

***“IF A MAN BE GRACIOUS AND COURTEOUS TO STRANGERS,
IT SHOWS HE IS A CITIZEN OF THE WORLD, AND THAT
HIS HEART IS NO ISLAND CUT OFF FROM OTHER LANDS,
BUT A CONTINENT THAT JOINS TO THEM.”***

--Francis Bacon

The purpose of this publication is to provide information and guidance for SWCS instructors of international military students. This booklet outlines areas of responsibility, and provides guidance for effective cross-cultural communication between instructors and students. This booklet's contents are not intended to supercede any existing Army regulation or policy.

SECURITY ASSISTANCE TRAINING

The Purpose of Security Assistance Training:

The term “Security Assistance” applies to a range of programs through which the US helps other nations defend and preserve their national security. It includes grant and sales programs of military equipment and training, as well as other programs such as peacekeeping operations. The Department of State is the program manager while the Department of Defense implements the program. Congress continuously exercises legislative and oversight responsibilities in all security assistance matters, including training. The DA element of Security Assistance is organized at the Training and Doctrine Command (TRADOC) and is called the Security Assistance Training Field Activity.

The military education and training activities conducted by the various Army schools are designed to encourage effective and mutually beneficial relations and increased understanding between the United States and foreign countries. The goals of the Security Assistance Program are to improve the ability of participating foreign countries to utilize their resources, including defense articles and defense services obtained by them from the United States with maximum effectiveness; contributing to greater self-reliance by such countries. A major concern of the program is to increase the awareness of nationals of foreign countries participating in such activities of the basic issues involving internationally recognized human rights.

We train international military students to create skills needed for effective operation and maintenance of equipment acquired from the United States and to assist the foreign country in developing expertise and systems needed for effective management of its defense establishment. Fostering development by the foreign country of its own indigenous training capability and providing a basis for cooperation in future conflicts serves to complement US foreign policy.

SWCS is programmed each fiscal year for approximately 180 international students, and it is the job of the IMSO (International Military Student Office), to conduct the security assistance mission (SA) for the command. The IMSO also conducts the SA mission for Fort Bragg: XVIII ABN Corps, Womack Army Medical Center and the Airborne Test Board.

Many of the international students who have been trained through the U.S. Army Security Assistance program have gone on to become very high-ranking officials in their respective countries. It is up to us, as *ambassadors* of the United States, to help them academically and to give them a good feeling about our school, our country and themselves as students in a foreign land.

The Informational Program

Important as it is, military training is only one of the reasons IMS are invited to train in the United States. A key objective of security assistance training is to assist participants in getting a balanced view of American society, institutions and goals along with military training. The Department of Defense has established an Informational Program (IP) to assist students with becoming familiar with the local community and American culture in general.

The IP focuses on all aspect of life in the United States: government, judicial systems, political processes, media, the American family and community life, ethnic and other minority groups, industry, environmental protection, agriculture, economy, labor and management relations, education and public and social welfare. The IMSO plans events based on one or more of these topic areas, to demonstrate on a first hand basis how Americans are committed to the basic principles of human rights. Students come to understand that our democratic society works, although it is far from perfect.

The key to a successful IP is people; people within both the military and civilian communities spending time with IMS and their families. A local judge may take a few minutes to explain to IMS how the court deals with people accused of crimes, after which student observe a court in session and tour a jail. A newspaper editor may describe how news is gathered and decisions made about what to print while students observe a newsroom and talk with reporters. At local businesses, students are given a tour of a factory, where explanations are given on how workers are hired, and what they are paid, their benefits, as well as observing how a product is made.

The SWCS IMSO arranges a wide variety of experiences both in Fayetteville and Cumberland County, within North Carolina and surrounding states. IMS are given a local orientation, and visit such places as a local school, the Cumberland County Law Enforcement Center, and local industries. Special Forces students participate in a tour of Washington, DC, where they visit our national monuments and government buildings such as the US Capitol, the National Archives and the Smithsonian museums. Other students visit Wilmington, NC, Raleigh, NC and other cities. Some students also participate in a weekend tour to places such as Charleston, SC, Williamsburg, VA or the Outer Banks of North Carolina. The IMSO hosts two Commanding General Receptions annually, as well as graduation luncheons for the Special Forces courses. The tuition cost for all courses include money to fund the IP program.

IP activities generally do not involve IMS missing class time. Most activities are scheduled during the in-processing week, after class hours, on the weekend or during classified time. When class time must be utilized, the IMSO staff will coordinate with the course manager or company commander prior to the activity.

The Role of the International Military Student Office (IMSO)

The role of the IMSO is to support the international military students (IMS) during their training at SWCS. This is a “cradle to grave” type of mission; the IMSO staff are the first people the students meet and the last they see prior to returning to their country. The IMSO staff performs administrative work concerning all aspects of the logistical, financial, personnel, medical and personal requirements.

Prior to reporting for class, the IMSO staff has performed a variety of in-processing requirements for the IMS. All IMS are provided with a special military ID card. All IMS are given their book issue prior to reporting to class. The IMSO provides the required paperwork for Academic Records and the Resource Management Offices. Because all IMS are required to be proficient in English, most students have been given a competency test after their arrival at Fort Bragg. Some IMS are paid a living allowance while in training; the IMSO is responsible for processing that paperwork. For the Special Forces students, medical exams, PT training, PT tests and the swim tests, TA-50 issue and other requirements have been completed by the IMSO staff prior to the students reporting to the company for training.

The IMSO will notify each training company and course manager whenever students will be attending their class. A class list will be provided (by email/fax) prior to the beginning of each class. Additionally, biographical information, cultural informational and geographical information will be provided for each student’s sponsor to assist in communicating with the international student. The IMSO staff will be available to assist the course manager or instructors with any special concerns or problems that may be encountered. At the end of the course, the IMSO will provide an Academic Evaluation Report (AER) sheet for each IMS to the course manager. This format is easy to use and should be returned with the required details as soon as possible. The IMSO will then produce the final AER and forward it to the Security Assistance Officer at the US embassy in their country. The SAO will then forward the AER to that country’s Ministry of Defense or Training Command for dissemination.

There is a great deal of information pertaining to foreign countries available in the office of the IMSO. The IMSO has information pertaining to food, religion, customs, habits, countries, politics, etc. for the perusal of all the SWCS staff and instructors. Please contact the IMSO staff at 432-2125/9204 or visit the IMSO at Building D-3404 during work hours for any additional information.

The Role of the Faculty and Staff

You, as an instructor, have a significant role as an interpreter of the U.S. to those who may have a distorted picture of this country. In your discussions, tact, forbearance and understanding are essential. But be honest and tell your students that your attitudes and expressions of opinion are your own and may not agree with those of the next American they may meet.

Instruction for international students should be exactly the same as for the American students. One exception is that some internationals may require extended time for testing. Allowing extra time for testing is a good idea even if the tests are multiple choice. Performing in a second language requires additional mental stress and even the most fluent student can use a few more minutes to thoroughly think through the questions. IMS are expected to meet and achieve academic standards (Appendix A). In each class, the instructors will select an "Distinguished International Graduate" the basis of this should be a combination of academic and leadership skills. Please advise the students of the selection criteria at the beginning of the training; often students assume the highest GPA will result in the award. A plaque will be presented at graduation to the Distinguished International Graduate. The IMSO has arranged for a plaque to be provided but it is the responsibility of the detachment/company to provide the name to the SF Museum Gift Shop for engraving.

At the very beginning of the course, the company will select a sponsor for each international student. This pairing allows the IMS to more easily fit into the training and provides a basis of friendship which will help him become more at ease. The IMSO provides a sponsorship booklet and country and culture information for the US sponsors. The company should inform the IMSO about each sponsors name so that a certificate and small token of appreciation can be presented to the class sponsor. The class sponsor should help the IMS during the course, but is not expected to become a tutor for the IMS.

It is always a good idea to call the international student by their rank, i.e. Capt., Major, etc. Because some names are difficult to pronounce, some officers might chose a "nickname" to be used instead of their last name. Civilian students should be addressed by the title of Mr. or Ms., never by the first name unless they specifically request that you do.

The IMSO staff will monitor the international student's academic progress by maintaining close contact with the various academic departments and their instructors. If a student is having trouble with any aspect of training, please notify the IMSO staff and your company commander, so that additional help may be given. Some students score high on the English competency tests, but have a lot of trouble in actual classroom settings. There are students who will smile in class when asked if they need help, shake their head, and will never let you know that they are having trouble.

English Is Their Second Language

A word of warning: international students who are unsure of their English, or who have an instructor who speaks too softly or too fast, may say “yes” or quietly nod to be polite when they really do not understand you. On important questions, make sure that you speak clearly, slowly and avoid slang and acronyms as much as possible so that you are understood. The IMSO suggests that students use tape recorders if they are having trouble with classroom instruction. When questioning international students, give them time to think in their language, translate into English and then comfortably tell you their thoughts and answers to your questions. Equally important is direct communication with your students. Let them know what is expected of them in the classroom environment. Tell them what they **need** to know.

Unusual Situations---The range and scope of potential problems (tardiness, alcohol abuse, cheating, etc) is far too broad to address here on an individual basis. Briefing international students on the rules is fundamental. Tell them how you will deal with problems, what security measures are in place and then follow through when a problem occurs. Any instructor that is having any type of behavioral or training problems concerning an international student should immediately notify the company commander and the IMSO. The IMSO will work with the company commander and instructor to help find an adequate solution to the problem. International students, although not subject to the UCMJ, may be disciplined when necessary through alternate administrative measures.

Requesting Additional Manuals--Instructors should expect some requests asking for manuals and other training materials. Many times international students are told by their countries to try to get things that they are not entitled to, so please check with the IMSO before saying yes to anything. Our general response is that they should have the government or embassy contact our government and formally request what ever it is that they are seeking. The training manuals used in the course are to be retained by the students; the IMSO ships the books back to the American Embassy in their country through the APO postal system.

Class Absences--If an international student is absent from class, please notify the IMSO so that the student may be found. Generally, the only reason for missing class is for medical or dental reasons, which should be coordinated prior to the absence. Infrequently, students might miss a portion of instruction for the Informational Program, but that will always be coordinated prior to the event by the IMSO staff.

Holidays—IMS are authorized leave for two of their national holidays each year. SATFA coordinates which holidays will be authorized for each country and an annual list of approved holidays is published each year. If the holiday observances adversely interfere with the training schedule or if the IMS is having academic problems, the course manager should contact the IMSO. It is possible that the IMS will not be allowed to miss training for the holiday observances.

Observance of Ramadan—Moslems celebrate the revelation of the Prophet Mohammed, and this religious holiday requires Moslems to fast from sunrise to sunset for a thirty-day period called Ramadan. The dates of this observance are based on the lunar calendar, starting with the sighting of the new moon. The IMSO, with direction from SATFA, will provide inclusive dates for each year's Ramadan.

Fasting during Ramadan can cause physical deterioration due to abstention from food and drink during daylight hours, and IMS in Special Forces courses, or courses that require extreme mental and physical exertion, will not be allowed to fast. Moslems are allowed by their religion to postpone the Ramadan fasting, especially during military training, so IMS should be advised when this situation applies to them. IMS in other courses where physical training is not mandatory, may fast accordingly. Instructors/course managers may excuse IMS for prayer for limited periods during the day if the IMS will not miss critical training and if absences will not jeopardize IMS graduation status. The first day following the end of Ramadan is a major religious holiday for Moslems and instructors can grant on day of leave consonant with the annual official holiday list published by SATFA.

International Students that don't get along – Although all IMS are told that they should consider themselves like the United Nations while in training, occasional cross-cultural conflicts might develop—usually as a result of personalities. When international students do clash, either personally or patriotically, try to find common ground. Don't take sides, often the best you can do is to talk to them into agreeing to disagree and just stay away from each other.

Complaints about International Students --Very few instructor training courses address working in a multi-cultural environment. A few have a short block on cross-cultural communications that seem to lump together the rest of the world. By and large instructors get their multi-cultural experience in the classroom. This can be difficult at best. The result is a lot of generalizations – “They don't speak English”; “They are always late”; “They really don't need this block of instruction.” Please bring any concerns directly to the IMSO staff. Direct communication between the IMSO and instructors is critical to the success of the Security Assistance Program. An instructor should bring specific complaints to the IMSO staff – names, dates, and places. The IMSO is committed to addressing and rectifying any training problems that are brought to their attention.

International Perceptions of The United States

The world is inundated with images of the United States. International news organizations focus on the U.S.; many have headquarters here. Bad news attracts more viewers and sells more commercials. Images of Monica Lewinski, Columbine High School, and the Oklahoma City bombing create lasting impressions. Add to this the fantasies perpetuated by Hollywood and international propaganda and many international students, here for the first time, have strong opinions. While these images are not exclusively negative, they create misconceptions that influence the thoughts and actions of international students. Though not all students have any or all of these perceptions, it is important to be prepared to address them.

Some International Perceptions Concerning the US and Americans:

Americans are rich – They drive big cars, live in big houses, fly their own planes. They pay more for a shirt with a name on it.

Americans are sexually promiscuous – The images are prolific, even at the highest levels. Books, movies, and TV shows project promiscuous behavior by almost the whole society.

Americans lack knowledge about the rest of the world – Sad but true, most American's know little about world geography unless they hosted the Olympics or were involved in a war involving U.S. troops. America's history of isolationism is reflected in the education system.

Americans are violent / gun-wielding – High profile violence is seen everywhere, the nightly news and daily newspapers. School shootings, proliferation of handguns, and tales of violent extremist groups; the stories seem endless.

Americans don't like children – Retirement communities, birth control, legalized abortions, 60% of American mothers have a job outside the home.

The United States is a racist country- News of racism is very high profile. The history of America's racial challenges is well documented and not that far removed. Racism seems to have shifted from institutions to individuals. These individuals attract a lot of attention from the media.

Americans don't respect their Elders –Old Folks Homes and Senior Citizens eating dog food are tough images to shake. Though many cities have Senior Centers and businesses have Senior Discounts, the general feeling in the US is that families no longer have the responsibility for caring directly for their elders.

What to Do?

One way negative judgments can be addressed is by open discussion. However, comparing any two cultures may lead to judging one to be better. Reserve judgment and encourage others to do the same. Discussing such issues is far more important than agreeing on which is right and which is wrong. Understanding some else's point of view doesn't require changing yours. The subjects of religion and politics can bring to light very emotional feelings and beliefs and it is recommended that these subjects not be openly debated.

American Perceptions of International Students and Foreigners

Americans have images of International Students that can create some challenges for the International Military Student Office. Although most people in U.S. military organizations are among the most culturally aware citizens; there still remains a tendency to judge individuals by the actions of their country or radical elements within their country.

We see ourselves differently than we see others. Overseas, a religiously conservative man who plants a bomb in the market place is often viewed by Americans as a terrorist--in a country of terrorists. While in the United States, a religiously conservative person who burns a series of churches or plants a bomb in an abortion clinic is often viewed by other Americans as coming from the lunatic fringe and not representative of the whole of our society.

Nonetheless, anti-foreign sentiments can seriously impact the impressions International Students take home with them. It is important to be prepared to deal with them, wherever they may be encountered.

Some Common American Perceptions of People from Other Countries

Lack of Respect for Women-- Culture plays a large part in defining these roles. It is true that in many places men and women do not have the same rights and privileges as here in the US. This is a very sensitive subject for some students. Often the relationship between men and women in their society is related to religion and defies understanding by Americans. It is important to reserve judgment of international cultures and not impose your values.

Internationals are Anti-American--The “Yankee Go Home” sentiment has appeared around the world. The United States has a high visibility and our foreign policy creates strong reactions. Most students are proud of their own countries and cultures, and happy to be here to learn. People who are proud of their own countries and cultures are frequently viewed as judgmental and ethnocentric. In highly competitive cultures, national pride can be misconstrued. When working in a multi-cultural environment, it is important to understand that different is not necessarily greater or lessor.

The Rest of the World is Impoverished--International Organizations like C.A.R.E. and Save the Children routinely advertise the plights of the world in their search for assistance. It is doubtful that many of the international students we train fall into that category. Sympathy steps on pride and patriotism. Avoid terms like “Third World” that imply judgment.

International Students aren’t Here to Learn-- This perception can devalue the Security Assistance Training on many levels and must be addressed whenever it arises. While it is true that there are some international students who get here through political or family connections, this label can not be applied to the whole program. Most international students are excited about what they learn in class, and place a high priority on meeting and working with Americans. They plan to take the expertise they have learned here and return to their countries and utilize it within their own organizations.

Stereotyping People--Stereotyping leads to many problems while working with international students. Stereotypes label people without knowing them. It builds a negative and competitive atmosphere of “Us and Them” that is destructive in almost every situation and especially to the Security Assistance Training Mission and the US’s foreign policies. While it is true that other cultures tend to produce similar personality traits and many countries are homogenous as far as physical traits, each student is an individual and should be treated as such.

Tips for Working with International Students

1. **Do Not Generalize** – People are like snowflakes, no two are the same. Cultural, ethnic, or religious stereotyping leads to trouble. People may have similar backgrounds, religions, or cultures, but, their life experiences are different than anyone else in the world.
2. **Do Not Overlook Cultural Differences** – Regardless of how Westernized, or Americanized an International Student may appear, there are fundamental cultural differences. Your understanding of those differences and ability to cope with them is critical to a successful relationship.
3. **Tolerance is Not the Answer** – Many people working cross-culturally believe that tolerance is the key. Consider what a humiliating experience it is to be tolerated. It implies that the person being tolerated is lesser. Save toleration or waiters who mess up your order, or people who cut you off in traffic. Never tolerate someone who you expect to build an effective relationship with.
4. **Accept Cultural Differences as a Way of Life** – Don't try to impose your culture on others or implement another culture here. It is much more effective to accept differences yourself and help students make the adjustments necessary to be successful in their training.
5. **Take Pride in the United States of America** – Don't make excuses for your country. Be proud of being an American. No system is perfect, accept the imperfections in our system. Prepare to defend the Constitution and the fact that it represents the will of the people.
6. **Provide Information** – Tell them what they need to know, or what action you expect them to take. Give them details you might usually overlook. Expand on details of organizations or activities.
7. **Honesty maybe the best policy, but tact makes it easier to take** – The truth can be brutal. Regardless of your knowledge or experience, try to avoid direct, blunt answers, especially if the question is about a sensitive subject. Most cultures respond to *indirectness*. "I'll try" is better than "I can't", even if you fail, at least you tried. "I'll check on it" is better than "No" even if you are sure "No" will be the answer. When the outcome will be less than the student wants or expects, it is better to be initially evasive before you draw the hard line.
8. **Don't Talk Down** – When dealing with foreigners, Americans commonly break up their grammar; delete conjunctions from their speech; and speak loudly. Talking down to International Students is easily recognized, even with students of limited English skills. If you have problems, try simplifying by rewording and using shorter sentences.
9. **Clarify Misunderstandings** – Don't just smile and nod. This general indicates a lack of understanding. If you don't understand what an International Student says, ask them to repeat it. Ask them to write the words down, often it's their pronunciation that's different or off. Try again, and again. If someone smiles and nods at you, find another way to make the point. Ask a question to test their understanding. Establish yourself as someone willing to invest the time necessary to communicate.
10. **Be yourself**—being genuine and interested in others is always the best way to build friendships.

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APPENDIX A

The following message was sent to U.S. Army training installation commanders/school commandants in September 1995. Policies included here remain in effect. Paragraph 6 was modified in August 1999.

FOR US ARMY IMSOs

SUBJECT: Training Requirements For International Military Students (IMS)

1. The purpose of this message is to clarify policy concerning training requirements for IMS. The following guidance has been derived from Security Assistance Training regulations and policies established by higher headquarters. While these policies have been in effect for some time, it is worthwhile to restate some of the more important provisions. Request wide dissemination to training departments/administrative activities and review of local policies to ensure compliance.
2. With few exceptions, IMS should complete the same course requirements as their U.S. counterparts. Classified instruction is released to IMS only in accordance with Army regulations and only on a need-to-know basis. IMS are not generally required to participate in physical training except in selected courses such as Ranger or Special Forces training. IMS will complete all other course requirements, including field training exercises and blocks of instruction that may appear to pertain only to U.S. students. SATFA will work with schools wishing to develop appropriate alternate training for blocks of instruction judged to be of doubtful value to IMS.
3. IMS must meet all course prerequisites except service retainability and U.S. security clearances prescribed for U.S. personnel. This includes English comprehension level (ECL) prerequisites. Except for the Army War College, the Army Command and General Staff College and the Sergeants Major Academy, only SATFA has authority to grant ECL waivers, which is normally done if training installation personnel recommend it. IMS not attaining the prerequisite ECL should not begin training unless they have waivers. ODUSA-IA retains waiver authority for the three schools mentioned above.
4. IMS should not pass simply because they are IMS. Schools should award diplomas to IMS only when they meet the established training standards. The International Military Student Officer (IMSO) and/or training departments must ensure IMS understand these standards. In accordance with AR 12-15, the Joint Security Assistance Training Regulation, numerical grades should not be the only determining factors involved in deciding whether to grant a diploma. The determining factor is whether the student can satisfactorily accomplish the objectives for which he or she was trained. Application, practical effort and demonstrated understanding should be taken into account. Standards are not compromised by allowing IMS additional time to complete written exams, oral exams in lieu of written exams or by allowing them to use dictionaries.

5. In general, IMS attend class on the same basis as U.S. personnel. Unexcused absences and tardiness are not acceptable. Each country sending students to training in the U.S. is authorized to select two holidays per year in which they would like their students to participate in addition to U.S. holidays. However, training is the primary reason IMS come to the U.S. There is therefore no requirement to excuse IMS from class on their designated holidays. If their performance in class is not adequate or if critical instruction is being provided, students should not be excused. In general, IMS should not be granted days off in addition to the two authorized holidays. The IMSO at each installation should ensure that training departments have holiday information, which is updated annually.

6. There is no requirement to excuse Moslem students from class for prayer on Friday afternoon. If a school wishes to set a policy to accommodate Moslem students, an additional half-hour to an hour in conjunction with lunch might be authorized. We encourage flexibility for both significant holidays and for prayer, but do not advocate IMS being excused on a regular basis for time periods longer than one hour, and never to the detriment of training. Close coordination between IMSO and training departments is very important in this area, since students may convince instructors that they are required to have Friday afternoons off. For the past several years, the Defense Language Institute English Language Center (DLIELC) has used a modified training schedule in which no classes are conducted on Friday afternoons and so students may expect the same schedule at follow-on training installations. Students should be briefed on the policy at the beginning of their stay at each installation so there are no misunderstandings.

7. IMS must comply with Army/school policies including discipline, honor code, and fraternization and sexual harassment.

8. Training is the main reason IMS come to this country. The informational program (IP) is second in importance to training. When possible, instructors should allow IMS to be excused from class to participate in official IP functions. Students should be afforded the opportunity to make up work missed.

9. Any questions/issues pertaining to IMS should be addressed as soon as possible to the international military student officer (IMSO) at the school/training activity.

10. The IMSO is responsible for orienting IMS upon their arrival at the training installation and ensuring they understand how to get the most out of their U.S. training. The IMSO is also responsible for ensuring the command and training departments are familiar with the Security Assistance Training program and the policies governing IMS at the installation. Consistent policies which are understood by all and enforced by schools will aid in avoiding problems.

11. SATFA policy POC is Dr. Judy Damewood, dsn 680-2056 or commercial (757) 727-2056, email damewoodj@monroe.army.mil.

APPENDIX B

Serious Training Situations

In the following situations, the Training Company commander and his cadre must be aware that it is important to keep the IMSO informed concerning significant failures or problems in training. It is necessary to “build” a record of problems prior to a decision to return a student early or to make recommendations for recycle or certificate of attendance. The IMSO will work closely with the company commanders and is an essential player in any decision listed below. In all cases, the training company/battalion must provide a detailed history of training problems or misconduct to SATFA. The Commanding General of SWCS can remove an IMS from training, but the student can not be recycled or returned home until SATFA approves of the action. When serious training deficiencies or misconduct occur, the training company should immediately remove the IMS from training status. Often several days are required to complete the notification and approval process of recycle or return to home country.

Recycle: It is possible that when an IMS performs poorly in training the cadre/company recommends recycle. It is also sometimes necessary to recycle a student who has had medical problems. Once the decision is made to recommend a student for recycle, the training company commander (with Battalion approval) notifies the IMSO who informs SATFA. SATFA must be provided with a detailed description of the training situation(s), including any corrective measures taken prior to recycle recommendation. SATFA then must go back to the student’s country and present the situation. SATFA generally supports the recommendation, unless the School has failed to prove that corrective steps were not taken to alleviate the situation. Also, since recycling involves extension of funding, the country may choose to accept a certificate of attendance vice the recycle.

Certificate of Attendance: It is possible that when an IMS performs poorly in training that the company recommends presenting a certificate of attendance vice a diploma. This decision is made by the training company commander (with Battalion approval) and with the input of the IMSO. SATFA is notified concerning the situation and must be provided with a detailed description, including any corrective measures taken prior to recommendation of certificate of attendance. SATFA will then inform the student’s country. SATFA generally supports the recommendation, unless the School has failed to prove that corrective steps were not taken to alleviate the situation.

Early Dismissal: An IMS who commits serious academic or personal acts of misconduct can be recommended for early dismissal from training. Once the situation is known, the student will be removed from training and placed into a “wait” status. The company commander with the approval of Battalion and Training Group commanders and the notification of the Commanding General, can then recommend early dismissal to SATFA. SATFA must be provided with a detailed description of the situation, including the reasoning for immediate return. Once the country has been notified of the situation, SATFA will inform the command concerning the procedures necessary to return the student to his home country. IMSO will assist with any out-processing of the student.