

## CHAPTER 1 - GENERAL PROVISIONS

1-1. Purpose. The purpose of this regulation is to provide guidance to the organizations and individuals involved with the PROSPECT Program.

1-2. Applicability. This regulation applies to HQUSACE/OCE elements, major subordinate commands (MSC), districts, laboratories, field operating activities (FOA), and non-Corps users of these programs.

1-3. References.

- a. AR 690-400
- b. ER 15-1-16
- c. CEHNDP 350-1-2
- d. EP 500-1-2

1-4. Background and Program Definitions.

a. The Corps of Engineers Systems Approach to Training (COESAT) is the Corps' system for complying with the requirement in AR 690-400 to develop systematically, training based on needs. A description of the system and the means of implementation is included in CEHNDP 350-1-2.

b. The PROSPECT Program encompasses all training developed by or for the Corps which has applicability outside a USACE command. The program consists of classroom and exportable courses which are sponsored by USACE elements.

(1) The PROSPECT Exportable Training Program provides multimedia exportable training materials to be used to conduct training within the local element, develops and conducts non-traditional training courses, and develops nontraditional segments of classroom training courses. Included are video-based materials, computer-based instruction, interactive videodisc, video teleconferencing, and any other materials or training other than those used in traditional classroom training.

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This regulation supersedes ER 350-1-414, 15 August 1988, and Change 1, 28 April 1989, and replaces RCS: DAEN-PEC-15 with CEHR-H-15; RCS: CEPE-CT-24 with RCS: CEHR-H-24; RCS: CEPE-CT-25 with RCS: CEHR-H-25; RCS: CEPE-CT-27 with RCS: CEHR-H-27; and rescinds RCS: CEPE-CT-26 and DAEN-RMT-3.

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(2) The PROSPECT Classroom Training Program consists of short-term training courses which are scheduled by the Directorate of Corps of Engineers (CE) Training Management, Huntsville Division, for classroom presentation at a particular location. Included are sessions of classroom courses conducted onsite for a specific Corps element (see Appendix A), and sessions tailored to meet other Government agency needs.

c. Other terms used in this regulation are defined in Appendix A.

1-5. PROSPECT Program Objectives. To support the overall objectives of the U.S. Army Corps of Engineers as follows:

a. Develop the Corps work force and provide support to the Army.

b. Assist USACE organizations in keeping abreast of changing missions and technology.

c. Identify, by a proponent system and other means, training Programs/courses to meet work force training needs at all organizational levels.

d. Provide specific training to:

(1) Maintain technical skills to assure competent job performance.

(2) Increase technical knowledge for professional growth.

(3) Teach new techniques, skills, and knowledges.

(4) Orient new members.

(5) Cross-train in other technical specialties.

(6) Prepare the work force for mobilization.

e. In addition to the objectives stated above, the exportable program aims to:

(1) Reduce training costs (particularly travel and per diem) through the use of exportable training courses.

(2) Increase accessibility to training materials by sending the training to trainees, rather than vice versa.

(3) Increase flexibility of scheduling trainees.

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1-6. Operating Policies

a. General policies:

(1) The PROSPECT Program is primarily designed to provide job-related training to support current and anticipated Corps missions or career development training for Corps civilian and military members.

(2) The PROSPECT Program is also available to DOD, Federal, state, and local government, and contractor employees on a reimbursable basis. Corps members have first priority for PROSPECT training.

(3) All PROSPECT training will be developed and delivered as cost effectively as possible.

(4) All PROSPECT training will be developed per the COESAT as described in Chapter 4 and detailed in CEHNDP 350-1-2.

(a) CEHND-TD has overall responsibility for ensuring compliance to COESAT and maintaining an audit trail to document the rationale for actions taken. Documentation required for the audit trail is detailed in CEHNDP 350-1-2.

(b) In addition to CEHND-TD's responsibility, the training designer, developer, instructor/facilitator, and proponent are responsible in their own function for applying the COESAT principles. These responsibilities are discussed in Chapter 5, and detailed in CEHNDP 350-1-2.

(5) COESAT became effective for PROSPECT programs with publication of ER 350-1-414 on 15 August 1988. Revisions to courses already in existence as of that date will include, as a minimum, the requirements discussed in CEHNDP 350-1-2, Chapters 1, 3, 4, 5, and 6. As practical, the requirements in CEHNDP 350-1-2, Chapter 2, will also be included. Such revisions will be completed by the milestone dates established by CEHND-TD. Failure to adhere to the COESAT milestones may result in deletion of the course from the PROSPECT program by CEHND-TD.

(6) Generally, PROSPECT training will not be developed or continued if an equivalent course is available at a lower cost from other Government sources, private industry, or academe. If an equivalent and lower cost course is found, it should be considered for Corps members.

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(7) The decision to develop any new course must be based on Corps training needs or support a current or future Corps mission.

(8) Once a PROSPECT classroom course is converted to exportable format and distributed, the classroom course sessions may be phased down to one session per year or revised to the advanced level. Additional classroom sessions will be scheduled in the following circumstances:

(a) When there is an urgent need to train quickly a large number of people onsite.

(b) When adequate numbers of student study guides are unavailable from Huntsville.

(c) When there are insufficient numbers of people at a location to conduct an exportable course.

(d) When members are geographically dispersed and travel expenses would be comparable to those incurred by traveling to a classroom course.

(9) HQUSACE may direct development of urgent PROSPECT courses. (See Directed Training, Appendix A.)

b. PROSPECT Classroom Training Program policies:

(1) PROSPECT classroom courses will be scheduled to meet the most urgent Corps training needs as expressed in the annual Training Needs Survey. Whenever possible, 100 percent of priority 1 training needs will be met and as much as possible of priorities 2 and 3 needs. (See Appendix B for priority definitions.)

(2) All organizations using the PROSPECT Classroom Training Program will pay tuition specified for all spaces allocated (reserved) in each course per Chapter 3, paragraph 3-5, and provide the necessary travel and per diem funds to support training.

(3) To maintain the integrity of the Corps Classroom Training Program, ensure uniformity of training content, and avoid overutilization of instructors, unapproved, nonscheduled training sessions are not permitted. Any use of PROSPECT instructors, faculty, and materials must be approved in advance by the Directorate of CE Training Management (CEHND-TD)

(4) More specific guidelines covering the classroom training program are contained in Chapter 3.

c. Exportable Training Program policies:

(1) Courses to be developed in the exportable mode will be determined according to the criteria in paragraphs 2-4a and 2-4b.

(2) Funding for exportable training will be in accordance with paragraphs 2-4a and 2-4b.

(3) Distribution of materials will be in accordance with identified needs received from USACE commands and non-Corps customers per paragraph 2-5.

(4) More specific guidelines covering the Exportable Training Program are contained in Chapter 2.

(5) To maintain the integrity of the Corps Exportable Training Program and ensure uniformity of training content, exportable training materials will not be edited or reproduced without advance approval by the Directorate of CE Training Management (CEHND-TD).

1-7. Organizational Responsibilities. The PROSPECT program involves many individuals and organizational elements. Specific responsibilities of these individuals and activities are detailed in Chapter 5.