONSTELLATION and events associated with Service Component Command (SCC), Joint Task Force (JTF), or Joint Functional Component Command (JFCC) activities, typically include joint event life cycle activity focused on education (academics).

a. This manual provides a picklist of instructional venues (Enclosure C) from which an exercise planner can direct prerequisite actions to educate participants prior to exercise execution.

b. Instructional venues should be considered within the execute order or exercise plan, directing training audience members to complete specific training before execution. This is especially appropriate when an exercise objective, or set of training objectives embedded in the event, relates to operational planning, or relies on CC or OCS in some manner.

8. Manpower and Personnel Professionals. This audience includes those who establish or document organizational or personnel E&T requirements in applicable documents. Examples include:

a. Organizational Manpower Managers. Personnel responsible for organizational manpower documents (e.g., MTOE, JMD, and JTD) should review manpower documents then leverage Table 1 and Enclosure C to ensure that necessary OCS E&T is documented for appropriate billets or positions. For example, joint and Service personnel engaged in operational planning should take JKO OCS I, II, and III, while OCS Integration Cell (OCSIC) personnel and OCS Working Group (WG) personnel should also complete Joint OCS Planning and Execution Course – Mobile Training Team (JOPEC MTT) and OCS IV.

b. Military Services. Personnel responsible for establishing requirements associated with certain specialties should leverage Table 1 and Enclosure C to ensure that necessary OCS E&T are integrated into applicable designation codes and skill identifiers (e.g., MOS, SEI, ASI, and AQD). For example, the Army requires completion of its OCS course before receiving a “3C” ASI; likewise, the Navy recently established minimum OCS training prior to

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receiving a 9L3 AQD and the Air Force offers two SEIs (for contracting personnel only)—64P (officers) and 6C (enlisted).

c. Orders Writers. Personnel responsible for issuing personnel orders should consider incorporating appropriate E&T requirements into orders, to include directing those being selected for specific assignments (e.g., exercises, operations, or contingencies). For example, before deploying in support of an operational JTF, personnel should take a minimum of OCS I and OCS II, and perhaps OCS III, OCS IV, or one of the JOPEC variants if the position will require extensive planning or management of contracted support.

Note: Designated contingency contracting personnel will likely be directed to complete DAU courses such as CON 0800, CON 0810 and CON 0820.

9. War Game Designers/Facilitators. This group includes those responsible for the design of war games to address future concepts, force development, and force design. Considering the ongoing transformation of operations, contingencies, and war fighting, CC and OCS must be considered as part of the DoD's total force optimization initiative. By leveraging this manual's content, personnel will better understand just how critical CC and OCS are to the success of future concepts and the subsequent deterrence and (when necessary) defeat of national threats.

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## ENCLOSURE B

### STANDARDS AND VENUES

1. Background. The OCS E&T standards represent a distilled and compressed list of more than 400 TLOs and ELOs associated with 18 existing instructional venues to establish a baseline for CC and OCS E&T knowledge.

2. Universal Joint Tasks for OCS. The following are JS J-7–approved UJT for OCS (each OCS E&T standard is associated with one of these UJTs).

- a. ST 4.8: Conduct Operational Contract Support (OCS).
- b. ST 4.5.1: Perform Contract Support Integration (CSI).
- c. OP 4.5.1.3: Organize Contracting Support (CS).
- d. ST 4.5.2: Perform Contractor Management (CM).

3. Table 3 represents the finalized set of OCS E&T standards:

- a. Column 1 provides a standard number [#] and associated UJT.
- b. Column 2 provides each standard. As stated in paragraph 5.f. of the base manual and paragraph 2.a. of Enclosure A, standards in this enclosure purposefully do **not** start with a (Bloom’s) verb designating a specific LoC—this allows for flexibility in their application across tiers. A tier (Table 1) represents a user’s functional level of operation, or desired level of CC or OCS knowledge. Each tier points to a list of instructional venues, each venue contains its own list of training objectives (TLOs and ELOs), and each objective starts with a verb that establishes a LoC. Although mentioned multiple times in this document, it is worth repeating—each of the 15 standards in this enclosure should be considered a knowledge element until assigned a verb based on an instructional venue’s designed LoC. It is then that the knowledge element becomes a pure standard in the most unadulterated sense of the word.

- c. Column 3 provides a hierarchical list of instructional venues.

(1) Venues for each standard are listed in order of suitability and relevance based on how select terms from each standard are addressed within each instructional venue’s list of TLOs and ELOs. Other courses may include content relevant to the standard but to a lesser degree.

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(2) The more prevalent a select term is addressed (in context) within an instructional venue, the more relevant it is, and the higher priority (applicability) it becomes within Table 2 (Column 3).

4. Unique Instructional Venues. Some venues (Column 3) appear together (in pairs) for the following reasons:

a. JPME I and JPME II

(1) Frequently offered in tandem with Service-focused PME, JPME I and II prepares officers of all Services, international officers, and U.S. civilians to assume positions of higher responsibility at the operational and strategic level. Phase I—Intermediate Level Education—prepares field grade personnel (primarily O-4s, O-4-selects, and equivalent); while JPME II (Phase II) prepares more senior personnel (primarily O-5s, O-6s, and equivalent).

(2) Attendance is determined by the Services (reference (m)), and not all attend. Users should view JPME I and II separately and additive.

b. JOPEC MTT and JOPEC Lite. JOPEC MTT is more robust than JOPEC Lite since it uses full days of in-person instruction, has more practical exercises, and culminates with a Capstone event. The Capstone event requires operational planning teams (OPTs) to brief a senior leader on their recommendations for implementing OCS solutions based on a fictitious scenario. In contrast, JOPEC Lite is online, requires about half the contact time of JOPEC MTT, and has fewer practical exercises. JS J-45 OCSD manages attendance in JOPEC MTT and JOPEC Lite using an order of merit list (OML) to prioritize attendees.

c. JKO OCS Suite

(1) The JKO OCS I, II, III, and IV suite of courses were designed to be taken in sequence for maximum comprehension. When multiple courses are listed (e.g., OCS I/II/III), the highest Roman numeral indicates the last suggested JKO course applicable to a specific standard or tier.

(2) JKO OCS IV. Most suitable for personnel with CC or OCS planning, sourcing, execution, and assessment responsibilities as a **primary duty** (e.g., OCSIC personnel, OCS WG members, or equivalent—see tier III, Table 1). This course builds on information presented in JKO OCS I through III and includes a more in-depth look at OCS planning, execution activities, and products from an OCS practitioner's point of view.

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[STD #] UJT #	Standards (without Bloom's Verb)	Prioritized Venues
[1] ST 4.8	Commercial capabilities as a component of the total force in terms of reliance, opportunities/risks, and resilience in achieving national strategy—across the competition and conflict continuum, assuring and expanding our partners, and deterring adversaries—and making risk-informed decisions that inform force employment, development, and design.	JPME I/II JOPEC MTT JOPEC Lite JKO OCS I/II Army 3C CON 0820
[2] ST 4.8	Principal OCS governance and oversight entities, key authorities, responsibilities, law, policy, doctrine, terminology, and implications associated with CC and OCS considerations during mission analysis.	JPME I JOPEC MTT JOPEC Lite JKO OCS I/II CON 0840 PMT 0170 CON 0820
[3] ST 4.8	Key principles associated with the three supporting functions of OCS—CSI, CS, and CM; high-level OCS roles, responsibilities, and organizations that fulfill them; and benefits and risks of using contracted support in operations.	JKO OCS I/II/III JPME I JOPEC MTT JOPEC Lite PMT 0170 CON 0820
[4] ST 4.8	Key considerations of OCS program management, why OCS information and data are required, and where it can be located.	CON 0820 CLC 206 JOPEC MTT JOPEC Lite PMT 0170
[5] ST 4.5.1	Commercial capability considerations—in terms of reliance, opportunities/risks, and resilience—in plans and orders and how OCS promotes requirements management, oversight, freedom of action, and commander's intent within the construct of the Joint Planning Process (JPP).	JPME I JOPEC Lite JOPEC MTT CON 0810 CON 0840 JKO OCS I/II/III/IV
[6] ST 4.5.1	Requirements management functions, tasks, responsibilities, duties, key contract support integration principles, and the three types of contracted support (to include the application of principles in support of theater security cooperation).	JOPEC MTT JOPEC Lite Army 3C JKO OCS I/II/III CON 0830
[7] ST 4.5.1	OCS aspects of the Operational Environment to influence planning and execution; key components of the OCS Concept of Support, its relationship to Annex W, and other key artifacts (products and processes) associated with planning and execution.	JOPEC MTT JOPEC Lite CON 8400 Army 3C JKO OCS I/II/III/IV CON 0810
[8] ST 4.5.1	OCSIC functions across different levels of command and military operations, and the necessity for functional integration of all staff entities into OCS planning, decision-making, and execution.	JOPEC MTT JOPEC Lite JPME I JKO OCS I/II/III/IV CON 0810 CON 0820 Army3C CON 8300V
[9] OP 4.5.1.3	Key contracting support principles/benefits and the pros, cons, and applicability of contracting support organizational constructs; plus, the differentiation between Service theater contracting capabilities and associated contingency contract administration services.	JOPEC MTT JOPEC Lite CON 8300V JKO OCS I/II/III

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[STD #] UJT #	Standards (without Bloom's Verb)	Prioritized Venues
[10] OP 4.5.1.3	Rules and laws associated with contractors authorized to accompany the force, contracting roles/responsibilities, elements of contracting support planning, required administrative actions, simplified acquisition thresholds, verification of purchase requests, and contracting officer actions related to claims, protests, or disputes. Content also includes cultural patterns, anti-terrorism and OPSEC vulnerabilities, and challenges associated with other disaster and emergency governmental response agencies.	CON 8300V JOPEC MTT JOPEC Lite CON 8400V CON 0840 JKO OCS I/II
[11] OP 4.5.1.3	Processes and support options for execution, redeployment, and termination pertaining to a Chief of Contracting Operation; includes Annex W (and appendices) and acquisition strategies driven by the CCDR's Logistics Procurement Board, Joint Requirements Review Board (JRRB), and Joint Contracting Support Board (JCSB). The source selection process ensures the "best value" solution and required steps to implement performance-based acquisition.	CON 8400V JPME I JOPEC MTT JOPEC Lite Army 3C JKO OCS I/II/III
[12] OP 4.5.1.3	COR's legal duties, limitations, authority, and responsibilities in a contingency or emergency environment including responsibilities related to ethical, cultural, inherently governmental, contractual and security information issues; and elements of contract performance (e.g., Quality Assurance Surveillance Plan (QASP) and Performance Work Statement (PWS)).	Army 3C CLC 206 JOPEC MTT JOPEC Lite JPME I CON 0830
[13] ST 4.5.2	Key principles of contractor management and how these principles influence planning and military operations.	JOPEC MTT JOPEC Lite JPME I Army 3C JKO OCS I/II/III
[14] ST 4.5.2	Contractor accountability and the role of the Synchronized Pre-Deployment and Operational Tracker-Enterprise Suite.	CON 0810 CON 0820 CON 0830 JKO OCS I/II/III JOPEC MTT JOPEC Lite
[15] ST 4.5.2	Government roles and responsibilities in managing the use of contractors and conducting appropriate business in an operational setting.	CON 0800 Army 3C JPME I JOPEC MTT JOPEC Lite JKO OCS I/II/III CON 0840 CON 0830

Table 3. UJTs, Standards, and Prioritized Venues



## ENCLOSURE C

### INSTRUCTIONAL VENUE DESCRIPTIONS

1. Background. This section describes and expounds on all 18 instructional venues. Each description provides venue content, access directions, prerequisites (if required), an approximate investment of time, and appropriate continuous learning points (CLPs) if applicable. Although the total number of vetted instructional venues for the purposes of this manual stopped at 18, additional courses may be added during future revisions.

VENUE	DESCRIPTION
JPME I	<p><i>Joint Professional Military Education (JPME)</i> is a subset of PME and reflects a concentration on Joint matters, frequently offered in tandem with the delivery of Service-focused PME. Services select the highest quality officers to attend PME programs. While coverage of OCS is mandated by law and policy, treatment may vary by JPME institution based on their mission, guidance (pertaining to the most <b>relevant</b> JPME I) standards 1, 2, 3, and 5, and reference (m).</p> <p><i>JPME Phase I—Intermediate Level Education</i>—prepares field grade officers of all Services (primarily O-4s and O-4 selects), international officers, and U.S. civilians to assume positions of higher responsibility within the military and other government agencies. JPME I prepares graduates to perform effectively in staff positions and support their senior leaders. JPME I programs include:</p> <ul style="list-style-type: none"> <li>• Air Command &amp; Staff College – Resident and online master’s programs and Distance Learning program.</li> <li>• Army Command &amp; General Staff College – Resident and non-resident options.</li> <li>• Marine Corps Command &amp; Staff College – Resident and distance education program.</li> <li>• College of Naval Command &amp; Staff – Resident and Naval War College’s College of Distance Education.</li> <li>• National Intelligence University – Select officers participating in JPME Studies Program.</li> </ul> <p>JPME I addresses OCS Civilian Competencies 1 and 8.</p>
JPME II	<p><i>JPME Phase II—Senior-Level Education</i>—prepares officers of all Services (primarily O-5s and O-6s), international officers, and U.S. civilians to assume positions of higher responsibility at the strategic level. While coverage of OCS is mandated by law and policy, treatment may vary by JPME institution based on the mission, guidance (pertaining to the most <b>relevant</b> JPME II) standard (1), and reference (m). JPME II programs include:</p> <ul style="list-style-type: none"> <li>• Joint Forces Staff College/Joint and Combined Warfighting School – Resident, Satellite, and Hybrid.</li> <li>• Joint Forces Staff College/Joint Advanced Warfighting School – Resident.</li> <li>• Air War College – Resident.</li> <li>• College of Naval Warfare – Resident.</li> <li>• Marine Corps War College – Resident.</li> <li>• U.S. Army War College – Resident and Joint Studies Program.</li> <li>• CGSC School of Advanced Military Studies /Advanced Strategic Leader Studies Program – Resident.</li> <li>• National War College – Resident.</li> <li>• College of Information &amp; Cyberspace – Resident.</li> <li>• Dwight D. Eisenhower School of National Security and Resource Strategy – Resident.</li> <li>• College of International Security Affairs – Resident.</li> </ul> <p>JPME II addresses OCS Civilian Competencies 1 and 8.</p>

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VENUE	DESCRIPTION
JOPEC MTT	<p><i>Joint Operational Contract Support Planning and Execution Course (JOPEC)</i> is a joint-certified, MTT-delivered course that focuses on OCS planning and execution during campaign and contingency planning through execution at CCMD, JTF, and SCC echelons. The material progresses from OCS foundations through more advanced application in joint planning and transition to contingency/crisis, preparing students to plan and execute OCS. Graduates can analyze information and apply OCS processes and tools to plan and integrate CC into military operations. JOPEC MTT emphasizes group work to prepare students for staff duties and participation in OCS venues.</p> <p>During 72 hours of training, students demonstrate their knowledge through two tests and participate in small-group OPTs. The in-person, immersive format cultivates in-theater OCS working relationships and fosters a rich, joint learning experience via collaboration among OPT members from different Services, career fields, and grades. Through a series of practical exercises (PEs), the OPTs analyze and apply information across various scenarios and tasks. The course concludes with two CAPSTONE PEs. The second CAPSTONE culminates with the OPTs presenting decision briefs to a JTF J-4, whose role is played by a senior logistician or a senior contracting official from the hosting command. The briefs require applying a range of course concepts. Students receive printed copies of two OCS handbooks and reference material to use in the field.</p> <p><u>Order of Merit List for Attendance.</u> Officers at the O-3–O-5 levels and senior noncommissioned officers (NCOs) are prioritized for the 30 seats based on the OML located on OCS—Connect, reference (v). Registrants performing duties in OMLs 1 through 7 will be best prepared to perform OCS duties by completing the MTT version of JOPEC (rather than JOPEC Lite [virtual] instruction, which may be more appropriate for students with duties lower in the OML). Lower-priority OML registrants will be offered seats based on availability. Students are notified of course selection 30 days before class to arrange unit-funded TDY and to allow time to complete JKO prerequisites as listed in JEMIS.</p> <p>JOPEC MTT graduates receive 1.5 Joint Qualification Officer (JQO) points, and personnel in an ACQ career field may request up to 72 CLPs. A course completion certificate will indicate the total number of training hours. If needed, this course description can be used with the course certificate to assist in submitting for CLPs within an organization.</p> <p>JOPEC MTT addresses OCS Civilian Competencies 1 through 8.</p> <p>Student reference material is available on OCS—Connect: &lt;<a href="https://intelshare.intelink.gov/sites/Joint_Staff/J4/JOPEC/SitePages/Page.aspx">https://intelshare.intelink.gov/sites/Joint_Staff/J4/JOPEC/SitePages/Page.aspx</a>&gt;; and registration can be accomplished at: &lt;<a href="https://secure.jten.mil/jemis_new/welcome.jsp">https://secure.jten.mil/jemis_new/welcome.jsp</a>&gt;</p> <p>Course Length: Nine full days.</p>

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VENUE	DESCRIPTION
JOPEC LITE	<p><i>JOPEC Lite</i> is a joint-certified, instructor-led distance-learning course emphasizing foundational material taught in the JOPEC MTT curriculum. JOPEC Lite prepares students to perform typical OCS duties at the operational level of war (primarily at the SCC and JTF levels). The course exposes students to OCS planning and execution concepts by participating in virtual small-group OPTs during scenario-based practical exercises. Virtual OPT participation cultivates in-theater OCS networking and fosters joint learning by collaborating with members of different Services, career fields, and grades.</p> <p>Through 43.5 hours of training, students demonstrate their knowledge of course material through four checks on learning and virtual group participation. The course progresses from a discussion of foundational OCS concepts to joint planning. It culminates with the OPTs completing a facilitated Capstone exercise to demonstrate an understanding of OCS principles and effectively integrate CC into military operations.</p> <p>To gain maximum training benefits, students must have high commitment and self-discipline to ensure an uninterrupted, distraction-free online training environment. Graduates receive 1.0 JQO point, and contracting officers may request up to 43.5 CLP.</p> <p>Continuous Learning Points: A course completion certificate will indicate the total number of training hours. If needed, this course description can be used with the course certificate to assist in submitting for CLPs within an organization.</p> <p>Access to a computer, the internet, and DoD365 TEAMS are required.</p> <p><u>Order of Merit List for Attendance.</u> Officers at the O-3–O-5 levels and senior NCOs will be prioritized for the 32 seats based on the OML located on OCS—Connect, reference (v). Registrants performing duties in OMLs 1 through 12 will be ranked accordingly and notified of selection 30 days before class to allow time to complete JKO prerequisites as listed in JEMIS.</p> <p>JOPEC Lite addresses OCS Civilian Competencies 1 through 8.</p> <p>Student reference material is available on OCS—Connect at: &lt;<a href="https://intelshare.intelink.gov/sites/ocs/JOPECLite">https://intelshare.intelink.gov/sites/ocs/JOPECLite</a>&gt;; and registration can be accomplished at &lt;<a href="https://secure.jten.mil/jemis_new/welcome.jsp">https://secure.jten.mil/jemis_new/welcome.jsp</a>&gt;</p> <p>Course Length: 2 weeks (half-days).</p>

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VENUE	DESCRIPTION
JKO OCS I	<p><i>Leveraging Commercial Capabilities Across the Competition Continuum.</i> This is the first in a four-course suite on JKO that illuminates the scope and scale of CC and the importance of deliberately planning for those capabilities in support of military operations across the competition continuum. This includes balancing reliance, opportunities/risks, and resilience of commercial partners' support to total force operations across increasingly complex and all-domain, contested environments. Because CC considerations affect the tactical to strategic levels, this course is appropriate for personnel in operational or acquisition work force roles and those in strategy, policy, education and training, and other force employment, development, or design positions. The course discusses strategy, guidance, authorities, and strategic implications of reliance on CC.</p> <p>OCS I concludes by introducing how DoD plans for and harnesses potential CC through the doctrinal OCS process, as addressed in more detail in <i>OCS II – OCS Fundamentals</i>.</p> <p>OCS I addresses OCS Civilian Competencies 1, 2, 5, 7 and 8.</p> <p>Additional information can be found at &lt;<a href="https://jkodirect.jten.mil">https://jkodirect.jten.mil</a>&gt;. This is an on-line course, and access to a computer, the internet, and a JKO account are required.</p> <p>Target Audience: Strongly recommended for personnel in operational roles (CCMDs, SCCs, and JTFs); strategy, policy, acquisition, doctrine, education and training, and other force development/design roles; leadership and staff roles across the Office of the Secretary of Defense (OSD), Military Departments, Joint Staff, and Defense Agencies; JPME I (Command and Staff) and JPME II (Senior Service College); positions responsible for exercise academics; line for the Joint OCS Planning and Execution Course.</p> <p>Course Length: 1.5 hours.</p> <p>Continuous Learning Points: A course completion certificate will indicate the total number of training hours. If needed, this course description can be used with the course certificate to assist in submitting for CLPs within an organization.</p>

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VENUE	DESCRIPTION
JKO OCS II	<p><i>Operational Contract Support Fundamentals</i>. This is the second in a four-course suite on JKO that provides the doctrinal foundation for harnessing CC addressed in OCS I as contracted support. OCS II addresses the evolution, purpose, principles, authorities, and challenges of planning, integrating, supporting, and managing contracted support. This course walks a student through the OCS processes and activities necessary to plan, procure, and manage integrated contracted support to obtain supplies, services, and construction from commercial sources to support CCDR-directed operations. This course closely follows the first two chapters in JP 4-10, <i>Operational Contract Support</i>; the first three chapters in MTTP 4-10, <i>Multi-Service Tactics, Techniques and Procedures for Operational Contract Support</i>; as well as legislation, policy, and other applicable issuances.</p> <p>OCS II conveys foundational information to prepare operational staff personnel to complete OCS III, <i>Planning and Coordinating Responsibilities for Staffs</i>, and OCS IV, <i>Planning and Execution Responsibilities for OCS Practitioners</i>.</p> <p>OCS II addresses OCS Civilian Competencies 1 through 7.</p> <p>Additional information can be found at &lt;<a href="https://jkodirect.jten.mil">https://jkodirect.jten.mil</a>&gt;. This is an on-line course, and access to a computer, the internet, and a JKO account are required.</p> <p>Target Audience: Strongly recommended for personnel in operational roles (CCMDs, SCCs, and JTFs); strategy, policy, acquisition, doctrine, education and training, and other force development/design roles; leadership and staff roles in OSD, Military Departments, Joint Staff, and Defense Agencies; JPME I (Command and Staff College); and those attending the Joint OCS Planning and Execution Course.</p> <p>Course Length: 2 hours.</p> <p>Continuous Learning Points: A course completion certificate will indicate the total number of training hours. If needed, this course description can be used with the course certificate to assist in submitting for CLPs within an organization.</p>

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VENUE	DESCRIPTION
JKO OCS III	<p><i>Planning and Coordinating Responsibilities for Staffs</i>. This is the third in a four-course suite on JKO that provides “how-to” instruction on planning and coordinating contract support integration, contracting support, and contractor management from a staff viewpoint in accordance with JP 4-10 and MTTP 4-10; as well as legislation, policy, and other applicable issuances.</p> <p>The course builds on the previous content covered in OCS I and OCS II. It is designed to impart a more in-depth understanding of how to plan and coordinate OCS activities by acknowledging the staff’s OCS roles and responsibilities, recognizing OCS stakeholders, using CFOs to share information, and implementing the joint planning process as it relates to OCS. OCS III concludes with an interactive practical exercise to develop an OCS mission analysis for a combined joint task force.</p> <p>OCS III prepares operational staff to complete OCS IV, <i>Planning and Execution Responsibilities for OCS Practitioners</i>, and the <i>Joint OCS Planning and Execution Course (JOPEC)</i>.</p> <p>OCS III addresses OCS Civilian Competencies 1 through 7.</p> <p>Additional information can be found at &lt;<a href="https://jkodirect.jten.mil">https://jkodirect.jten.mil</a>&gt;. This is an on-line course, and access to a computer, the internet, and a JKO account are required.</p> <p>Target Audience: A mixture of acquisition ACQ and non-ACQ professionals who want a deeper dive into OCS specifics. Joint and Military Service command planners from all staff sections and functional backgrounds, contracting personnel, OCSIC personnel, OCS WG members, OCS branch personnel, operational analysts, operational requirement owners, and personnel in OCS oversight positions. This course may also be appropriate for interorganizational personnel with CC requirements, or considerations.</p> <p>Course Length: 8 hours.</p> <p>Continuous Learning Points: A course completion certificate will indicate the total number of training hours. If needed, this course description can be used with the course certificate to assist in submitting for CLPs within an organization.</p>

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VENUE	DESCRIPTION
JKO OCS IV	<p><i>Planning and Execution Responsibilities for OCS Practitioners.</i> This is the final course in a four-course suite on JKO that provides “how-to” instruction on planning and executing contract support integration, contracting support, and contractor management, from an OCS practitioner’s viewpoint, during campaign, contingency, or crisis planning. It builds on OCS I through III and includes an in-depth understanding of how to plan and execute specific OCS activities/products. Students will learn OCSIC skills including developing an analysis of OCS aspects of the operational environment, determining contracting support organizational options, recognizing mission essential tasks for exercise support, and OCS assessments and reporting.</p> <p>OCS IV reinforces material taught in JOPEC and can benefit personnel serving in an OCS practitioner role who are unable to attend JOPEC.</p> <p>OCS IV addresses OCS Civilian Competencies 1, 2, 3, 4, 5 and 7.</p> <p>Additional information can be found at &lt;<a href="https://jkodirect.jten.mil">https://jkodirect.jten.mil</a>&gt;. This is an on-line course, and access to a computer, the internet, and a JKO account are required.</p> <p>Target Audience: This course targets JOPEC MTT and JOPEC Lite graduates who will assume duties as OCSIC members; OCS practitioners (those with OCS as a primary or significant collateral duty); or comparable positions on a staff. The target audience are ACQ and non-ACQ professionals who will be in an operational setting and seek to hone their skills regarding specific OCS processes and products.</p> <p>Course Length: 6 hours.</p> <p>Continuous Learning Points: A course completion certificate will indicate the total number of training hours. If needed, this course description can be used with the course certificate to assist in submitting for CLPs within an organization.</p>
CON 0800	<p><i>Planning for and Managing Contractors in Operations.</i> This course provides an introductory overview of OCS. The course is applicable whenever DoD conducts business with contractors in an operational setting. Students receive a broad overview of DoD policy, governmental roles, and responsibilities in planning, integrating, and managing the use of contractor personnel outside the United States, in an operational setting pursuant to DoDI 3020.41. The course also highlights the importance of adequately capturing OCS requirements early in the operational planning and acquisition process.</p> <p>CON 0800 addresses OCS Civilian Competencies 1, 4, 5 and 6.</p> <p>Additional information can be found at &lt;<a href="https://icatalog.dau.edu/">https://icatalog.dau.edu/</a>&gt;. This is an on-line course, and access to a computer, the internet, and a DAU account are required. Instructions for DAU accounts and course access can be found at <a href="https://intelshare.intelink.gov/sites/ocs/SitePages/Home.aspx">https://intelshare.intelink.gov/sites/ocs/SitePages/Home.aspx</a></p> <p>Target Audience: Acquisition and non-acquisition professionals indirectly or directly involved in OCS functions and tasks. This includes staff across all functions, especially logistics, program management, and contracting functional communities.</p> <p>Course Length: 1 hour.</p>

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VENUE	DESCRIPTION
CON 0810	<p><i>Contractor Personnel Accountability.</i> This course provides a broad understanding of contractor personnel accountability and visibility policies and processes, as well as the importance of considering contractor personnel accountability requirements as early in operational planning as possible. The course defines contractor personnel accountability and visibility, reviews roles and responsibilities for various government stakeholders, and provides examples of contractor personnel accountability policies from OSD and various CCMDs. The course also introduces the Synchronized Pre-deployment and Operational Tracker – Enterprise Suite (SPOT-ES), the DoD system for accountability and visibility of contractor personnel in operational environments. The course framework supports OCS workforce training requirements and supplements other DAU and joint OCS training course requirements. Graduates will obtain a greater understanding of contractor personnel accountability policies, roles, responsibilities, and the SPOT-ES capability.</p> <p>CON 0810 addresses DCPAS Civilian Competencies 4, 6, 7 and 8.</p> <p>Additional information can be found at &lt;<a href="https://icatalog.dau.edu/">https://icatalog.dau.edu/</a>&gt;. This is an on-line course, and access to a computer, the internet, and a DAU account are required. Instructions for DAU accounts and course access can be found at <a href="https://intelshare.intelink.gov/sites/ocs/SitePages/Home.aspx">https://intelshare.intelink.gov/sites/ocs/SitePages/Home.aspx</a>.</p> <p>Target Audience: All acquisition and non-acquisition professionals, especially contracting officers, contracting specialists, CORs, personnel and manpower professionals, and requirement owners in a contingency or operational setting, and those with contractor personnel accountability, reporting, or oversight responsibilities.</p> <p>Course Length: 2 hours.</p>
CON 0820	<p><i>Critical Concepts in Operational Contract Support.</i> This course provides a broad introduction to the use and importance of contractor capabilities in support of combat, post-conflict, contingency, or humanitarian and disaster relief operations. It also reviews critical OCS concepts and policies, standard OCS processes, organization-level responsibilities, and basic OCS program management principles to enable successful implementation and oversight of OCS. This course is appropriate for acquisition and non-acquisition professionals at all levels, grades, and ranks.</p> <p>This course expands upon CON 0800 content and focuses on the processes and responsibilities of OCS and is ideal for personnel assuming duties in an operational setting or those looking for a more in-depth introduction to foundational OCS concepts.</p> <p>CON 0820 addresses OCS Civilian Competencies 1, 3, 4, 5, 6, 7 and 8.</p> <p>Additional information can be found at &lt;<a href="https://icatalog.dau.edu/">https://icatalog.dau.edu/</a>&gt;. This is an on-line course, and access to a computer, the internet, and a DAU account are required. Instructions for DAU accounts and course access can be found at <a href="https://intelshare.intelink.gov/sites/ocs/SitePages/Home.aspx">https://intelshare.intelink.gov/sites/ocs/SitePages/Home.aspx</a>.</p> <p>Target Audience: All acquisition and non-acquisition professionals, particularly those assuming duties in an operational setting or desiring a more in-depth introduction to foundational OCS concepts. In addition, operational planners, operational analysts, operational requirement owners, CORs, QAPs, Contracting Officer's Technical Representatives (COTRs), and personnel with OCS oversight responsibilities.</p> <p>Course Length: 2 hours.</p>

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VENUE	DESCRIPTION
CON 0830	<p><i>Private Security Contractors (PSCs)</i>. This course provides a broad introduction to DoD PSCs, what functions PSCs and PSC personnel are and are not authorized to perform, and why PSC personnel accountability and visibility is important. It also reviews key PSC policies and guidelines pursuant to DoDI 3020.50, oversight and personnel accountability requirements and processes, and organization-level responsibilities for the effective and appropriate use and oversight of PSC personnel. As the DoD standardizes and strengthens oversight policy and processes for DoD PSCs, this course is recommended for those who may be interacting with PSCs and PSC personnel, either during their duties or in an oversight capacity.</p> <p>CON 0830 addresses DCPAS Civilian Competency 4.</p> <p>Additional information can be found at &lt;<a href="https://icatalog.dau.edu/">https://icatalog.dau.edu/</a>&gt;. This is an on-line course, and access to a computer, the internet, and a DAU account are required. Instructions for DAU accounts and course access can be found at <a href="https://intelshare.intelink.gov/sites/ocs/SitePages/Home.aspx">https://intelshare.intelink.gov/sites/ocs/SitePages/Home.aspx</a>.</p> <p>Target Audience: All acquisition and non-acquisition professionals, any DoD or industry personnel who may be in a PSC oversight position or interacting with PSCs and PSC personnel (e.g., security forces or military police). In addition, operational planners, operational analysts, operational requirement owners, CORs, COTRs, and personnel with OCS oversight responsibilities.</p> <p>Course Length: 2 hours.</p>
CON 0840	<p><i>Vendor Threat Mitigation (VTM)</i>. This course addresses policy, reviews roles and responsibilities for various government stakeholders, provides policy, roles and responsibilities from different CCMDs and operations, and refers to interagency collaboration with external government entities. It equips participants with foundational principles, definitions, strategic implications, tools, processes, and systems, that are integral to VTM operations necessary to effectively manage threat-informed risks associated with commercial capabilities in military operations. It emphasizes the importance of risks introduced by malign actors in campaign and contingency operations and addresses strategic lines of effort (LOEs) aimed at improving and expanding VTM capabilities. Participants will also explore the origins, evolution, and current applications of VTM, examining its critical role in safeguarding mission integrity and operational success. Designed for defense professionals, this course offers practical insights into VTM functions, and supporting tools, fostering informed planning and effective management of vendor-related risks in commercial support operations.</p> <p>CON 0840 addresses DCPAS Civilian Competencies 1, 3, 4, 5, 6 and 8.</p> <p>Additional information can be found at &lt;<a href="https://icatalog.dau.edu/">https://icatalog.dau.edu/</a>&gt;. This is an on-line course, and access to a computer, the internet, and a DAU account are required. Instructions for DAU accounts and course access can be found at <a href="https://intelshare.intelink.gov/sites/ocs/SitePages/Home.aspx">https://intelshare.intelink.gov/sites/ocs/SitePages/Home.aspx</a>.</p> <p>Target Audience: DoD acquisition and non-acquisition professionals, especially supply chain security professionals; joint and Service component headquarters staff with force protection, counterintelligence, and operational contract support responsibilities; and contracting activities supporting overseas campaign and contingency operations.</p> <p>Course Length: 2 hours.</p>

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VENUE	DESCRIPTION
CLC 206	<p><i>Contracting Officer's Representatives (CORs) in a Contingency Environment.</i> This course is designed specifically for CORs deployed in a contingency environment. The course covers the basics of contracting, along with the ethical situations and cultural differences a COR may experience while deployed in a contingency environment. It examines the responsibilities of the COR in relation to the contract and its related elements (including the QASP and PWS). Other areas include: identifying how the COR should handle/address information security issues; identifying and understanding potential organizational conflicts of interest; identifying how a COR reports suspected incidents of fraud, waste, abuse, unethical conduct, and cultural taboos in a contingency environment; identifying the process for reporting bribery, kickbacks, and other illegal acts; and how to evaluate contractor compliance with contract terms and conditions in a contingency scenario.</p> <p>CLC 206 addresses OCS Civilian Competencies 4 and 6.</p> <p>Additional information can be found at &lt;<a href="https://icatalog.dau.edu/">https://icatalog.dau.edu/</a>&gt;. This is an on-line course, and access to a computer, the internet, and a DAU account are required. Instructions for DAU accounts and course access can be found at <a href="https://intelshare.intelink.gov/sites/ocs/SitePages/Home.aspx">https://intelshare.intelink.gov/sites/ocs/SitePages/Home.aspx</a>.</p> <p>Target Audience: Strongly recommended for those personnel in deployable positions prior to assuming duties as CORs, COTRs, or individual responsible for a Quality Assurance Plan; also, any personnel in an OCS oversight position.</p> <p>Course Length: 1 hour.</p>
CON 8300V	<p><i>Joint Contingency Contracting.</i> This course provides an in-depth, comprehensive assessment of the skills needed to provide contracting support to joint forces across the full spectrum of military, disaster relief, and humanitarian operations. Students work individually and in teams to complete learning activities. This course features hands-on exercises/case studies that focus on the unique aspects of contingency contracting, such as ethical decision making, authorities and structure, contingency funding, contingency contracting planning, manual contracting processes, execution of appropriate contractual instruments, contract administration, cross-cultural awareness, domestic emergency response, and more. The course culminates with the students, organized into teams, completing a facilitated Capstone learning exercise in support of combat, post-conflict, contingency, humanitarian, and disaster relief operations to demonstrate an understanding of contingency contracting and OCS principles. This course provides the skills and strategies needed to succeed in a fast-paced and ever-changing joint contingency contracting environment. The course should be completed prior to the Advanced Contingency Contracting Course (CON 8400V).</p> <p>CON 8300V addresses DCPAS Civilian Competencies 1, 2, 3, 4, 5, 6 and 8.</p> <p>Additional information can be found at &lt;<a href="https://icatalog.dau.edu/">https://icatalog.dau.edu/</a>&gt;. This is a Virtual Instructor Led Training course, and access to a computer, the internet, MS TEAMS, and a DAU account are required. Instructions for DAU accounts and course access can be found at <a href="https://intelshare.intelink.gov/sites/ocs/SitePages/Home.aspx">https://intelshare.intelink.gov/sites/ocs/SitePages/Home.aspx</a>.</p> <p>Target Audience: Recommended for personnel directly involved in OCS. Contracting functional area personnel in deployable positions should complete this course prior to assuming duties as a deployable contracting officer or purchasing agent. This includes contingency contracting officers (CCOs), contingency contracting specialists, and personnel in contract oversight positions.</p> <p>Course Length: 5 days.</p>

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VENUE	DESCRIPTION
CON 8400V	<p><i>Advanced Contingency Contracting Officer.</i> This course provides an in-depth, comprehensive examination of contingency contracting at an advanced level to understand how to effectively administer contracts in a contingency environment. The course examines contingency contracting from the perspective of a Chief of Contracting Office, Senior Contracting Official (SCO) Staff Officer, or CCMD Staff Officer. The course includes essential facets of contingency contracting, including risk analysis and management, contract administration, and more. The course is led by experienced CCOs who assist students in learning invaluable skills and strategies needed to succeed in a fast-paced and ever-changing business environment. This course is essential to the OCS community in that it enables military members and government civilian personnel to develop the skills and knowledge necessary to perform in the complex environment of contingency contracting. Finally, the course improves overall communication and collaboration within the OCS community. This course is a follow-up to the Joint Contingency Contracting Officer's Course (CON 8300V) and is the core course for the Advanced Contingency Contracting Credential (CCON 015A).</p> <p>CON 8400V addresses OCS Civilian Competencies 1 through 8.</p> <p>Additional information can be found at &lt;<a href="https://icatalog.dau.edu/">https://icatalog.dau.edu/</a>&gt;. This is a Virtual Instructor Led Training course, and access to a computer, the internet, MS TEAMS, and a DAU account are required. Instructions for DAU accounts and course access can be found at <a href="https://intelshare.intelink.gov/sites/ocs/SitePages/Home.aspx">https://intelshare.intelink.gov/sites/ocs/SitePages/Home.aspx</a>.</p> <p>Target Audience: Strongly recommended for contracting functional area/career field personnel who are deployable to a contingency area of operation as Chief of the Contracting Office, SCO, or member of a Major Command staff, as well as contracting officers who will be awarding external support contracts from a continental United States (CONUS) installation. This course is also recommended for other DoD personnel involved in OCS planning and execution.</p> <p>Course Length: 3.5 days.</p>
PMT 0170	<p><i>Risk Management.</i> This course examines the risk management process as it pertains to the DoD acquisition process from conception to delivery of a system. Although risk is inherent in any program, risk management ensures managers take measures to assess and manage risks. This module focuses on tools and processes that can be used to manage risk on a defense system acquisition project. Specific areas covered include identifying the differences between risks, issues, and opportunities; the five steps of the DoD Risk Management Process; and identifying the critical success factors to ensure effective risk management. Although this is not specifically an OCS training course, it is important to understand the role CC and OCS requirements and contracted sources of support for operations, maintenance, and sustainment play in risk mitigation.</p> <p>PMT 0170 addresses DCPAS Civilian Competency 9.</p> <p>Additional information can be found at &lt;<a href="https://icatalog.dau.edu/">https://icatalog.dau.edu/</a>&gt;. This is on-line, and access to a computer, the internet, and a DAU account are required. Instructions for DAU accounts and course access can be found at <a href="https://intelshare.intelink.gov/sites/ocs/SitePages/Home.aspx">https://intelshare.intelink.gov/sites/ocs/SitePages/Home.aspx</a>.</p> <p>Target Audience: Strongly recommended for all personnel indirectly or directly involved in OCS. This course is designed for individuals who have little or no experience in DoD acquisition management. This includes staff across all functions, especially logistics, program management, and contracting functional communities.</p> <p>Course Length: 8 hours.</p>

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VENUE	DESCRIPTION
ARMY 3C	<p><i>Army's Operational Contract Support (OCS).</i> This course—sometimes referred to as the “3C” course—is designed for commissioned officers, warrant officers, NCOs, and civilians (non-acquisition personnel) assigned to tactical unit staffs (brigade through theater Army). It helps students better serve as members of an OCSIC, whether at a tactical or operational headquarters. Responsibilities include planning for and obtaining supplies, services, and minor construction from commercial sources in support of CCDR-directed operations through contract support integration, contracting support, and contractor management functions. Instruction methods include online training, lectures, seminars, case studies, and practical exercises. U.S. Army personnel who successfully complete this course are eligible to receive the '3C' Additional Skill Identifier.</p> <p>Army 3C addresses OCS Civilian Competencies 1, 2, 3, 4, 5, 7, 8 and 9.</p> <p>Additional information can be found at &lt;<a href="https://www.atrrs.army.mil/Default.aspx">https://www.atrrs.army.mil/Default.aspx</a>&gt;. Whether this course is presented on-site, by MTT, or is virtual instructor-led training (VILT), access to a computer, the internet, an Acquisition Sustainment University Blackboard, and/or MS TEAMS is required. This course can be taught on-site at Fort Gregg-Adams, VA, via MTT training within CONUS and at locations outside CONUS, by VILT, or at the U.S. Army Command and General Staff College as an elective.</p> <p>Target Audience: Highly recommended for personnel assuming duties in an operational setting or those who are looking for a more in-depth understanding of OCS planning and execution. This includes operational planners, analysts, requirement owners, contingency CORs, COTRs, and personnel in OCS oversight positions. Although this is a Department of the Army course, it is open to all DoD military and civilian personnel on a space-available basis.</p> <p>Course Length: 10 days (whether on-site, by MTT, or VILT).</p>

Table 4. Instructional Venue Descriptions

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## ENCLOSURE D

### LEARNING OBJECTIVES BY TIER AND UNIVERSAL JOINT TASK

1. Purpose. A self-assessment tool (by tier) that provides users with insights on CC and OCS as expressed through the terminal learning objectives associated with each instructional venue.

2. Discussion. The block of tables D-1-1 through D-1-4 displays the **same** information as tables D-2-1 through table D-2-4, but in a different configuration. Tables present LoCs using Bloom's taxonomy verbs (Figure 2) from TLOs associated with tier-based instructional venue(s). This greater level of granularity allows the user to see what they should be able to understand, explain, or apply once courses (by tier) are accomplished.

a. Tier I. Strategic-national, strategic-theater, and operational **understanding** of CC (reliance, opportunities/risks, and resilience). Total force perspective for operational planning; force employment, development, and design; assessments; ACQ; readiness; risk reporting; and outsourcing decisions.

b. Tier II. Strategic-theater and operational understanding of **integrating** CC into operational art and design for resource- and risk-informed campaign and contingency planning through staff CFOs (e.g., commander decision cycles, battle rhythm events).

c. Tier III. Strategic-theater, operational, and tactical knowledge necessary to serve as an **operational staff practitioner** (SME) capable of integrating CC into planning and execution.

d. Tier IV. Tactical understanding of **requirements management**, COR responsibilities, Contingency Contracting Officer support, and **oversight roles**.

3. Tables 5 through 8. Tables 5 through 8 present instructional venues (courses) down the first column with associated objectives down the right column.

a. Tier I (Table 5)

(1) UJT Alignment. Focuses heavily on UJT ST 4.8 (Conduct OCS), and briefly introduces the three OCS functional areas: UJT ST 4.5.1 (Perform Contract Support Integration [CSI]), UJT OP 4.5.1.3 (Organize Contracting Support [CS]), and ST 4.5.2 (Perform Contractor Management [CM]).

(2) **Upon completion of instructional venues (Table 1), a student will have the ability to:**

Instructional Venues	Terminal Learning Objectives
OCS I/II	Recognize strategy; law; guidance; authorities; policy; doctrine; planning concepts; commercial procurement/management issues; and evaluate critical implications related to reliance, opportunity, risk, and resilience.
OCS I/II	Understand CC contributions as an element of the total force and identify their impact across domains.
OCS I/II	Recognize that CC be threat-, opportunity-, and risk-informed in plans; and measured against inter-organizational equities.
OCS I/II	Understand how CC contributes to instruments of national power, in concert with integrated military objectives.
OCS I/II	Understand how OCS governs CC across its three functional areas (CSI, CS, and CM).
OCS I/II	Identify major OCS-related, planning and execution functions/responsibilities associated with various members of primary and special staff.
CON 0820	Identify key considerations of OCS program management and recognize why OCS information/data are needed and where they are found.
PMT 0170	Apply risk analysis strategies, and explain the importance of government and contractor risks, issues, and opportunities.

Table 5. Tier I Instructional Venues and Objectives

b. Tier II (Table 6)

(1) UJT Alignment. Focuses heavily on UJT ST 4.8 (Conduct OCS), UJT ST 4.5.1 (Perform CSI) and ST 4.5.2 (Perform CM), while briefly addressing OP 4.5.1.3 (Organize CS).

(2) **Upon completion of instructional venues (Table 1), a student will have the ability to:**

Instructional Venues	Terminal Learning Objectives
JOPEC LITE	Understand the three types of contracted support (systems, external, and theater).
JOPEC LITE	Describe the key components of the OCS Estimate, OCS Concept of Support, and the relationship to key elements of Annex W (OCS Plan).
JOPEC LITE	Identify OCS aspects of the Operational Environment (aOE).
JOPEC LITE	Understand why estimating contracted support is important in planning (to include an OCS Estimate, Contract Support Synchronization Matrix (CSSM) and Contract Statement of Requirement (CSOR)).
OCS I/II	Recognize strategy; law; guidance; authorities; policy; doctrine; planning concepts; commercial procurement/management issues; and evaluate critical implications related to opportunity, reliance, risk, and resilience.
OCS I/II	Understand CC contributions as an element of the total force and identify their impact across domains.
OCS I/II	Recognize that CC be threat-, opportunity-, and risk-informed in plans; and measured against inter-organizational equities.

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<b>Instructional Venues</b>	<b>Terminal Learning Objectives</b>
OCS I/II	Understand how CC contributes to instruments of national power, in concert with integrated military objectives.
OCS I/II	Understand how OCS governs CC across its three functional areas (CSI, CS, and CM).
OCS I/II	Identify major OCS-related, planning and execution functions/responsibilities associated with various members of primary and special staff.
OCS III	Conduct an OCS Mission Analysis (MA).
OCS III	Recognize basic applications, activities, challenges, and/or requirements associated with CSI, CS, and CM.
OCS III	Recognize overarching OCS organizational construct options and importance of CFOs; including major boards/cells.
OCS III	Explain OCS relationships to CFOs, common techniques for collaboration, and the basics of Battle Rhythms and a Seven-Minute Drill.
OCS III	Differentiate an OCS WG from an OCSIC.
OCS III	Understand the four planning functions; seven-step JPP – with emphasis on various phases of course of action (COA) development; the role of CFOs; and JPP OCS-related products/activities.
OCS III	Understand the requirements management process, functions, roles, and responsibilities.
OCS III	Identify the legal status of contractor personnel and command authority, control, and discipline over contractors.
OCS III	Recognize requirements for theater entry, in-theater government oversight, contractor personnel visibility and accountability, authorized government services (AGS), and equipment management.
CON 0800	Describe the policy requirements of DoDI 3020.41 regarding planning for and managing contractors in operations.
CON 0800	Identify requirements for obtaining letters of authorization (LOAs) for contractors in operations.
CON 0800	Recognize requirements for deploying, managing, and redeploying contractors in operations.
CON 0840	Identify VTM policies, definitions, and support tools that help manage risks and inform planning in operations involving contracted support.
CON 0840	Identify the origins, evolution, and current applications of VTM, including its purpose, and strategic importance to risk-informed planning and operational support.
CON 0840	Identify the risks posed by contracted support, the roles and responsibilities of CCDRs in program development, and the contributions of DoD offices and external government agencies to VTM implementation.
CON 0840	Recall common processes and systems used to monitor LOEs aimed at improving and expanding VTM capabilities.
ARMY 3C	Explain the purpose, capabilities, and limitations of the Field Ordering Officer (FOO) and Paying Agent (PA).
ARMY 3C	Identify and analyze DoD trafficking in persons, policies, and procedures.
ARMY 3C	Summarize key Government Furnished Property (GFP) policy, doctrine, and procedures.
ARMY 3C	Apply Performance-Based Service Acquisition (PBSA) guidance to develop a PWS.
ARMY 3C	Explain the purpose and procedures for developing an Independent Government Cost Estimate (IGCE).
ARMY 3C	Analyze the role of the COR throughout the acquisition process.
CON 8300V	Examine the impact of cross-cultural behavior patterns, anti-terrorism vulnerabilities, and operational security in a contingency contracting environment.
CON 8300V	Discuss rules and laws for Contractors Authorized to Accompany the Force (CAAF).

Table 6. Tier II Instructional Venues and Objectives

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c. Tier III (Table 7)

(1) UJT Alignment. Focuses heavily on all four UJTS. UJT ST 4.8 (Conduct OCS), UJT ST 4.5.1 (Perform CSI), OP 4.5.1.3 (Organize CS), and ST 4.5.2 (Perform CM).

(2) **Upon completion of instructional venues (Table 1), a student will have the ability to:**

Instructional Venues	Terminal Learning Objectives
JOPEC MTT	Describe the key components of the OCS Estimate, OCS Concept of Support, and the relationship to key elements of Annex W (OCS Plan).
JOPEC MTT	Apply OCS principles in support of security cooperation.
JOPEC MTT	Analyze OCS aOE.
JOPEC MTT	Evaluate why estimating contracted support is important in planning (to include an OCS Estimate, CSSM, and a CSOR).
JOPEC MTT	Recognize where OCS information is documented in joint plans and orders.
JOPEC MTT	Differentiate between the three types of DoD contracted support (systems, external, and theater).
JOPEC MTT	Differentiate between Service theater contracting capabilities and associated contingency contract administration services (CCAS).
JOPEC MTT	Compare the pros, cons, and applicability of the different contracting support organizational constructs (Lead Service for Contracting Coordination (LSCC) and Lead Service for Contracting (LSC)).
OCS I/II	Recognize strategy; law; guidance; authorities; policy; doctrine; planning concepts; commercial procurement/management issues; and evaluate critical implications related to opportunity, reliance, risk, and resilience.
OCS I/II	Understand CC contributions as an element of the total force and identify their impact across domains.
OCS I/II	Recognize that CC be threat-, opportunity-, and risk-informed in plans; and measured against inter-organizational equities.
OCS I/II	Understand how CC contributes to instruments of national power, in concert with integrated military objectives.
OCS I/II	Understand how OCS governs CC across its three functional areas (CSI, CS, and CM).
OCS I/II	Identify major OCS-related, planning and execution functions/responsibilities associated with various members of primary and special staff.
OCS III	Conduct an OCS MA.
OCS III	Recognize basic applications, activities, challenges, and/or requirements associated with CSI, CS, and CM.
OCS III	Recognize overarching OCS organizational construct options and importance of CFOs, including major boards/cells.
OCS III	Explain OCS relationships to CFOs, common techniques for collaboration and the basics of Battle Rhythms and a Seven-Minute Drill.
OCS III	Differentiate an OCS WGs from an OCSIC.
OCS III	Understand the four planning functions; seven-step JPP – with emphasis on various phases of COA development; the role of CFOs; and JPP OCS-related products/activities.
OCS III	Understand the requirements management process, functions, roles, and responsibilities.
OCS III	Identify the legal status of contractor personnel and command authority, control, and discipline over contractors.

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<b>Instructional Venues</b>	<b>Terminal Learning Objectives</b>
OCS III	Recognize requirements for theater entry, in-theater government oversight, AGS, and equipment management.
OCS IV	Apply principles to determine the size, manning, responsibilities, and tasks for achieving initial operational capability for the different levels of OCSICs and differentiate between an OCSIC and OCS working group.
OCS IV	Differentiate between coordination relationships and command relationships and demonstrate the use of resources to obtain information across the OCS community of interest.
OCS IV	Explain the role of contracting support organizations during planning; assess and apply considerations for recommending a contracting support organizational construct and determine when each construct is most appropriate.
OCS IV	Develop OCS planning products (e.g., UJT measures, mission-essential tasks (METs), analysis of the OCS aOE, Annex W, and time-phased force and deployment data).
OCS IV	Explain the purpose of OCS assessments and how reporting informs other processes and decisions, and understand OCS activities associated with the planning function of plan assessment.
CLC 206	Identify the responsibilities of the COR in relation to contract elements (including the QASP and PWS).
CLC 206	Identify how the COR should address information security issues; organizational conflicts of interest; suspected incidents of fraud, waste, abuse, and unethical conduct; and the reporting of bribery, kickbacks, and other illegal acts.
CLC 206	Identify cultural taboos in a contingency environment.
CON 0800	Describe the policy requirements of DoDI 3020.41 regarding planning for and managing contractors in operations.
CON 0800	Identify requirements for obtaining LOAs for contractors in operations.
CON 0800	Recognize requirements for deploying, managing, and redeploying contractors in operations.
CON 0810	Recognize the importance of contractor personnel accountability and reporting; identify the relevant laws, regulations, policies, and guidance associated with these requirements; and identify tools and technology supporting this action.
CON 0820	Recognize why OCS data is needed and how it is tracked (e.g., SPOT-ES).
CON 0820	Identify key considerations of OCS program management.
CON 0820	Recognize high-level organizations that fulfill OCS roles/responsibilities.
CON 0830	Identify key processes, policies, and responsibilities for the effective and appropriate deployment of PSC personnel pursuant to DoDI 3020.50; define PSCs, the duties they can perform, and whether PSC services are inherently governmental.
CON 0830	Identify the benefits and risks of using PSCs.
CON 0840	Identify VTM policies, definitions, and support tools that help manage risks and inform planning in operations involving contracted support.
CON 0840	Identify the origins, evolution, and current applications of VTM, including its purpose and strategic importance to risk-informed planning and operational support.
CON 0840	Identify the risks posed by contracted support, the roles and responsibilities of CCDRs in program development, and the contributions of DoD offices and external government agencies to VTM implementation.
CON 0840	Recall common processes and systems used to monitor LOEs aimed at improving and expanding VTM capabilities.
CON 8400V	Recognize the role of the CCDR's Logistic Procurement Support Board (CLPSB).
CON 8400V	Illustrate JRRB process flow/outcomes.
CON 8400V	Explain the three most common types of redeployment operations.
CON 8400V	Prescribe appropriate contracting support (resource mix), execution approaches and office operations for a Chief of Contracting Office (CoCO) throughout the phases of a contingency.
CON 8400V	Create a brief to the operational commander showing comprehension of the contingency contracting area of responsibility (AOR) sustainment environment.

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Instructional Venues	Terminal Learning Objectives
CON 8400V	Determine contingency AOR requirements package acquisition strategies.
CON 8400V	Define the term “Source Selection,” and explain process elements.
CON 8400V	Analyze a requirements package at the JCSB.
CON 8400V	Determine steps required to implement a performance-based acquisition (PBA) and defend it.
PMT 0170	Apply risk analysis strategies for quantitative/qualitative assessment of risk levels.
PMT 0170	Explain the importance of government and contractor risk management.
PMT 0170	Identify the differences between risks, issues, and opportunities.
ARMY 3C	Identify and analyze DoD trafficking in persons, policies, and procedures.
ARMY 3C	Explain the purpose, capabilities, and limitations of the FOO and PA.
ARMY 3C	Summarize key GFP policy, doctrine, and procedures.
ARMY 3C	Apply PBSA guidance to develop a PWS.
ARMY 3C	Explain the purpose and procedures for developing an IGCE.
ARMY 3C	Analyze the role of the COR throughout the acquisition process.

Table 7. Tier III Instructional Venues and Objectives

d. Tier IV (Table 8)

(1) UJT Alignment. Superficially addresses UJT ST 4.8 (Conduct OCS), with a moderate intersection of topics related to UJT 4.5.1 (Perform CSI) and OP 4.5.1.3 (Organize CS) and a heavier emphasis on UJT 4.5.2 (Conduct CM).

(2) **Upon completion of instructional venues (Table 1), a student will have the ability to:**

Instructional Venues	Terminal Learning Objectives
OCS I/II	Recognize strategy; law; guidance; authorities; policy; doctrine; planning concepts; commercial procurement/management issues; and evaluate critical implications related to opportunity, reliance, risk, and resilience.
OCS I/II	Understand CC contributions as an element of the total force and identify their impact across domains.
OCS I/II	Recognize that CC be threat-, opportunity-, and risk-informed in plans; and measured against inter-organizational equities.
OCS I/II	Understand how CC contributes to instruments of national power, in concert with integrated military objectives.
OCS I/II	Understand how OCS governs CC across its three functional areas (CSI, CS, and CM).
OCS I/II	Identify major OCS-related, planning and execution functions/responsibilities associated with various members of primary and special staff.
CON 0800	Describe the policy requirements of DoDI 3020.41 regarding planning for and managing contractors in operations.
CON 0800	Identify requirements for obtaining LOAs for contractors in operations.
CON 0800	Recognize requirements for deploying, managing, and redeploying contractors in operations.
CON 0830	Identify key processes, policies, and responsibilities for the effective and appropriate deployment of PSC personnel pursuant to DoDI 3020.50; define PSC, the duties they can perform and whether PSC services are inherently governmental.
CON 0830	Identify the benefits and risks of using PSCs.
CON 0840	Identify VTM policies, definitions, and support tools that help manage risks and inform planning in operations involving contracted support.

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Instructional Venues	Terminal Learning Objectives
CON 0840	Identify the origins, evolution, and current applications of VTM, including its purpose, and strategic importance to risk-informed planning and operational support.
CON 0840	Identify the risks posed by contracted support, the roles and responsibilities of CCDRs in program development, and the contributions of DoD offices and external government agencies to VTM implementation.
CON 0840	Recall common processes and systems used to monitor LOEs aimed at improving and expanding VTM capabilities.
CLC 206	Identify how the COR should address information security issues, organizational conflicts of interest, suspected incidents of fraud, waste, abuse, unethical conduct and the reporting of bribery, kickbacks, and other illegal acts.
CLC 206	Identify cultural taboos in a contingency environment.
CLC 206	Identify the responsibilities of the COR in relation to contract elements (including the QASP and PWS).
ARMY 3C	Explain the purpose, capabilities, and limitations of the FOO and PA.
ARMY 3C	Identify and analyze DoD trafficking in persons, policies, and procedures.
ARMY 3C	Summarize key GFP policy, doctrine, and procedures.
ARMY 3C	Apply PBSA) guidance to develop a PWS.
ARMY 3C	Explain the purpose and procedures for developing an IGCE.
ARMY 3C	Analyze the role of the COR throughout the acquisition process.

Table 8. Tier IV Instructional Venues and Objectives

4. Tables 9 through 12. The next set of tables are arranged differently than the previous set (Tables 5–8); however, the information is identical. This allows for an alternate way of looking at objectives and instructional venues but serves the same purpose.

Note 1: Recommended instructional venues for tiers I and II (Table 1) do **not** include JOPEC MTT; rationale is because tier I and II users do not necessarily have to complete the more robust JOPEC MTT to meet commensurate LoCs. Neither JOPEC MTT nor JOPEC Lite are listed for tier I; however, JOPEC Lite is recommended for tier II. This does not prohibit tier I or II users from taking either JOPEC MTT or JOPEC Lite; however, to be considered for JOPEC MTT, candidates must rank high enough on the OML or be fortunate enough to acquire an open seat. Attendance in JOPEC MTT or JOPEC Lite is managed by the JS J-45 OCS.

Note 2: JOPEC MTT is more robust than JOPEC Lite since it uses full days of in-person instruction, has more practical exercises, and culminates with a Capstone event. The Capstone requires OPTs to brief a senior leader on their recommendations for implementing OCS solutions based on a fictitious scenario. In contrast, JOPEC Lite is online, instructing about half the contact time of the JOPEC MTT course, and with less practical exercise opportunities.

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a. Tier I (Table 9)

(1) UJT Alignment. Focuses heavily on UJT ST 4.8 (*Conduct OCS*) and briefly introduces the three OCS functional areas: UJT ST 4.5.1 (*Perform Contract Support Integration [CSI]*), UJT OP 4.5.1.3 (*Organize Contracting Support [CS]*), and ST 4.5.2 (*Perform Contractor Management [CM]*).

(2) **Upon completion of instructional venues (Table 1), a student will have the ability to:**

Terminal Learning Objectives	JOPEC MTT	JOPEC LITE	I	II	III	IV	0800	0810	0820	0830	0840	206	8300V	8400V	0170	3C
Recognize strategy; law; guidance; authorities; policy; doctrine; planning concepts; commercial procurement/ management issues; and evaluate critical implications related to opportunity, reliance, risk, and resilience.			X	X												
Understand CC contributions as an element of the total force and identify their impact across domains.			X	X												
Recognize that CC be threat-, opportunity-, and risk-informed in plans; and measured against interorganizational equities.			X	X												
Understand how CC contributes to instruments of national power, in concert with integrated military objectives.			X	X												
Understand how OCS governs CC across its three functional areas (CSI, CS, and CM).			X	X												
Identify major OCS-related, planning and execution functions/ responsibilities associated with various members of primary and special staff.			X	X												

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Terminal Learning Objectives	JOPEC MTT	JOPEC LITE	I	II	III	IV	0800	0810	0820	0830	0840	206	8300V	8400V	0170	3C
Identify key considerations of OCS program management and recognize why OCS information/data are needed and where they are found.									X							
Apply risk analysis strategies, and explain the importance of government and contractor risks, issues, and opportunities.															X	

Table 9. Tier I Objectives and Instructional Venues

b. Tier II (Table 10)

(1) UJT Alignment. Focuses heavily on UJT ST 4.8 (*Conduct OCS*), UJT ST 4.5.1 (*Perform CSI*) and ST 4.5.2 (*Perform CM*), while briefly addressing OP 4.5.1.3 (*Organize CS*).

(2) **Upon completion of instructional venues (Table 1), a student will have the ability to:**

Terminal Learning Objectives	JOPEC MTT	JOPEC LITE	I	II	III	IV	0800	0810	0820	0830	0840	206	8300V	8400V	0170	3C
Recognize strategy; law; guidance; authorities; policy; doctrine; planning concepts; commercial procurement/ management issues; and evaluate critical implications related to opportunity, reliance, risk, and resilience.			X	X												
Understand CC contributions as an element of the total force and identify their impact across domains.			X	X												

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<b>Terminal Learning Objectives</b>	<b>JOPEC MTT</b>	<b>JOPEC LITE</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>0800</b>	<b>0810</b>	<b>0820</b>	<b>0830</b>	<b>0840</b>	<b>206</b>	<b>8300V</b>	<b>8400V</b>	<b>0170</b>	<b>3C</b>
Recognize that CC be threat-, opportunity-, and risk-informed in plans; and measured against inter-organizational equities.			X	X												
Understand how CC contributes to instruments of national power, in concert with integrated military objectives.			X	X												
Understand how OCS governs CC across its three functional areas (CSI, CS, and CM).			X	X												
Identify major OCS-related, planning and execution functions/ responsibilities associated with various members of primary and special staff.			X	X												
Identify key considerations of OCS program management and recognize why OCS information/data are needed and where they are found.									X							
Apply risk analysis strategies, and explain the importance of government and contractor risks, issues, and opportunities.															X	
Understand the three types of contracted support (systems, external, and theater).		X														
Describe the key components of the OCS Estimate, OCS Concept of Support, and the relationship to key elements of Annex W (OCS Plan).		X														
Identify OCS aOE.		X														

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<b>Terminal Learning Objectives</b>	<b>JOPEC MTT</b>	<b>JOPEC LITE</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>0800</b>	<b>0810</b>	<b>0820</b>	<b>0830</b>	<b>0840</b>	<b>206</b>	<b>8300V</b>	<b>8400V</b>	<b>0170</b>	<b>3C</b>
Understand why estimating contracted support is important in planning (to include an OCS Estimate, CSSM, and CSOR.		X														
Conduct an OCS MA.					X											
Recognize basic applications, activities, challenges, and/or requirements associated with CSI, CS and CM.					X											
Recognize overarching OCS organizational construct options and importance of CFOs; including major boards/cells.					X											
Explain OCS relationships to CFOs, common techniques for collaboration and the basics of Battle Rhythms and a Seven-Minute Drill.					X											
Differentiate an OCS WG from an OCSIC.					X											
Understand the four planning functions; seven-step JPP – with emphasis on various phases of COA development; the role of CFOs; and JPP OCS-related products/activities.					X											
Understand the requirements management process, functions, roles, and responsibilities.					X											
Identify the legal status of contractor personnel and command authority, control, and discipline over contractors.					X											

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<b>Terminal Learning Objectives</b>	<b>JOPEC MTT</b>	<b>JOPEC LITE</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>0800</b>	<b>0810</b>	<b>0820</b>	<b>0830</b>	<b>0840</b>	<b>206</b>	<b>8300V</b>	<b>8400V</b>	<b>0170</b>	<b>3C</b>
Recognize requirements for theater entry, in-theater government oversight, contractor personnel visibility and accountability, AGS, and equipment management.					X											
Describe the policy requirements of DoDI 3020.41 regarding planning for and managing contractors in operations.							X									
Identify requirements for obtaining LOAs for contractors in operations.							X									
Recognize requirements for deploying, managing, and redeploying contractors in operations.							X									
Identify VTM policies, definitions, and support tools that help manage risks and inform planning in operations involving contracted support.											X					
Identify the origins, evolution, and current applications of VTM, including its purpose, and strategic importance to risk-informed planning and operational support.											X					
Identify the risks posed by contracted support, the roles and responsibilities of CCDRs in program development, and the contributions of DoD offices and external government agencies to VTM implementation.											X					



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Terminal Learning Objectives	JOPEC MTT	JOPEC LITE	I	II	III	IV	0800	0810	0820	0830	0840	206	8300V	8400V	0170	3C
Recall common processes and systems used to monitor LOEs aimed at improving and expanding VTM capabilities.											X					
Explain the purpose, capabilities, and limitations of the FOO and PA.																X
Identify and analyze DoD trafficking in persons, policies, and procedures.																X
Summarize key GFP policy, doctrine, and procedures.																X
Apply PBSA guidance to develop a PWS.																X
Explain the purpose and procedures for developing an IGCE.																X
Analyze the role of the COR throughout the acquisition process.																X
Examine the impact of cross-cultural behavior patterns, anti-terrorism vulnerabilities, and operational security in a contingency contracting environment.													X			
Discuss rules and laws for CAAF.													X			

Table 10. Tier II Objectives and Instructional Venues

## c. Tier III (Table 11)

(1) UJT Alignment. Focuses heavily on all four UJTS. UJT ST 4.8 (*Conduct OCS*), UJT ST 4.5.1 (*Perform CSI*), OP 4.5.1.3 (*Organize CS*), and ST 4.5.2 (*Perform CM*).

(2) **Upon completion of instructional venues (Table 1), a student will have the ability to:**

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<b>Terminal Learning Objectives</b>	<b>JOPEC MTT</b>	<b>JOPEC LITE</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>0800</b>	<b>0810</b>	<b>0820</b>	<b>0830</b>	<b>0840</b>	<b>206</b>	<b>8300V</b>	<b>8400V</b>	<b>0170</b>	<b>3C</b>
Describe the key components of the OCS Estimate, OCS Concept of Support, and the relationship to key elements of Annex W (OCS Plan).	X															
Apply OCS principles in support of security cooperation.	X															
Analyze OCS aOE.	X															
Evaluate why estimating contracted support is important in planning (to include an OCS Estimate, CSSM and a CSOR).	X															
Recognize where OCS information is documented in joint plans and orders.	X															
Differentiate between the three types of DoD contracted support (systems, external, and theater).	X															
Differentiate between Service theater contracting capabilities and associated CCAS.	X															
Compare the pros, cons, and applicability of the different contracting support organizational constructs (LSCC and LSC).	X															
Recognize strategy; law; guidance; authorities; policy; doctrine; planning concepts; commercial procurement/management issues; and evaluate critical implications related to opportunity, reliance, risk, and resilience.			X	X												
Understand CC contributions as an element of the total			X	X												

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<b>Terminal Learning Objectives</b>	<b>JOPEC MTT</b>	<b>JOPEC LITE</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>0800</b>	<b>0810</b>	<b>0820</b>	<b>0830</b>	<b>0840</b>	<b>206</b>	<b>8300V</b>	<b>8400V</b>	<b>0170</b>	<b>3C</b>
force and identify their impact across domains.																
Recognize that CC be threat-, opportunity-, and risk-informed in plans; and measured against inter-organizational equities.			X	X												
Understand how CC contributes to instruments of national power, in concert with integrated military objectives.			X	X												
Understand how OCS governs CC across its three functional areas (CSI, CS, and CM).			X	X												
Identify major OCS-related, planning and execution functions/ responsibilities associated with various members of primary and special staff.			X	X												
Conduct an OCS MA.					X											
Recognize basic applications, activities, challenges, and/or requirements associated with CSI, CS and CM.					X											
Recognize overarching OCS organizational construct options and importance of CFOs, including major boards/cells.					X											
Explain OCS relationships to CFOs, common techniques for collaboration and the basics of Battle Rhythms and a Seven-Minute Drill.					X											
Differentiate an OCS WG from an OCSIC.					X											
Understand the four planning functions; seven-step JPP – with emphasis on various phases of COA					X											

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<b>Terminal Learning Objectives</b>	<b>JOPEC MTT</b>	<b>JOPEC LITE</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>0800</b>	<b>0810</b>	<b>0820</b>	<b>0830</b>	<b>0840</b>	<b>206</b>	<b>8300V</b>	<b>8400V</b>	<b>0170</b>	<b>3C</b>
development; the role of CFOs; and JPP OCS-related products/activities.																
Understand the requirements management process, functions, roles, and responsibilities.					X											
Identify the legal status of contractor personnel and command authority, control, and discipline over contractors.					X											
Recognize requirements for theater entry, in-theater government oversight, contractor personnel visibility and accountability, AGS, and equipment management.					X											
Apply principles to determine the size, manning, responsibilities, and tasks for achieving initial operational capability for the different levels of OCSICs and differentiate between an OCSIC and OCS working group.						X										
Differentiate between coordination relationships and command relationships and demonstrate the use of resources to obtain information across the OCS community of interest.						X										
Explain the role of contracting support organizations during planning; assess and apply considerations for recommending a contracting support organizational construct and						X										

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<b>Terminal Learning Objectives</b>	<b>JOPEC MTT</b>	<b>JOPEC LITE</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>0800</b>	<b>0810</b>	<b>0820</b>	<b>0830</b>	<b>0840</b>	<b>206</b>	<b>8300V</b>	<b>8400V</b>	<b>0170</b>	<b>3C</b>
determine when each construct is most appropriate.																
Develop OCS planning products (e.g., UJT measures, METs, analysis of the OCS aOE, Annex W, and time-phased force and deployment data).						X										
Explain the purpose of OCS assessments, how reporting informs other processes and decisions and understand OCS activities associated with the planning function of plan assessment.						X										
Identify the responsibilities of the COR in relation to contract elements (including the QASP and PWS).												X				
Identify how the COR should address information security issues, organizational conflicts of interest, suspected incidents of fraud, waste, abuse, unethical conduct and the reporting of bribery, kickbacks, and other illegal acts.												X				
Identify cultural taboos in a contingency environment.												X				
Describe the policy requirements of DoDI 3020.41 regarding planning for and managing contractors in operations.							X									
Identify requirements for obtaining LOAs for contractors in operations.							X									
Recognize requirements for deploying, managing, and							X									

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<b>Terminal Learning Objectives</b>	<b>JOPEC MTT</b>	<b>JOPEC LITE</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>0800</b>	<b>0810</b>	<b>0820</b>	<b>0830</b>	<b>0840</b>	<b>206</b>	<b>8300V</b>	<b>8400V</b>	<b>0170</b>	<b>3C</b>
redeploying contractors in operations.																
Recognize the importance of contractor personnel accountability and reporting; identify the relevant laws, regulations, policies, and guidance associated with these requirements; and identify tools and technology supporting this action.								X								
Recognize why OCS data is needed and how it is tracked (e.g., SPOT-ES).									X							
Identify key considerations of OCS program management.									X							
Recognize high-level organizations that fulfill OCS roles/responsibilities.									X							
Identify key processes, policies, and responsibilities for the effective and appropriate deployment of PSC personnel; define PSC, the duties they can perform and whether PSC services are inherently governmental.										X						
Identify the benefits and risks of using PSCs.										X						
Identify VTM policies, definitions, and support tools that help manage risks and inform planning in operations involving contracted support.											X					
Identify the origins, evolution, and current applications of VTM, including its purpose, and strategic importance to risk-											X					

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<b>Terminal Learning Objectives</b>	<b>JOPEC MTT</b>	<b>JOPEC LITE</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>0800</b>	<b>0810</b>	<b>0820</b>	<b>0830</b>	<b>0840</b>	<b>206</b>	<b>8300V</b>	<b>8400V</b>	<b>0170</b>	<b>3C</b>
informed planning and operational support.																
Identify the risks posed by contracted support, the roles and responsibilities of CCDRs in program development, and the contributions of DoD offices and external government agencies to VTM implementation.											X					
Recall common processes and systems used to monitor LOEs aimed at improving and expanding VTM capabilities.											X					
Recognize the role of the CLPSB.														X		
Illustrate JRRB process flow/outcomes.														X		
Explain the three most common types of redeployment operations.														X		
Prescribe appropriate contracting support (resource mix), execution approaches and office operations for a CoCO throughout the phases of a contingency.														X		
Create a brief to the operational commander showing comprehension of the contingency contracting AOR sustainment environment.														X		
Determine contingency AOR requirements package acquisition strategies.														X		
Define the term "Source Selection," and explain process elements.														X		
Analyze a requirements package at the JCSB.														X		
Determine steps required to implement a PBA and defend it.														X		

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Terminal Learning Objectives	JOPEC MTT	JOPEC LITE	I	II	III	IV	0800	0810	0820	0830	0840	206	8300V	8400V	0170	3C
Apply risk analysis strategies for quantitative/qualitative assessment of risk levels.															X	
Explain the importance of government and contractor risk management.															X	
Identify the differences between risks, issues, and opportunities.															X	
Identify and analyze DoD trafficking in persons, policies, and procedures.																X
Explain the purpose, capabilities, and limitations of the FOO and PA.																X
Summarize key GFP policy, doctrine, and procedures.																X
Apply PBSA guidance to develop a PWS.																X
Explain the purpose and procedures for developing an IGCE.																X
Analyze the role of the COR throughout the acquisition process.																X

Table 11. Tier III Objectives and Instructional Venues

d. Tier IV (Table 12)

(1) UJT Alignment. Superficially addresses UJT ST 4.8 (*Conduct OCS*), with a moderate intersection of topics related to UJT 4.5.1 (*Perform CSI*) and OP 4.5.1.3 (*Organize CS*) and a heavier emphasis on UJT 4.5.2 (*Conduct CM*).

(2) **Upon completion of instructional venues (Table 1), a student will have the ability to:**



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<b>Terminal Learning Objectives</b>	<b>JOPEC MTT</b>	<b>JOPEC LITE</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>0800</b>	<b>0810</b>	<b>0820</b>	<b>0830</b>	<b>0840</b>	<b>206</b>	<b>8300V</b>	<b>8400V</b>	<b>0170</b>	<b>3C</b>
Recognize strategy; law; guidance; authorities; policy; doctrine; planning concepts; commercial procurement/ management issues; and evaluate critical implications related to opportunity, reliance, risk, and resilience.			X	X												
Understand CC contributions as an element of the total force and identify their impact across domains.			X	X												
Recognize that CC be threat-, opportunity-, and risk-informed in plans; and measured against interorganizational equities.			X	X												
Understand how CC contributes to instruments of national power, in concert with integrated military objectives.			X	X												
Understand how OCS governs CC across its three functional areas (CSI, CS, and CM).			X	X												
Identify major OCS-related, planning and execution functions/ responsibilities associated with various members of primary and special staff.			X	X												

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<b>Terminal Learning Objectives</b>	<b>JOPEC MTT</b>	<b>JOPEC LITE</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>0800</b>	<b>0810</b>	<b>0820</b>	<b>0830</b>	<b>0840</b>	<b>206</b>	<b>8300V</b>	<b>8400V</b>	<b>0170</b>	<b>3C</b>
Describe the policy requirements of DoDI 3020.41 regarding planning for and managing contractors in operations.							X									
Identify requirements for obtaining LOAs for contractors in operations.							X									
Recognize requirements for deploying, managing, and redeploying contractors in operations.							X									
Identify key processes, policies, and responsibilities for the effective and appropriate deployment of PSC personnel pursuant to DoDI 3020.50; define PSC, the duties they can perform and whether PSC services are inherently governmental.										X						
Identify the benefits and risks of using PSCs.										X						
Identify VTM policies, definitions, and support tools that help manage risks and inform planning in operations involving contracted support.											X					
Identify the origins, evolution, and current applications of											X					

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<b>Terminal Learning Objectives</b>	<b>JOPEC MTT</b>	<b>JOPEC LITE</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>0800</b>	<b>0810</b>	<b>0820</b>	<b>0830</b>	<b>0840</b>	<b>206</b>	<b>8300V</b>	<b>8400V</b>	<b>0170</b>	<b>3C</b>
VTM, including its purpose, and strategic importance to risk-informed planning and operational support.																
Identify the risks posed by contracted support, the roles and responsibilities of CCDRs in program development, and the contributions of DoD offices and external government agencies to VTM implementation.											X					
Recall common processes and systems used to monitor LOEs aimed at improving and expanding VTM capabilities.											X					
Identify how the COR should address information security issues, organizational conflicts of interest, suspected incidents of fraud, waste, abuse, unethical conduct and the reporting of bribery, kickbacks, and other illegal acts.												X				
Identify cultural taboos in a contingency environment.												X				
Identify the responsibilities of the COR in relation to contract elements												X				

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<b>Terminal Learning Objectives</b>	JOPEC MTT	JOPEC LITE	I	II	III	IV	0800	0810	0820	0830	0840	206	8300V	8400V	0170	3C
(including the QASP and PWS.																
Explain the purpose, capabilities, and limitations of the FOO and PA.																X
Identify and analyze DoD trafficking in persons, policies, and procedures.																X
Summarize key GFP policy, doctrine, and procedures.																X
Apply PBSA guidance to develop a PWS.																X
Explain the purpose and procedures for developing an IGCE.																X
Analyze the role of the COR throughout the acquisition process.																X

Table 12. Tier IV Objectives and Instructional Venues

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## ENCLOSURE E

### REFERENCES

- a. DUSD(A&S) memo, 9 February 2024, “Operational Contract Support Training Guidance”
- b. Title 10, U.S. Code, Chapter 5, “Joint Chiefs of Staff”
- c. Title 10, U.S. Code, Chapter 6, “Combatant Commands”
- d. Title 10, U.S. Code, Chapter 209, “Operational Contract Support”
- e. Title 10, U.S. Code Chapter 107, “Joint Professional Military Education”
- f. Title 10, U.S. Code, section 129a, “General Policy for Total Force Management”
- g. Title 32, CFR, section 158, “Operational Contract Support (OCS) Outside the United States”
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## GLOSSARY

ACQ	Acquisition
AGS	authorized government services
aOE	aspects of the Operational Environment
AOR	area of responsibility
AQD	Additional Qualification Designator
ASI	Additional Skill Identifier
CAAF	Contractors Authorized to Accompany the Force
CBT	computer-based training
CC	commercial capability
CCAS	contingency contract administration services
CCDR	Combatant Commander
CCO	Contingency Contracting Officer
CCMD	Combatant Command
CFO	cross-functional organization
CJCS	Chairman of the Joint Chiefs of Staff
CLP	continuous learning point
CLPSB	Combatant Commander's Logistic Procurement Support Board
CM	Contractor Management
COA	course of action
CoCO	Chief of Contracting Office
CONUS	continental United States
COR	Contracting Officer's Representative
COTR	Contracting Officer's Technical Representative
CS	Contracting Support
CSI	Contract Support Integration
CSOR	Contract Statement of Requirement
CSSM	Contract Support Synchronization Matrix
DAU	Defense Acquisition University
DCMA	Defense Contract Management Agency
DLA	Defense Logistics Agency
DoD	Department of Defense
E&T	education and training
ELO	enabling learning objective
FOO	Field Ordering Officer
GFP	Government Furnished Property

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IGCE	Independent Government Cost Estimate
JCSB	Joint Contracting Support Board
JECC	Joint Enabling Capabilities Command
JFCC	Joint Functional Component Command
JKO	Joint Knowledge Online
JMD	Joint Manning Document
JOPEC	Joint Operational Contract Support Planning and Execution Course
JPME	Joint Professional Military Education
JPP	Joint Planning Process
JQO	Joint Qualification Officer
JRRB	Joint Requirements Review Board
JS	Joint Staff
JTD	Joint Table of Distribution
JTF	joint task force
LO	learning objectives
LOA	letters of authorization
LoC	level of comprehension
LOE	lines of effort
LSC	Lead Service for Contracting
LSCC	Lead Service for Contracting Coordination
MA	mission analysis
MET	mission-essential task
MIL STD	Military Standard
MOS	Military Occupational Specialty
MTOE	Modified Table of Organization and Equipment
MTT	mobile training team
NCO	noncommissioned officer
OCS	Operational Contract Support
OCSD	Operational Contract Support Division
OCSIC	Operational Contract Support Integration Cell
OLT	online training
OML	order of merit list
OPT	operational planning team
OSD	Office of the Secretary of Defense
PA	Paying Agent
PBA	performance-based acquisition
PBSA	Performance-Based Service Acquisition



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PE	practical exercise
PEO	Program Executive Office
PERSTAT	Personnel Status
PM	program manager
PSC	Private Security Contractor
PWS	Performance Work Statement
QASP	Quality Assurance Surveillance Plan
SCC	Service Component Command
SCO	Senior Contracting Official
SEI	Special Experience Identifier
SME	subject matter expert
SPOT-ES	Synchronized Pre-deployment and Operational Tracker – Enterprise Suite
TLO	terminal learning objective
UJT	Universal Joint Task
VILT	virtual instructor-led training
VTM	Vendor Threat Mitigation
WG	working group

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