

## SUMMARY OF CHANGES

### Army Acquisition Workforce Course Fulfillment Program Policy and Procedures

PARA	CHANGE
General	Shortened the name of this policy from “Army Acquisition Procedures for Implementing the Department of Defense Acquisition Career Management Mandatory Course Fulfillment Program” to “Army Acquisition Workforce Course Fulfillment Program Policy and Procedures”
1.a	Updated the web address for the Defense Acquisition University (DAU)’s Fulfillment Program.
4.b(1)	Updated this sub-paragraph to reflect changes made to the DAU Fulfillment Program website
5.a	Added more detail, requiring AAW professionals to “adequately write to the numbered outcomes listed on the employee self-assessment checklist”
6.e	Updated the web address for the Career Acquisition Management Portal
7	Updated the web address for the Army Director, Acquisition Career Management Office’s Policy Mailbox
Enclosure	Removed the requirement to provide a Standard Form 50 (Notification of Personnel Actions) as part of the fulfillment request packet.
Enclosure	Updated the examples of two well-written competencies to reflect a current DAU course



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SFAE-ASC

18 July 2024

**MEMORANDUM FOR SEE DISTRIBUTION**

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**1. References.**

a. Assistant Secretary of the Army (Acquisition, Logistics, and Technology), SFAE memorandum (Army Acquisition Procedures for Implementing the Department of Defense Acquisition Career Management Mandatory Course Fulfillment Program), 31 January 2019 – hereby superseded.

b. Defense Acquisition University (DAU) Course Fulfillment Program (<https://icatalog.dau.edu/DAUFulfillmentPgm.aspx>).

**2. Purpose.** This memorandum outlines policy and procedures for Army Director, Acquisition Career Management (DACM) Office implementation of the Department of Defense (DoD) Fulfillment Program. It supersedes Reference 1.a.

**3. Applicability.** Fulfillment is only available to Army Acquisition Workforce (AAW) professionals. Non-AAW professionals seeking to satisfy course pre-requisites must complete the required DAU pre-requisite course or an approved equivalent course.

**4. General.**

a. The DoD Fulfillment Program enables defense acquisition professionals to receive credit for DAU training courses, if they can satisfactorily demonstrate competency through an assessment of their previous work experience, education, training, or any combination thereof. Actual course attendance remains the preferred method.

b. Reference 1.b has a publicly accessible weblink "Access Fulfillment Guides" where AAW professionals can find the fulfillment guide for each DAU course. Each fulfillment guide has an employee self-assessment checklist that lists the course's competency standards or outcomes. DAU will update the competency standards if course content changes.

c. There is no fulfillment option for DAU Continuous Learning Modules. They must be completed as required.

## 5. Procedures to Request Fulfillment.

a. AAW professionals must complete Section I (Individual Request) Blocks 1 through 15 on a DD Form 2518 (Fulfillment of DoD Mandatory Training Requirement) and adequately write to the numbered outcomes listed on the employee self-assessment checklist for each DAU course for which they plan to request fulfillment. A blank DD Form 2518 can be found in the DACM Policy Library at <https://asc.army.mil/web/alt-workforce-policy-procedure/>. At least 80 percent of the competencies on the checklist must be experienced-based. Guidance for addressing the outcomes and providing justification for each DAU course employee self-assessment checklist is provided below:

(1) Download the employee self-assessment checklist for each course being fulfilled. On a separate document, provide justification on how the learning objectives were achieved through experience, education, and alternative training, or any combination of the three. See the enclosure to this policy for helpful hints on how to complete a fulfillment request. Justification must include how, where, and when the learning objectives were met. For example, if the learning objectives were met through experience, AAW professionals must identify the assignment, dates of the assignment, and specific duties involved. If the learning objectives were met through education, they must identify the course(s) and the competencies obtained in the course(s) that relate to the learning objectives.

(2) Assessments should address a combination of training, education, and experience and should not be duplicative in nature.

(3) All competency standards for each course must be addressed and satisfactorily met.

(4) Include any documents that support the justification, such as resume, college transcripts, evaluation reports, or training certificates.

b. If an AAW professional academically fails a DAU course and submits a fulfillment request, their fulfillment request will be automatically denied.

c. The AAW professional must submit the entire application package (DD Form 2518, employee self-assessment checklist, written justification for each outcome, and any supporting documents) to their current supervisor for review and concurrence.

d. The supervisor completes Section II (Supervisor's Recommendation), Blocks 16 through 21, of the DD Form 2518. If they do not concur with the fulfillment request, the supervisor should mark Block 16.b and return the form to the AAW

professional. If needed or requested by the AAW professional, the supervisor has the option of drafting a letter of endorsement that details the AAW professional's competencies that specifically address the DAU course competencies. This letter can be included in the AAW professional's fulfillment packet as supporting documentation.

e. If the supervisor completes Section II of the DD Form 2518 and concurs with the request, the AAW professional should submit the entire application package through the Career Acquisition Management Portal (CAMP) Help Desk (<https://apps.asc.army.mil/camp/index.cfm?fuseaction=support.helpRequest>) for the Reviewing Official's review and action.

f. The Reviewing Official reviews the AAW professional's fulfillment packet to ensure all the necessary documents and/or information are included to support the fulfillment request. Once the packet is ready, the Reviewing Official will forward it to the appropriate Acquisition Functional Representative (AFR) for approval/disapproval.

g. The AFR reviews the AAW professional's fulfillment packet and completes Section III (Disposition) of the DD Form 2518, marking the appropriate box to approve or disapprove the fulfillment request.

(1) If the fulfillment request is disapproved, the AFR completes Section III of the DD Form 2518 and should provide comments to explain this decision for denial. The decision is final and not eligible for appeal.

(2) For approved fulfillments, the AFR completes Section III of the DD Form 2518 and returns the application packet to the Reviewing Official, who then updates the AAW professional's Acquisition Career Record Brief (civilians) or Individual Development Plan history (military) in the Career Acquisition Personnel and Position Management Information System to reflect the completed course status. The Reviewing Official will then return the application packet to the AAW professional.

6. For individual workforce questions about the Fulfillment Program or for assistance on how to submit a fulfillment request, please contact the CAMP Help Desk.

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7. For general questions about this policy, please contact the Army DACM Office's Policy Mailbox at [usarmy.belvoir.usaasc.mbx.dacm-policies@army.mil](mailto:usarmy.belvoir.usaasc.mbx.dacm-policies@army.mil).

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Encl

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**ENCLOSURE**  
**Fulfillment Request Helpful Hints**

1. Be sure to address education, training, and experience when addressing the competencies.
2. Do not provide textbook answers.
3. An answer of “see resume” is not acceptable.
4. Include the following documents in your application package (essentially anything that helps to show how you meet the competencies):
  - a. DD Form 2518 (Fulfillment of DoD Mandatory Training Requirement), filled out by the employee and their current supervisor.
  - b. Competencies (80 percent of competencies must be experience-based).
  - c. Official document of record: Acquisition Career Record Brief (civilian), Officer Record Brief (officer), Soldier Record Brief (Noncommissioned officer (NCO), or Soldier Talent Profile (officer and NCO).
  - d. Resume (civilian), Officer Evaluation Report (officer), or NCO Evaluation Report (NCO).
  - e. Defense Acquisition University transcripts.
  - f. College transcripts.
  - g. Other relevant training documents.
5. Below are examples of two well written competencies:

<b>PMT 2570</b>	<b>COMPETENCY</b>	<b>YES</b>	<b>NO</b>	<b>WORK DESCRIPTION / JUSTIFICATION</b>
1	Given scenario information, prepare an information issue paper to document results of issue analysis.	X		Issue papers provide a brief written synopsis on a particular topic. It is used to provide decision makers the data needed to make decisions regarding path forward. In the issue paper you should include a short summary of the problem, the extent of the problem defining reason for concern and affected resources/milestones, cause of the issue, and overall summary with proposed courses of action. An example of my experience includes transition of manufacturing capabilities from one facility to another without any prior notification to the Government resulting in poor quality part yield. I developed a team of

**ENCLOSURE**  
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				<p>subject matter experts to understand the issue, assessed the programmatic impacts (such as cost and schedule), determined the "why" behind the move, and developed courses of actions to minimize the effect to the overall program. I documented this in an issue paper, an executive leadership brief, and presented my findings/ recommendations to decision authorities. My efforts resulted in a manufacturing readiness assessment being conducted at the new facility to determine issues in new facilities and development of risk mitigation strategies to keep the program on track.</p>
2	<p>Given a project issue occurrence, apply problem solving tools to determine a recommended course of action.</p>	X		<p>Problem solving can be hard but using a structured approach can level-set the team and provide a framework to reach a well analyzed solution. When first posed with a problem, using the critical thinking process can help you take a hard look at something to figure out the true problem. This process involves analyzing, assessing, synthesizing, evaluating, and reflecting on the data gathered to make effective decisions going forward. There are many tools that can be leveraged once you determine the problem. Fish bone diagrams layout the possible reasons for the problem, evaluate each possibility by breaking into sub-causes, and determine if any of the possible causes relate to one another. An example of where I used a fish-bone diagram is my work on the XXXX program. Independent quality engineers had concerns with cracks in some of the welds on the system. I assembled a group of subject matter experts, and we developed a fish-bone diagram of the possible causes for the cracks. This diagram allowed us to do an in-depth analysis of possible causes and provide a low-risk path forward to decision authorities. Flowcharts can be used to lay out the process flow and determine where bottlenecks may exist. Improvement plans can then be developed for these bottleneck areas. Strategy maps allow thoughts and ideas to be captured on a single page helping establish the best route for problem resolution.</p>