UNITED FEDERATION OF PLANETS

STAR FLEET OFFICER'S MANUAL

STAR TREK®
THE ROLE PLAYING GAME

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STAR TREK: The Role Playing Game is published by FASA Corporation under exclusive license from Paramount Pictures Corporation.

UFP Star Fleet Character Data Record

Name: _____ Age: _____

Rank: _____ Sex: _____

Assignment: _____ Command Race: ____

Ship: *USS* _____

Position: _____

AP

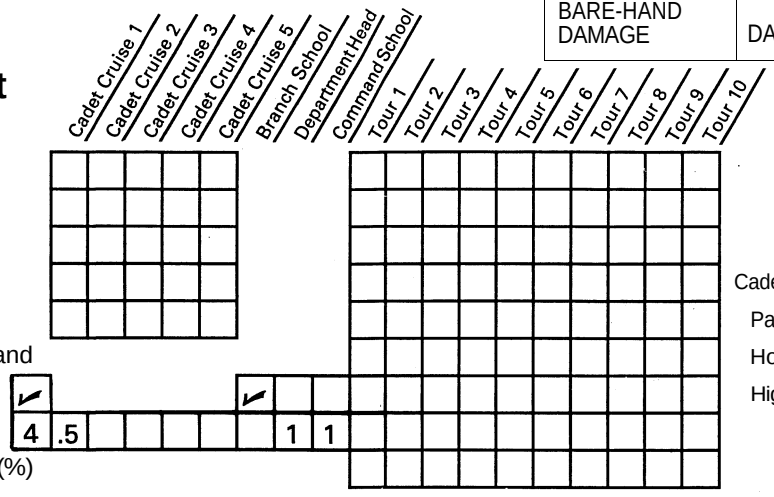
18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

STR	END	INT	DEX	CHA	LUC	PSI
IN ACT SAVE 20	UNCTHRESH 5	MAX OP END	CURB OP END	To-Hrr, MOD	To-Hrr, HTH	TO-HIT,
WOUND HEAL RATE	FATIGUE HEAL RATE				BARE-HAND DAMAGE	DAMAGE

Service Experience Chart

Assignment:

Constitution-Class Starship
Galaxy Exploration Command
Military Operations Command
Colonial Operations Command
Merchant Marine Command
Star Base Headquarters Command
Star Fleet Academy
Tour Length (years)
Officer Efficiency Report (%)



Cadet Cruise Results
Passed ____
Honors _____
High Honors _

Skill List

Administration ..... _____
* Artistic Expression _____ ____
Carousing ..... _____
Commun. Systems Operation . ____
Commun. Systems Technology _____
Computer Operation ..... _____
Computer Technology..... ____
Damage Control Procedures . _____
Deflector Shield Operation ... _____
Deflector Shield Technology . _____
Electronics Technology ..... _____
Environmental Suit Operations _____
* Gaming ..... _____
Instruction..... _____
* Language _____ _____
_____ _____
_____ _____
Leadership ..... _____
* Life Sciences _____ _____
_____
_____
Life Support Syst. Technology ____
* Marksmanship, Archaic ____ _____

Marksmanship, Modern ..... _____
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* Medical Sciences _____ _____
General Medicine ____ ____
_____ _____
Negotiation/Diplomacy ..... _____
* Personal Combat, Armed __ ____
Personal Combat, Unarmed .. _____
Personal Weapons Technology _____
* Physical Sciences _____- _____
_____ _____
_____ _____
* Planetary Sciences _____ _____
_____ _____
_____ _____
* Planetary Survival _____ _____
_____ _____
_____ _____
Security Procedures ..... _____
Shuttlecraft Pilot ..... _____
Shuttlecraft Syst. Technology . _____
Small Equipment Syst. Operation _____
Small Equip. Syst. Technology _____

Small Unit Tactics ..... _____
* Social Sciences _____ ____
_____ _____
Federation Culture/History ____
Federation Law _____
* Space Sciences _____ _____
Astronomy ____
_____ _____
* Sports _____ _____
* Starship Combat Strategy/Tactics _____
Starship Helm Operation .... _____
Starship Sensors ..... _____
Starship Weaponry Operation . _____
Starship Weaponry Technology _____
Streetwise..... _____
Transporter Operation Procedure _____
Transporter Systems Technology _____
* Trivia _____ _____
____ _____ _____
_____ _____
* Vehicle Operation _____ _____
Warp Drive Technology ..... ____
Zero-G Operations ..... _____

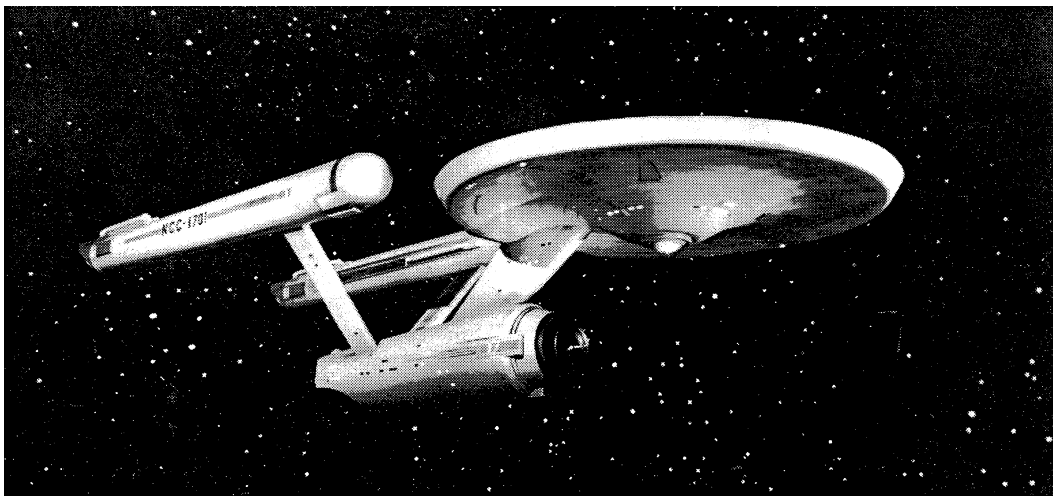
INTRODUCTION.

WHAT ARE ROLE PLAYING GAMES?

Gamers familiar with 'role-playing games' and how they are played can skip this section. Gamers new to role-playing, however, should read on and be introduced to a whole new world!

Players who are used to standard boardgames with spinners, dice, or pieces moved on a track will find ***STAR TREK:*** **The Role Playing Game** a bit different. This game uses a board, dice, or playing pieces at times, but these items are only used to help the game along. Most of the game action takes place in the imaginations of the players. Role-playing games are an advanced form of 'let's pretend.'

Role-play games differ in a number of significant ways from boardgames. In a role-playing game, the rules define situations and conditions in a fictional setting of the player's choosing. The object of the game is to follow the rules in establishing a character who might have lived in the fictional setting chosen and in playing the role of that character while the game is in progress.



In some role-playing games, the players imagine that they are knights or magicians, soldiers or pirates, superheros or superspies. In ***STAR TREK:*** **The Role-Playing Game,** players play the parts of characters from *the .STAR TREK* universe, such as Captain Kirk, Mr. Spock, Mr. Sulu, or Scotty.

Playing the role of a game character is much like an actor playing a role on the stage or in the movies. To succeed in the game, the player must think and act like the character would think and act.

The actors in most plays and movies must recite set lines and perform specified actions. The players in a role-playing game, however, have no set lines, but make them up as they go along. The players are not forced to make certain actions but are free to choose any action they desire. The actors in a play know what is going to happen at the end of the last act, and the next time they put on the play they will say the same speeches and perform the same actions. The situations in a role-playing game are set up in advance, but the players do not know what is going to occur until it happens. The game deals with the actions of the characters in response to the situations that occur, and every time the players get together to play, something new happens.

STAR TREK: **The Role Playing Game** shares some common aspects with other role-play games. A group of players will interact in the game, cooperating in an attempt to defeat a common enemy or solve a common problem. Usually all players will be on the same side, one member of a team. The game situations, called adventures, are like the basic plots of TV episodes. The players will assume the parts, or *roles* of officers from a starship. These player characters star as the heroes in the adventure.

During an adventure, each player must think and act for the officer character he or she has created. (From now on, the word he will be used instead of he or she, for simplicity's sake, as will the word his, for his or her.) Using his imagination, each player will direct the actions of the officer. What the officer says and how the officer behaves is part of the *play* of the player's role. Within the limits of the rules, the only restraints on the actions of the player's character are those his imagination creates.

In a play, the action takes place on a stage. In ***STAR TREK:*** **The Roie Playing Game,** the action mostly takes place in the imagination. At times, a board and cardboard counters or miniature metal figures are used to help the players understand the situation and visualize what is going on, and sometimes dice are used to introduce random events or to determine the exact results of the players' intended actions.

Most boardgames are played until one player or team wins. Role-playing games have no definite winners or losers. The players are expected to work together to accomplish the goals of each new adventure; if they accomplish these goals, they are all winners. Adventure goals can be simple (like rescuing a trapped crewman from a damaged shuttlecraft in orbit) or complicated (such as getting two warring planets to stop fighting and sit down at a peace conference).

Game sessions can be very short (^{1}/2 hour or so), or last a long time, perhaps spreading over several afternoons or evenings. Characters may even be carried over from adventure to adventure, like the characters in a TV series. Such a continuing series of adventures is called a campaign, and campaigns can go on for years, with players getting together whenever they wish to lead their characters into new dangers and new adventures.

As with other role-play games, one player does not have a permanent role to play. Instead, he moderates the game, keeping in mind and reinforcing the limits and rules of the game. Called the gamemaster, this player judges the effects of the player characters' actions and determines what the response to those actions will be. He plays all the 'bit parts/ the bystanders, villains, and other characters who are not central to the action but who interact with the players' characters in some way.

The gamemaster often creates the adventures, and when he presents them he provides enough opposition to the characters' efforts to make the game exciting. His job is not to make the adventure goals impossible, but to make them challenging and fun. He is responsible for making the game run smoothly so that all have a good time. He guides the action so that the players will succeed — but only after making a number of important decisions and only if they work hard and play their roles well.

ROLEPLAYING THE FINAL FRONTIER

In ***STAR TREK:*** **The Role Playing Game,** players take the roles of characters who are officers and crew of a spacecraft of the United Federation of Planets. The adventures take place in the fictional setting of *STAR TREK,* TV's most popular science fiction series.

During three seasons on the air, the *STAR TREK* television series created a fascinating universe of science fiction adventure that has been enjoyed by its viewers in a way no series before or since has matched. *STAR TREK left* network TV in 1969 (except for a brief time as a Saturday-morning cartoon series), but it is still shown in syndication throughout the world. Indeed, *STAR TREK* is more alive in the hearts, minds, and imagination of its fans than ever before. The series has spawned three feature motion pictures, several series of popular novels, toys, collectibles, a comic book AND a newspaper comic strip, hordes of imitators, and the most well-organized and devoted fan organization in history.

Players of ***STAR TREK:*** **The Role Playing Game** can take the role of Captain James T. Kirk, Science Officer Spock, Lt. Uhura, or any of the other familiar characters from the TV series. They may create new characters to play aboard the famous *USS Enterprise,* or on any other Star Fleet vessel.

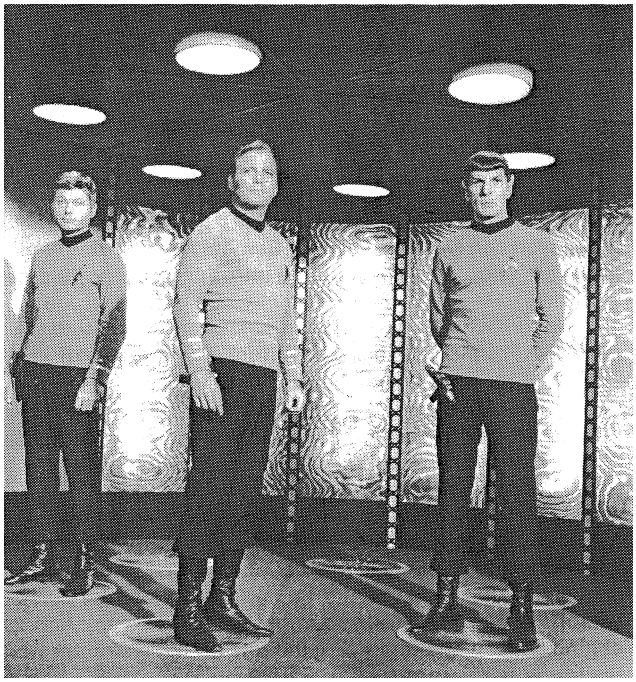
The basic game provides for all characters to be Star Fleet officers. Expansion sets to this game have material for creating characters who are independent traders and merchants, Klingons, or other *STAR TREK character* types. In the basic game, such characters are operated by the gamemaster.

Star Fleet officers in the game may be Humans like Capt. Kirk or Dr. McCoy, Vulcans like those of Mr. Spock's homeworld, or members of any of four other major races that are part of the United Federation of Planets. Regardless of their race or their rank, the player characters try to handle adventure situations and dangers in the final frontier, as part of Star Fleet's mission to 'explore strange new worlds...seek out new life and new civilizations.'

In keeping with the non-violent spirit of *STAR TREK,* players will try to avoid situations where they must fight. Talking and working out problems in a peaceful fashion is Star Fleet's aim. But when hand-to-hand combat must take place, it can be on starship deck plans, in buildings, or on the surface of alien worlds. Combat can even occur between the players' starship and one or more other vessels, recalling the exciting scenes on the bridge of the *USS Enterprise* in episodes of the *STAR TREK TV* series!

Enter the universe of *STAR TREK.* Adventure in space... the final frontier. Boldly go where no man has ever gone before!

ABOUT THE OFFICER'S GUIDE

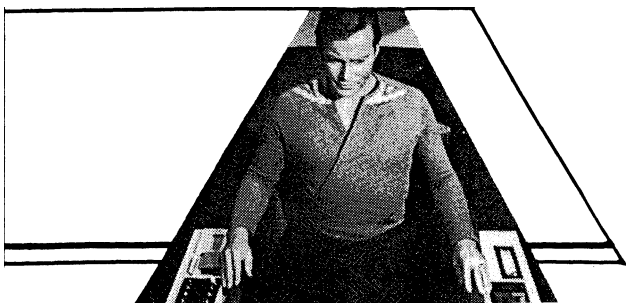


This book contains all of the information a *player* needs to know about the rules for ***STAR TREK:*** **The Role Playing Game.** Sections are included here on what defines characters in this game, how to create characters, how to train them, and how to play them in the game. Also included is a glossary of game terms for players new to role-playing games.

Every effort has been made to keep the language simple, to explain things fully, and to provide examples where they will help. **The Cadet's Orientation Sourcebook** provides a story about a typical *STAR TREK* player character that will help new players generate their characters. The story is written in sections that correspond to sections in this book, and the examples given in the rules deal with the character in the story.

In preparing this edition of the game rules, some changes have been made, making the rules easier to understand, more realistic, or more simple. One of the major changes occurs in the rules for character creation, particularly those that deal with skills. Other changes may be found in the rules for tactical movement and combat, and for injury and medical aid. One of the biggest change in this edition deals with starship combat, which has been greatly shortened here; this part of the game is covered fully in other products from FASA, as described in **The Game Operations Manual.**

Players familiar with the first edition are urged to adopt these rules, and to convert their first-edition characters to characters more like those created with these rules. With minor changes, this product is fully compatible with all earlier *STAR TREK* products from FASA.



DEFINING A CHARACTER

All people are not the same in every area, nor are all characters. For example, Mr. Spock, and all Vulcans, are physically stronger on the average than humans. Captain Kirk seems to be particularly lucky in getting out of tight situations, whereas many security people who beam down with him seem to be very unlucky in comparison. The average security man, whose life may depend on his speed and reaction time, is likely to be in slightly better physical condition than the desk-bound Federation ambassador he is guarding. Most role-playing games have some way to show the relative strengths and weaknesses of these characters, and ***STAR TREK:*** **The Role Playing Game** is no exception.

Not only are people's mental and physical attributes different, but their skills and talents are different. So, too, will all characters have skills and levels of development in those skills that are unique to them.

It is in these two areas that the player defines his character. He has some latitude in the creation of his character's physical and mental attributes and in the creation of his character's skills and skill development.

Nearly all role-play games define characters in terms of attributes, and many define them in terms of skills. This section describes the seven attributes and fifty skills used in ***STAR TREK:*** **The Role-Playing Game.**

ATTRIBUTES

Scores will be used to describe a character's relative development in seven physical and mental areas known as attributes. The seven basic attributes include Strength, Endurance, Intellect, Dexterity, Charisma, Luck, and Psionic Potential. Once they have been determined, attribute scores normally do not change during the game. The seven attributes are described below.

The Human race is used as the norm or average so that the scores in these attributes may be compared. All player characters and many non-player characters have a score in each attribute, and these scores can be compared to see which character is quicker, stronger, luckier, or more intelligent.

ATTRIBUTE RATINGS

The attributes in this game are based on a scale of 1 through 100, 1 being the minimum score possible for a human, and 100 being a practically unattainable maximum for a Human. Individuals vary widely, and this range is big enough to reflect most differences.

The average score in an attribute for Humans in general is 40. The different non-Human races have different capabilities, and so the average for them in a certain attribute may be somewhat greater or less than the Human average. It is possible to have a non-Human character (or an extremely unusual Human character) with a score of over 100 in an attribute.

Of course, player characters, and many non-player characters, are not average Human (or non-Human) beings. Only the best and the brightest get through Star Fleet Academy and survive the dangers of space exploration. Therefore, the character creation system is designed to produce better-than-average player characters. The average score for a well-developed Human of Star Fleet caliber is about 50, and most player characters will fall in a range about 10 points on either side of the average. The farther the score is away from average (low or high), the fewer people will have that score.

Attribute scores are created before a character is played These scores do not change by normal means during the course of the game. They may be modified by the gamemaster as a result of accident or other event during the adventure or campaign.

ATTRIBUTE DESCRIPTIONS

Strength (STR)

Strength refers to a character's physical power - the ability to lift, carry, and apply force. It affects the damage done in unarmed combat, and is, to some extent, a measure o1 physique and size. A character with a STR score of 50 can carry about 50 Ibs. at length without tiring, lift about 150 Ibs. without strain, and drag a 200 lb. weight for a short time without exhausting himself;this is about minimum performance fora Star Fleet cadet, but is fairly strong as Humans go.

The STR score is a measure of potential based on a well-operating body. It may be reduced at gamemaster's option as the result of an injury or illness that limits the character's potential, but it does not normally decrease as a result of combat injury.

Endurance (END)

The END score is a measure of how much abuse and neglect the body can stand - the body's defenses against damage. It is an important score, because it is used to determine 4 other statistics, which are used to reflect the damage that a character can sustain from combat, the temporary effects of fatigue, and the healing efforts of the Medical Officers.

The END score is a measure of potential based on a well-operating body. It may be reduced at gamemaster's option as the result of an injury or illness that limits the character's potential.

Intellect (INT)

Intellect measures a character's mental processing potential just as Strength measures the physical potential. Intellect scores determine how well a character can store and process information - that is, how well the character can think and reason.

Intellect is a relatively important attribute, for characters with high INT scores will be able to gain more skills and create higher Skill Ratings than characters with lower INT scores. Characters with high INT scores also will find training at Star Fleet Academy easier.

Dexterity (DEX)

Dexterity is a measure of the physical control that a character possesses, a measure of agility, aim, balance, and so forth.

Dexterity is an important attribute for those who desire to do personal combat, for it affects how well a character uses a weapon, how clumsy the character is, how quickly the character can physically react to danger or opportunity, and other similar things. It also affects the use of hand weapons, projectile weapons, and other combat styles.

Charisma (CHA)

Charisma is the character attribute that describes the personal magnetism, the overal impressiveness of a character's personality. Physical attractiveness may enter into the charisma of an individual, but more important is force of personality or will.

Physical attractiveness is meaningless when dealing with aliens, whose standards of attractiveness may be quite different. Thus, a character with a lower-than-average CHA score is not necessarily plain or ugly. The character may be a handsome man or lovely woman who does not possess as much personal magnetism or force of personality as some others. In a similar way, a character with high CHA score may be of average beauty, but be a personable individual who makes friends easily; he may even be a dynamic, forceful speaker.

The exact interpretation of the CHA score is between the player and the gamemaster. Players and gamemasters are reminded of the Vulcan philosophy of the IDIC - Infinite Diversity in Infinite Combinations. Beauty is in the differences in people and cultures, not in conformity to a standard.

Luck (LUC)

When it comes right down to it, luck is a part of all endeavor. Mr. Spock has observed that human history is a series of lucky breaks, where Human society survived crisis after crisis despite great odds against survival. For this reason, and because so many times luck has saved the life or career of one or more of the *STAR TREK* characters, this attribute is part of the game.

A high LUC score gives a character an an edge during a crisis. Of course, such luck is unpredictable. Lucky breaks can happen to anyone.

Psionic Potential (PSI)

Psionic Potential defines the potential power of a character to use such mental abilities as telepathy.

Star Fleet tests all personnel for psionic potential, but most of the rest of Humanity has no idea what psionic potential they possess. Even Star Fleet Academy has no formal training in psionics, though especially promising students may get the opportunity to study on Vulcan, where psionic training is customary. Cultural development and training are of prime importance in developing psionic powers, and most cultures do not place educational emphasis on such training. Thus, a character with a high PSI score will not necessarily have psionic abilities in evidence.

SKILLS

Perhaps the greatest area in which players can influence the creation of their player character is in the area of skills. In ***STAR TREK:* The Role Playing Game,** characters can do things that are based on their training and background. The areas where they have training or knowledge are called Skills. Some skills are mainly physical skills, such as *Sports;* others are mainly mental skills, such as *Computer Operation;* and still others are both, such as *Mechanical Engineering.*

The combination of skills that a player character has is determined by his background. This includes his experiences before entering Star Fleet Academy, his Academy training, training in his area of specialization, his experiences on his Cadet Cruise, and his later cruises and training schools.

SKILL RATINGS

The ability of a character in a given mental or physical skill is measured by his Skill Rating in that area. Skill Ratings, like attribute scores, have a range of 1 to 100 points. In the case of Skill Ratings, however, 100 is an ideal that cannot be reached, and no Skill Rating can be higher than 99.

The initial Skill Ratings are determined as part of the character creation process. Just as on-the-job training occurs in real life, once play has begun, Skill Ratings increase with use. After each adventure or each major mission of a continuing campaign, the character's Skill Ratings could increase in those skills that were used during the adventure.

Basic Proficiency Level

For physical skills, a Skill Rating of 10 indicates that a character has familiarity with basic procedures used in those situations normally encountered. He can use that skill in noncritical, leisurely situations and have success. The quality of the product and the time taken to achieve the success are indicated by his Skill Rating.

For mental skills, a Skill Rating of 10 or more indicates a basic understanding of the concepts and vocabulary in an area of study. It also indicates that the most common facts in the area are known by the character, and that the common uses of the skill are within the character's grasp. In noncritical, leisurely situations, the character can apply his knowledge to solve problems. The Skill Rating is an indication of the difficulty of the problems that may be solved easily, and also an indication of the time needed to come up with the solution.

Professional Competency Level

A Skill Rating of 40 indicates the lowest level for professional competency in the field. Normally a character will have a Skill Rating of at least 40 in the areas where he normally functions. A character's training at Star Fleet Academy will give him a Skill Rating of at least 40 in his major. A Skill Rating of 60 or more indicates the equivalent of an advanced degree in that skill.

Expert Level

A Skill Rating of 80 or more indicates that the character is an expert in the field, and a Skill Rating of 96 or more indicates that the character is an acknowledged leader in the field, one of the few greats in the Federation.

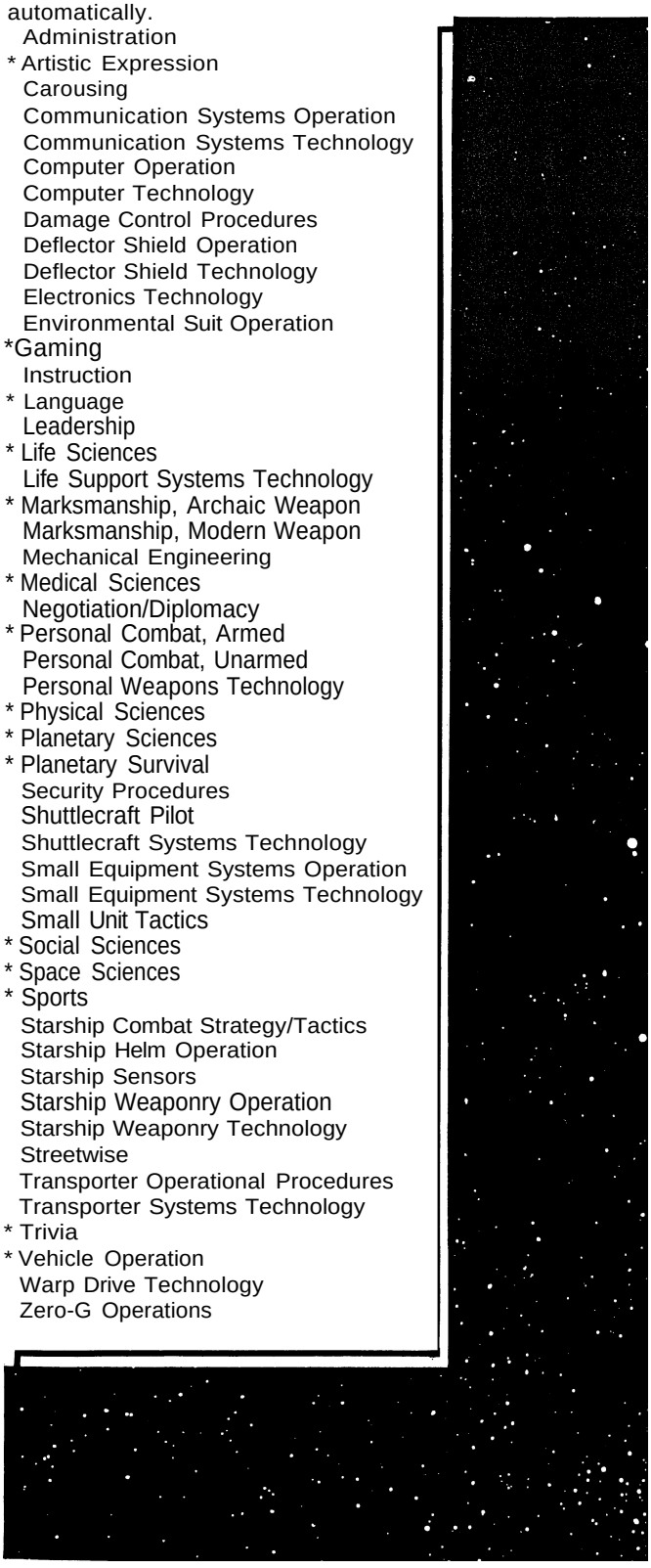
PROFICIENCY LEVELS IN ANY SKILL

Skill Rating	*Proficiency In Field*
0	Unskilled
1 - 9	Semiskilled
10	Minimum proficiency
10-39	Qualified
40 - 79	Professional
80 - 95	Expert
96+	Acknowledged leader

SKILL AREAS

Some skills may require that the character develop a separate Skill Rating in a specific division. These skills are preceded by a solid star (*). Examples are *Medical Sciences,* which requires a different Skill Rating for each racial type (Humans, Vulcans, etc.), and *Armed Personal Combat,* which requires a different rating for each weapon type. Sometimes, skill in one division may confer a lesser Skill Rating in another automatically.

Administration
* Artistic Expression
Carousing
Communication Systems Operation
Communication Systems Technology
Computer Operation
Computer Technology
Damage Control Procedures
Deflector Shield Operation
Deflector Shield Technology
Electronics Technology
Environmental Suit Operation
*Gaming
Instruction
* Language
Leadership
* Life Sciences
Life Support Systems Technology
* Marksmanship, Archaic Weapon
Marksmanship, Modern Weapon
Mechanical Engineering
* Medical Sciences
Negotiation/Diplomacy
* Personal Combat, Armed
Personal Combat, Unarmed
Personal Weapons Technology
* Physical Sciences
* Planetary Sciences
* Planetary Survival
Security Procedures
Shuttlecraft Pilot
Shuttlecraft Systems Technology
Small Equipment Systems Operation
Small Equipment Systems Technology
Small Unit Tactics
* Social Sciences
* Space Sciences
* Sports
Starship Combat Strategy/Tactics
Starship Helm Operation
Starship Sensors
Starship Weaponry Operation
Starship Weaponry Technology
Streetwise
Transporter Operational Procedures
Transporter Systems Technology
* Trivia
* Vehicle Operation
Warp Drive Technology
Zero-G Operations



Administration

This skill, required of department heads aboard a starship and important to anyone who keeps records or manages people, deals with the structure and function of bureucracies. Expertise most frequently is gained through experience, but Star Fleet gives formal training to prospective department heads. This training includes record-keeping procedures and personnel management techniques, as well as the organization of most Federation departments and the structure of Star Fleet itself.

This skill would be used by characters attempting to pass information through or get information from government channels, to write a report for or make a presentation that will be accepted positively, or to deal with administrative personnel matters such as transfers. It would be particularly valuable for any character attempting to cut governmental red tape or to bypass normal bureaucratic channels.

Artistic Expression

This skill encompasses fine arts, performing arts, and applied arts. Training is a combination of guided practice in technique and instruction in theory and important contributions to the field. Training in any of the performing arts includes instruction in repertoire as well as extensive practice in solo and ensemble performance. The greater the skill in this area, the finer the expression of the art form chosen.

This skill can be used by a character who desires to produce a piece of art or perform for non-player characters, such as for an important person on a newly discovered planet. Skill in music, for example, also may be used by a character attempting to reproduce a musical code, recognition sign, or even an alien language.

A separate Skill Rating must be developed for each different type of art form. Typical choices in the fine arts are painting with oil, water color, or light, sculpting in stone, plastic, or gemstones, and writing short stories or poetry; typical choices in the performing arts include drama, vocal or instrumental music (specifying the instrument), and such dance forms as jazz or zero-G ballet; typical choices in the applied arts include optical photography, holography, graphic design, and so on.

Atmosphere Craft Pilot

See *Vehicle Operation.*

Carousing

This skill encompasses such pastimes as drinking, bar hopping, gambling, and chasing members of the opposite sex. Ratings in this skill are gained only through experience, much of it hard-earned indeed!

This skill is used to determine success at gambling, at blending into the crowd at a bar, and so on. It is also averaged with END to determine how well a character can hold his Saurian Brandy and with CHA to determine how successful he is with the opposite sex.

Communication Systems Operation

This skill deals with the operation of all types of communication systems, from the standard-issue communicators to subspace radio. As taught by Star Fleet, it includes Star Fleet communications procedures such as opening hailing frequencies, standard codes and ciphers, and so on. A character competent in this skill can operate all Star Fleet communications gear under normal circumstances. The Communications Officer aboard a Starship has at least professional-level skill in this area. The operation of unfamiliar communication equipment, the establishment of communication under adverse circumstances, or the cracking of unfamiliar codes is not covered under normal use, but those with greater skill in this area will have a greater success.

This skill could come into play when a character tried to send a message through subspace interference, when a transmission in code needed to be broken, or when alien transmissions needed to be analyzed.

Communication Systems Technology

This skill deals with the technology of modern communication devices, including log records, message buoys, personal communicators, and subspace radios. Training includes instruction in communications transmission theory and guided practice in the construction and repair of the various devices used by Star Fleet. Communication Officers and Engineering Officers are qualified in this skill, so that they may make routine repairs in the event of equipment malfunction.

This skill is used during starship combat if a bridge hit damages the Communications Panel. It may be used by any player trying to repair any communications device.

Comparative Archaeology

See *Social Sciences.*

Computer Operation

Taught from early grade school, this very important skill is a part of every educated person's background, as computers are used to analyze and retrieve data for nearly all purposes. All Star Fleet personnel have some competence in this skill; Medical Officers, Communications Officers, and Science Officers most often have professional-level competence, because computers are fundamental tools to their professions. Training includes the theory of computer operations and computer programming, as well as practice in the use of data-base systems for information retrieval. Any character qualified in this skill can use the ship's computer for routine matters to find most obvious information; those with greater skills can use it creatively to dig out even obscure information from the computer's extensive memory banks.

This skill is used to gather data with such computer-enhanced sensing devices as the tricorder, even though interpreting this data may require a specialist. It can be of use when a character is trying to correlate facts observed into patterns that can be used to make plans.

Computer Technology

This skill deals with the practical technical side of computers. Training includes some instruction in computer theory and guided practice in computer construction. Computer repair is stressed, and Engineering Officers, Science Officers, and Communications Officers have at least minimum qualification in this skill so that they can do routine maintenance on even the sophisticated computers aboard starships. Computer design and more complex computer theory is covered by the *Physical Science* skill of computer science.

This skill is used in the game for more-than-routine repairs. Such repairs are dealt with during training, but the more skilled an officer is in this field, the more successful he will be at difficult repairs.

Damage Control Procedures

This skill involves assessing and correlating damage reports during combat and using damage control parties efficiently. All Star Fleet personnel are trained in this area, but Communications Officers receive extensive training so that they can function as starship Damage Control Officers. Training includes efficient routing of damage control parties and instructional methods for training damage control parties.

This skill is used mainly in starship combat by the Communications/Damage Control Officer. It is used to help reduce damage from incoming fire and also to repair superstructure damage already sustained.

Deflector Shield Operation

This skill involves the energizing of a starship's defensive screens, which protect it from space debris and from damage during starship combat. It also deals with the ship's tractor/pressor beams, which are used to maneuver small objects toward or away from the ship. Qualified personnel can use their skill to operate the shields during most routine operations, but the ship's Navigator has the main responsibility for ship defenses during combat. As a result, Navigators receive extensive training in this skill.

This skill is used mainly in starship combat by the Navigator. It is used as a measure of how efficiently he is able to use the power allocated to him, perhaps allowing him to gain more-than-normal amounts of shielding for it. It also can be used if a character attempts to use the tractor/pressor beams for non-routine matters, or to perform difficult maneuvers with the object being manipulated by the beams.

Deflector Shield Technology

This skill involves the repair and maintenance of the devices that produce a starship's protective screens and its tractor/pressor beams. Training involves instruction on the theory behind the devices as well as extensive guided practice constructing and repairing the devices and their controlling panels. Engineering Officers and Navigators are competent in this skill so that they may make emergency repairs to the equipment, even during starship combat.

This skill is used in starship combat by the Navigator in case a bridge hit damages the Deflector Shield Panel. It also could be used if a character desired to construct a tractor/pressor beam or shield generator while on an adventure.

Electronics Technology

This general skill encompasses all electronics work, including the construction and repair of most electronic gear, with the exception of computers, communications devices, deflector shields, and other specialized equipment. Training includes instruction in circuit theory, electronics design, and construction techniques. Engineering Officers are qualified in this skill so that they may make repair on the many shipboard electronics systems.

This skill is used when a character attempts to repair any electronics gear not specifically covered under a different skill, such an environmental belt. It may be used if a character attempts to construct a new electronic device, but characters with high Skill Ratings have a better chance of the device working properly.

Environmental Suit Operation

This skill is essential for any character who can be expected to perform tasks in hostile environments. All Star Fleet personnel are qualified to work in an environmental suit, having trained in a wide variety of environments, including extreme heat and cold, poisonous atmospheres, vacuum, and underwater. Instruction is given in the suit's functions and in emergency repairs, and guided practice is given in which trainees are expected to perform normal work. Training includes the use of a life support belt. Science Officers, and, to a lesser degree, Engineering and Security Officers, are given extra training in this skill.

This skill could be used by any character who desired to do something unusual while wearing the suit, such as delicate work, combat or other less-than-leisurely movement, or emergency repairs.

Federation History and Law

See *Social Sciences.*

Gaming

This skill involves games of mental prowess and strategy, including three-dimensional chess and wargames and simulations. It does *not* include figuring odds and gambling, which are part of *Carousing,* though some card games and games with dice are included here, as long as skill, and not luck, controls the win. Gaming does not include physically strenuous games, which are part of *Sports.* Training includes a study of the rules and strategies of the game, as well as analysis of the games played by past masters of the game, but most importantly it includes much practice and experience playing the game.

This skill may come into play if a character is challenged while on a diplomatic mission, much in the way of the legendary riddle games of ancient Terra. It is possible that the strategies of the game can be applied to problem solving in difficult circumstances.

Ground Vehicle Operation

See *Vehicle Operation.*

Instruction

This is the skill of passing on knowledge to others. It is taught to all Star Fleet officers, because they are expected to teach skills they know to the men and women under their command. Training involves the use of audio and visual aids, testing and other assessment tools, and other instructional techniques.

This skill is used by characters attempting to teach a skill they know to another player or non-player character.

Language

This skill area covers not only spoken Earth languages and alien languages, but also ancient written languages and languages that are so alien as to be not even sound-based (flashing lights, waving tentacles, etc.), where the 'speakers' must use mechanical devices to communicate. All characters are considered to have professional-level skill in their native tongue; in addition, all Star Fleet personnel are considered to have professional-level skill in Galacta, the standard Federation language, if it is not native to them. (This language is similar to and treated as English in the TV series.) Furthermore, each Star Fleet Cadet learns another language as part of his training at Star Fleet Academy. Communications Officers are given extra training, and Science Officers and Medical Officers become very proficient in another language if they take advanced degrees before they enter Star Fleet. Characters with basic proficiency in a language can converse in or read that language for most uses, but more expertise is required for communication using highly technical terms, slang, jargon, or their specialized words. Characters with professional-level skill in two languages can act as translators and interpreters, and characters expert in a language can write skillfully and express themselves fluently and elegantly in that language.

Language skills could be important to a character if he attempts to communicate with a being of another race without using the universal translator, if he were overhearing a conversation in that tongue, for example.

Each language must be studied separately, so that a character, particularly a Communications Officer, may have a number of Skill Ratings, onefor each language he knows.

Leadership

Taught to all Star Fleet Cadets and reinforced at Department Head School and Command School, this is one of the most important skills for those who aspire to command. Instruction is given in motivational techniques, listening, and discipline, and guided practice is given in debate, persuasion, and others of the speech arts. Personnel management training is also given. Star Fleet officers who pass through Command School have professional-level skill in this area.

This skill is used when a character tries to influence others, often modified for his CHA score. It would be used when convincing subordinates to follow an unusual or highly dangerous order. It would be used when attempting to sway a crowd or lead a group of people the character is not used to commanding. For influencing an individual or a small group of professionals, skill in *Negotiation/Diplomacy*is used instead.

Life Sciences

This group of skills includes the study of living things, both terrestrial and alien plants and animals, bacteria, fungi, and other organisms. All Star Fleet officers have some training in one of these sciences, and Science and Medical Officers have training in at least one, with the likelihood of training in more than one and extensive training as well. Separate Skill Ratings must be developed for each type of life science, such as those examples listed below.

Bionics: Training includes the study of how biological systems and functions can be applied to engineering problems. Included are the physical melding of beings and machinery, such as with artificial organs or electro-mechanically enhanced senses. Bio-engineers can use their skill to create artificial organs and limbs.

Botany: Training includes the study of plants, from simple algae to complex flowering and nonflowering varieties. It also includes such agricultural topics as growth mechanisms, genetics, cross-fertilization, hybridization, and hydroponics (growth without soil). Most botanists can recognize poisonous and edible plants, and from plants under cultivation can deduce information about the technology, metabolism, and life-style of those doing the agriculture.

Ecology: Training includes the study of how living things interact with their environment. Planetary ecologists can determine if a planet is habitable, as well as the probable effects of colonization on the planet's life forms and environment. Ecologists can use their skill to determine which, if any, plants and animals can become part of the food chains of Federation or alien races.

Exobiology: Training includes the study of life forms alien to humanoid creatures. It involves the study of non-carbon-based organisms, with life cycles that may not include nitrogen, oxygen, or water. Exobiologists can use their skill to give information about the structure and function of alien creatures and plants, perhaps even determining that what appears to be non-living is in fact alive, but of a structure totally new to the Federation.

Genetics: Training includes the study of heredity and variations in living things from one individual, group, species, or generation to another. Genetic specialists added their skills to projects like constructing The Genesis Device or breeding genetic 'supermen' such as Kahn Noonian Singh.

Zoology: Training includes the study of animal life, with particular emphasis on the properties of and characteristics exhibited by an animal, an animal type, or an animal population. Zoologists can use their skill to recognize predators and prey, and they can determine which animals are likely to be dangerous or beneficial to a landing party.

Life Support Systems Technology

This skill deals with the operation, repair, and modification of life support machinery, both shipboard equipment and landing party equipment. Training includes the technology of the starship life support systems, environmental suits, life support belts, and standard medical life support equipment. Medical and Engineering Officers are qualified in this skill.

This skill may be used by characters attempting to repair the ship's life support systems during starship combat or to modify medical life support equipment for emergency surgery.

Marksmanship, Archaic Weapon

This skill encompasses the use of all ancient (in *STAR TREK terms)* projectile weapons, from slings through crossbows to 20th-century firearms. Training includes extensive hands-on practice with the weapon, including its assembly, cleaning and care. Characters with professional-level skill in a weapon can construct or reload their own projectiles, and they can use the weapon competently in most normal cases.

The Skill Rating in this skill is used to help determine the to-hit number used during combat, and thus in combat and in other critical situations, those with higher Skill Ratings will have a greater chance to hit.

A separate Skill Rating must be developed for each weapon type, though a rating may apply wholly or in part to similar weapons. For example, skill in a longbow may be used as skill in a short bow.

Marksmanship, Modern Weapon

This skill encompasses the use all types of Star Fleet sidearms and other light weapons, as well as similar weapons carried by Klingons, Romulans, and other known races. Because one of these weapons works very much like another, there is no need to specify individual types as far as aiming and firing are concerned. All Star Fleet personnel receive training in these weapons, and Security Officers'get extra training until they reach professional-level skill.

The rating in this skill is used to help determine To-Hit Number for combat. It may be applied in part to help determine the to-hit numbers for unfamiliar weapons until basic familiarity is gained.

Mechanical Engineering

This general skill covers the technology of mechanical devices. Training is given to Engineering Officers in assembly, repair, and design of the mechanical devices and systems common to the Federation.

This skill would be used to rig a temporary airlock, make field repairs to a ground vehicle with a damaged gear box, and so on.

Medical Sciences

This broad group of skills includes everything from first aid to surgery and psychiatry. All Star Fleet personnel are qualified in first aid on themselves and members of their own race; Medical Officers, of course, study further, gaining professional-level skill in several areas of medical science.

Separate Skill Ratings must be gained for each separate race in *General Medicine* and *Psychology.* These skills are pre-requisites to all other medical skills. Additional Skill Ratings may be gained in the other medical sciences listed below as examples. Although a character may gain separate Skill Ratings in these medical specialties if he desires, he may choose instead to gain a rating in the skill for his native race and average his skill in *General Medicine* to determine his Skill Rating for other races.

General Medicine: This is the anatomy and physiology of the body, its systems, organs, and tissues. Training begins with first aid and continues through diagnosis and treatment of most common disorders, including wounds and diseases. The basics of this skill are given to all Star Fleet personnel, and it is this Skill Rating that is used in determining success in first aid attempts. Professional-level training in this area is required of all practicing physicians and other medical specialists. All Star Fleet Medical Officers are trained to treat several races.

Pathology: Training involves the study of diseases and the changes caused by them in tissues and organs. It also includes extensive study of tissues, including analysis fortrace substances, bacteria, and viruses. Pathologists can use their skill to analyze a tissue sample for poisons or to perform an autopsy.

Psychology: Training involves study of the working of the thinking mind. Observational techniques are taught for use in behavior studies of individuals and groups. Extensive training in this area is given to all Star Fleet Medical Officers, so that they may deal with several races. Psychologists can use their skill to detect patterns that deviate from the norm, gaining information about the state of mind of those under observation.

Surgery: Training includes advanced techniques, including anesthetics and organ transplant. Surgeons can use their skill to save the life of a severely wounded or diseased character.

Negotiation/Diplomacy

This skill involves attempts to influence individuals, like an ambassador, or small groups of intelligent, informed people, such as a planetary council; generally, it cannot be used to influence player characters. It is taught to Star Fleet officers in Command School, because in making a first impression on a dubious official or sutubborn native, it is most vital.

The skill can be used in any verbal interaction between player characters and non-player characters. Those with a higher Skill Rating will be able to exercise their influence with greater success.

Personal Combat, Armed

This skill involves the use of ancient and modern hand weapons in personal combat, such as the sword, the club or mace, the spear, and the knife or dagger. Training involves guided practice in the various attack and defense modes for each weapon, as well as in the weapon's care. A separate Skill"Rating must be developed for each class of weapon, but some or all of the rating may be applied to similar weapons.

The Skill Rating is used to help determine theTo-Hit Numbers foruse in combat. Individuals with a higher rating will be more successful in combat.

Personal Combat, Unarmed

This skill is all-inclusive, simulating all unarmed combat styles (judo, karate, boxing, etc.). Training involves physical conditioning, as well as instruction and guided practice in attack and defense modes, falls, special series of attacks, and so on. Though not all forms of unarmed combat are alike, separate Skill Ratings are not required in the separate forms.

The skill is used to help determine the To-Hit Number and the damage in hand-to-hand combat.

Personal Weapons Technology

This skill involves the repair and modification of modern sidearms such as phasers and disruptors. Training includes instruction in beam circuitry and guided practice in repair techniques. All Star Fleet personnel receive some minor training in this skill to allow them to recharge their own weapons and to replace obviously damaged microchips; Security and Engineering Officers receive additional training in this skill so that all are qualified to make most normal repairs.

This skill would be used by a character attempting to make modifications to a phaser or disrupter or to repair one in the field. It might be used in adapting a phaser to power sources other than those intended, such as a 20th-century wall plug.

Physical Sciences

This large group of skills includes thetheoretical sciences that govern the behavior of non-living materials solids, liquids, gases, and plasmas. The group also includes mathematics and computer sciences. All Star Fleet cadets are trained in at least one of these sciences, and all Science and Medical Officers have extensive, professional-level training in at least one, if not several. Separate Skill Ratings must be developed in each science, such as the examples listed below.

Chemistry: Training includes study of the behavior of elements and compounds, their reactions and synthesis, as well as chemical analysis. It also includes practice in standard laboratory techniques and in the interpretation of chemical data from sensor and tricorder scans. Chemists can use their skill to analyze the chemical composition and behavior of unknown substances, both aboard ship and on a planetary surface.

Computer Science: Training involves the theoretical basis for computer design and construction, and it includes the analysis of sophisticated computer systems. Extensive guided practice is given in the construction of experimental computers and in computer linkups with many types of remote sensing devices. Computer scientists can use their skill to analyze software/hardware problems, to build or rebuild computers, and to fathom the functioning of alien computation devices.

Mathematics: Training involves advanced theoretical mathematics, including statistics, various geometries, trigonometries, and algebras, and the structure and behavior of various space configurations. Also stressed is the application of these subjects to practical problems. Mathematicians can use their skill to make statistical sense of a wealth of data, such as that gained from surveys of an alien culture.

Physics: Training is the study of the relationship between matter and energy, including the laws of motion, light, heat, sound, electricity, magnetism, radiation, atomic structure, and nuclear phenomena. It involves practice using physical sensing devices and analysis tools. Physicists understand the theory behind warp drive engines, matter/antimatter reactions, and the beamed energy used in phasers and transporters. They can use their skill to determine the physical structure and behavior of unknown substances, the probable effects of unknown radiation sources, and to determine the theory behind alien technology.

Planetary Sciences

This large group of sciences deal with the structure and function of planetary materials a planet's lithosphere (including its geography and its rocks, minerals, ores, and fuel deposits), its hydrosphere (including its oceans, lakes, and rivers), and its atmosphere (including its weather and climate). All Star Fleet cadets are trained in one of these sciences, and Science Officers frequently have professional-level training in at least one. Separate Skill Ratings must be developed for each different science, such as the examples listed below.

Geology: Training involves not only the study of such earth materials as rocks, minerals, ores, and soil, but also the study of such landforms as mountains, valleys, volcanoes, and beaches, and of the processes that create them. It also includes extensive field experience in mineral and fossil identification, in analyzing the geologic history of a region, and in geologic mapping. Geologists can use their skill to determine the presence of a valuable ore or fuel deposit, or to identify likely regions for earthquakes or volcanic activity.

Hydrology: Training involves the study of a planet's water (or its substitute) as found on the planet's surface, beneath its surface, and in its atmosphere. It deals with the precipitation-river-ocean-evaporation cycle, as well as with the chemical and physical nature of the water itself. It also deals with oceanography and such topics as currents and waves, flooding, and ice sheets and glaciers. Hydrologists can use their skill to help determine the suitablility of a planet for colonization, to discover underground water sources, and so on.

Meteorology: Training includes the study of all atmospheric phenomena, including weather (winds, storms, precipitation, temperature, etc.) and climate (the prevailing weather conditions in an area). Meteorologists can use their skill to predict the weather, or to determine the suitablity of a planet's climate for colonization, for example.

Planetary Survival

This includes the variety of skills needed to survive under extreme conditions planetside. This skill is gained mainly through practice in securing food, water, and shelter under primitive conditions, but some theoretical training is helpful. This skill is taught by Star Fleet as it is needed by specific landing-party personnel, but many Star Fleet personnel have «ome training from their childhood and adolescent experiences (as with the Federation Scouting movements) or from such outdoor hobbies as wilderness camping. Professional-level skill in this area would allow a character to act as a professional guide. Separate Skill Ratings must be developed [T]In each of the separate planetary types, including arctic, cool temperate, warm temperate, tropical, and desert planets.

Security Procedures

This skill deals with all procedures used by Star Fleet for insuring the physical security of personnel, equipment, documents, and property. Training includes instruction in techniques for confining and interrogating prisoners, for controlling crowds, and for protecting VIPs. It also includes the .alert procedures used in star bases, starships, high-security compounds, and most other Star Fleet installations. All Security Officers have professional-level skill in this area.

This skill could be used by a Security Officer to discover that a Klingon spy has stolen vital documents, or to control a crowd of hostile natives without resorting to weapon fire.

Shuttlecraft Pilot

This skill deals with the operation of the standard shuttlecraft used by Star Fleet and carried on many larger ships. Training includes guided practice on simulators as well as actual flight time, with emphasis on takeoffs and landings. All Security Officers receive some advanced training in this skill, even though any character qualified to fly the shuttlecraft can do so under most normal conditions. At least advanced skill or even professional-level skill is more commonly required for this duty to be assigned to a character.

Characters can use this skill in operating the shuttle under tough conditions, or in operating special-purpose shuttles, such as the aquashuttle sometimes used on starships calling at water worlds.

Shuttlecraft Systems Technology

This skill involves supporting, maintaining, and repairing standard and special-purpose shuttles. Training involves study of all shuttlecraft electrical, mechanical, and drive systems, as well as guided practice in repair and maintenance. All Engineering Officers are trained in this area.

The skill could be valuable to a character needing to leave a planet in a hurry, but faced with an inoperative shuttlecraft. It was this skill that aided Scotty in the episode *The Galileo Seven.*

Small Equipment Systems Operation

This skill involves the operation of all types of Star Fleet equipment, such as communicators, tricorders, universal translators, aqualanterns, and the like. Training is gained through classroom instruction and guided practice. All Star Fleet personnel have training in this skill, and thus are able to use most Star Fleet equipment under normal circumstances.

Characters could use this skill if they attempt to operate unfamiliar, but similar, alien equipment, or if they attempt to use Star Fleet equipment in unusual ways.

Small Equipment Systems Technology

This skills deals with the repair and modification of small hand-held equipment such as communicators, tricorders, or universal translators. Training Includes study of the circuits and mechanical systems of most Star Fleet gear, with extensive guided practice in making repairs and simple modifications. All Star Fleet Engineering Officers have training in this skill.

A character could use this skill in attempting to modify equipment, as Mr. Spockdid when he converted the crystals in a subcutaneous transponderJnto a crude laser in the episode *Patterns Of Force.*

Small Unit Tactics

This skill involves study of military and/or police tactics used in small skirmishes or commando actions. Training not only includes study of appropriate tactics, but also extensive guided practice in wargaming simulations not only with scale mockups but also in full-size field actions. Security Officers receive advanced training in this skill, and many have professional-level skill, particularly those who accompany or lead planetside scouting parties.

The skill would be used by a character desiring to set up effective defenses for a landing party in a hostile area or to command a boarding party.

Social Sciences

This large group of skills deals with the institutions and functions of societies and with the interpersonal relationships between individuals in those societies. Every Star Fleet officer has training in these areas with respect to his own race, planet, and culture, as well as in the laws and history of the Federation. Furthermore, all have skill in at least one other area, and many have training in more than one area. Separate Skill Ratings must be developed for each separate race and for each different field, such as the examples listed below.

Archaeology: Training involves the study of a race's ancient cultures, their history, and their lifestyles. It includes the study of applicable dead languages as well as practice in making archaeological digs and in identifying and dating relics and ruins. This skill could be used by a character attempting to decipher runes or to determine the use of an alien artifact.

Economics: Training involves the study of the basic laws of supply and demand, as well as the basics of trade, wealth, and the production, distribution, and consumption of goods and services. Many officers in full-time services in the Merchant Marine Command have training in this field, and all private merchants probably do as well. This skill could be used by characters dealing with a race's economy in trade or in determining the social conditions on a world.

Law (including Federation Law): Training involves the study of the codes, customs, and rules of a society. Security Officers receive advanced training in Federation law, as do officers attending Command School. The skill could be used by characters dealing with a race's legal system or in remembering an obscure law on one of the Federation's member planets.

Political Science: Training involves the study of a society's politics and government. It includes study of the way laws and policies are made, in the structure of the government and its institutions, and in the ways political groups gain and control power. The skill could be used by a character attempting to influence a government, possibly modified by his Skill Rating in *Negotiations/Diplomacy.* It also could be used to identify the power groups in an alien society, and to distinguish those who actually wield the power from those who appear to have the power.

Racial Culture/History (including Federation History): Training involves study of the history and culture of a starfaring race. Communications Officers receive advanced training in one or more races, and Command School gives additional training in Federation history. The skill would be used by characters attempting to avoid mistakes in manners or behavior on an alien world, or attempting to make sense out of behavior they are witnessing.

Space Sciences:

This large group of skills includes the study of space, the stars, planetary motions, navigation, and the application of other sciences to space travel or to deep space. All Star -Fleet officers have training in at least two of these sciences, and Science Officers, Helmsmen, and Navigators are given additional training in one or more of these fields. Separate Skill Ratings must be developed for each different science, such as the examples listed below.

Astrogation (Starship Navigation): Training involves all three types of navigation used by Navigators — piloting by dead reckoning, celestial navigation using star fixes, and electronic navigation using pulsars. It includes star mapping and plotting courses and orbits. Navigators receive professional-level training in this skill so that they have the tools needed to determine where a starship is, where it is going, and when it will get there. This skill is used in plotting intercept courses and standard orbits, and it could be used in determining where a ship was if it wandered off course during an ion storm.

Astronautics (Starship Engineering): Training involves the theory and practice of creating and maintaining starships and other manned space habitats and environments. It encompasses the general areas of starship design and construction — bulkheads, decks, stresses and strains, hull repair, and the like. Development includes extensive training in starship power grids and in the repair of damage to that grid and superstructure. All Engineering Officers are trained in this skill, and many choose to have advanced training as well. This skill is used by the Engineering Officer in starship combat when attempting to make emergency repairs to the power grid after a hit on the engine room.

Astronomy: Training involves observations from deep space, including all forms of electro-magnetic radiation (light, radio-frequency emanations, etc.), neutrino scans, gravities, and so on. It includes study of the theories concerning these observations, as well as guided practice in making the observations and interpreting them. This skill, which is studied by all Star Fleet officers, could be used by a character to discover a previously unknown black hole or perhaps a star going nova.

Astrophysics: Training involves the study of the universe and its parts in an attempt to discover how it works by using physical laws and theories to explain astronomical observations. It includes study of the motions of satellites, planets, stars, and galaxies as well as stellar growth and decay. Navigators are trained in this area. It could be used to determine that a comet or large meteorite is on a collision course with an inhabited planet.

Sports

This skill involves all of the many sport forms in the known universe. Development includes physical training, instruction in technique, and extensive guided practice and competition. Characters who have proficiency in a sport are considered to have average recreational skill; those with advanced training would be considered to be enthusiasts. Characters with professional-level skill could qualify for professional teams or as instructors. This skill could be used by characters attempting physical activities that are similar to the activities in the sport, such as to rescue someone drowning, running long distances or sprinting under adverse conditions, and so on.

Separate Skill Ratings must be developed for each sport desired; typical choices are swimming and diving, gravball, zero-G handball, bowling, track and field, weightlifting, and so on.

Skill in swimming covers recreational or survival swimming and diving techniques. A character qualified in this skill can swim for recreation without fear of drowning under normal circumstances. All player characters except Vulcans and Caitians may have developed this skill as part of their background before joining Star Fleet. (Vulcans come from a dry planet with little freestanding water, and Caitians developed from plains felines and thus are not comfortable with swimming or large bodies of water.) Characters desiring to use SCUBA gear should choose it as the subject of the Trivia skill.

Starship Combat Strategy/Tactics

This skill involves the ability to command a starship In battle. Development of this skill includes study of the great space commanders and battles throughout history. It also includes intensive training on simulators, recreating past space combat actions and fighting hypothetical ones. Characters who attend Command School receive professional-level training in this area, but many captains-to-be go beyond even this training.

The skill is used in starship combat to determine which captain has the tactical advantage.

Starship Communications Procedures

See *Communication Systems Operation.*

Starship Engineering

See *Space Sciences: Astronautics.*

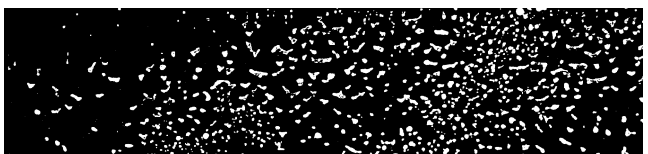
Starship Helm Operation

This skill deals with steering a starship, actually operating the controls of its warp and impulse engines. Development of the skill includes training in executing standard, evasive, and battle maneuvers, as well as in executing standard orbits, intercept courses, and the like. All Naviagtors have training and all Helmsmen have professional-level training in this skill.

The skill is used in starship combat when emergency maneuvers are attempted.

Starship Navigation

See Space *Sciences: Astrogation.*



Starship Sensors

This skill involves operating a starship's sensors probes to gather data for interpretation and storage in the ship's computers. Development includes extensive training in the efficient use of the sensor controls and, when combined with other science skill, in the swift interpretation of the data gathered. All Star Fleet officers are trained in this area, but Navigators and Helmsmen receive advanced training and Science Officers receive professional-level training.

This skill is used to detect life and energy sources in other ships and on planets. The ship's sensors also provide planetary gravity and climate data from standard orbit. All of this data may be interpreted by the Science Officer to give information to a prospective landing party. The skill also may be used by a Navigator to detect at long range moving objects likely to pass near a ship. In starship combat, the skill is used to provide data to the bridge crew about the enemy vessel, its preparations, its power allocation, and its damage.

Starship Weaponry Operation

This skill deals with the operation of all types of starship phasers and photon torpedoes, including their arming, aiming, and firing. Training includes the use of the targetting computer and extensive practice, not only with combat simulators but also using the actual weapons on Star Fleet Academy's target range. All Helmsmen receive professional-level training in this skill, and any captain-to-be must have some training in this area.

This skill is used in starship combat to help determine to-hit rolls. It also might be used by a character attempting to operate unfamiliar ship's weaponry in a captured vessel.

Starship Weaponry Technology

This skill deals with the technical aspects of both phaser weaponry and photon torpedoes, particularly covering repair and maintenance. Training includes study of the appropriate circuit theory, as well as extensive guided practice in weaponry equipment assembly, disassembly, and repair. All Helmsmen and Engineering Officers are trained in this skill so that they may make minor to moderate emergency repairs of damaged or malfunctioning equipment.

Helmsmen may use this skill to make emergency repairs to the Weapons Console should it be damaged by a bridge hit during starship combat. A character also could use this skill to make minor weaponry modifications.

Streetwise

This skill is gained only by experience, interacting with people planetside. The urban counterpart of *Planetary Survival,* this skill deals with how to blend in with the natives in a port, how to hide from the police in unfamiliar city slums, how to contact the urban underground without being compromised, and how to behave in back alleys and back rooms in the seamier parts of any humanoid planet from Vulcan to Sherman's Planet.

The skill may be used by a character to find what he wants in port, whether it is information from a bartender about an illegal gambling parlor or about what ships have been in or out of port in the last two months.

Transporter Operational Procedures

This skill involves the use of transporter devices, whether they be personnel transporters or cargo transporters. Training includes locking in on a person or an area, powering up the system, and accomplishing beamup with simulators and with all three transporter types commonly in use. All Star Fleet officers are trained in this skill.

This skill may be use when a character desires to make a quick lock-on and beam-up, when atmospheric conditions or other hazards make beaming difficult, or when extreme precision is required, such as transporting into an unknown area using sensor readings only.

Transporter Systems Technology

This skill deals with the technical aspects of the transporter devices. Training includes assembly and repair of transporter circuitry, which seems to be particularly vulnerable to malfunction. All Engineering Officers are trained in this skill.

This skill may be used by a character desiring to correct a transporter malfunction such as the one which split Capt. Kirk into two parts as in the episode *The Enemy Within,* or to modify transporter circuitry for a special purpose.

Trivia

This catch-all skill category covers any specialized knowledge not covered by other skills; it is intended for players to be able to individualize their characters, giving them depth by establishing their hobbies and interests. Some *Trivia* skills, such as 20th-century firearms, will be technical or academic in nature, and others, such as explosives, will be gained only through experience. Some will be useful and others will be just for fun or to round out a character's personality for better role-playing. Categories chosen for trivia must be well-defined and not too general, and a Skill Rating must be developed for each separate skill.

Vehicle Operation

This skill is involved in the operation of all modern (in *STAR TREK terms)* aircraft, ground transport vehicles, and water vehicles, including both pleasure and passenger/cargo vehicles. Anyone qualified in this skill can operate small, private vehicles under normal conditions. Separate Skill Ratings must be developed for atmospheric craft, ground vehicles, and water vehicles, if desired.

This skill would be used by characters attempting to fly a familiar or unfamiliar aircraft, use a ground vehicle, or pilot a water vehicle while on a landing party.

Characters with this skill have a lesser proficiency in archaic vehicles, such as biplanes or helicopters, 20th-century automobiles, or sailing vessels. If a character wishes to specifically develop skill with a particular type of ancient vehicle, as a hobbyist, for instance, the character should develop the skill of *Trivia,* with 'Ancient Aircraft' or 'Ancient Water Vehicles' as the specific category. The character will then be able to apply his Skill Rating to the operation of that type of ancient vehicle.

Warp Drive Technology

This skill covers knowledge of the matter/antimatter mix formula that runs a starship. Development includes study of the theory behind the warp drive and extensive practice with simulators, altering the mix to meet a variety of situations, including emergencies such as starting the engines cold and nursing more power from them in response to unusual power demands. Training also is given in maintenance and emergency repair. All Engineering Officers are trained in this skill, and most have professional-level training.

This skill is used in starship combat to coax extra power from the engines and to make emergency warp speed changes.

Water Vehicle Operation

See *Vehicle Operation.*

Zero-G Operations

This skill involves all activity in null-gravity situations. It is gained only through experience, and it is part of Star Fleet officer training.

A character operating where the gravity is low or nonexistent uses this skill, whether it be for emergency repairs outside a ship in space or for combat aboard a floating derelict. When a character attempts to use other skills under such conditions, the Skill Rating in this skill is used to modify that skill's rating.

Attribute Scores and Skill Ratings are measures of the character's chance to apply his attributes or skills successfully in critical situations, such as those in which there is only a limited time available, those that are of an unusual nature, or those that must be performed under stress. The ratings also indicate the relative quality of the result and the relative ease with which the attribute or skill can be applied to the problem.

Normally, characters may do the things that the players desire, as long as the characters have the time, are not under stress, and are attempting nothing unusual. Sometimes, however, a player will want his character to attempt something unusual or something usual in a critical situation. In these cases, success may not be automatic, and the gamemaster will determine a character's ability to perform the unusual action, particularly if success will make a big difference in the play of the game or failure will bring potentially bad consequences.

A character's mental or physical abilities may be the factors that determine the success of the attempted action, or his development in a particular skill may be the controlling factor. In either case, at these times in the game and for such unusual actions, the gamemaster may ask the player to make a percentile dice roll to help him determine the character's success or failure. This roll is compared to a target that is determined by the gamemaster. If the dice roll is greater than the target, then the attempt to perform the unusual action failed, and the character is unable to complete his action in that way at that time. Jf the dice roll is less than or equal to the target, then the attempt was successful.

If the controlling factor is an attribute, the roll is called a Saving Roll and the target will depend, in part, on the character's score in one or more attributes. If the controlling factor is the development of a skill, the roll is called a Skill Roll and the target will depend, in part, on the character's Skill Rating in one or more skills.

The gamemaster may adjust the Attribute Rating or Skill Rating to allow for harder and easier tasks and for differing circumstances. In some circumstances, the gamemaster may rule that no Saving Roll or Skill Roll is allowed at all; an example would be if the action a player wants to perform is clearly impossible or highly unlikely for someone of his expertise and capability.

Skill Rolls need not be made for routine use of skill, as long as the Skill Rating is 10 or greater. Thus, Lt. Sterling need not roll percentile dice every time he consults his starship sensors. His Skill Rating of 43 in *Starship Sensors* indicates far greater than a basic ability for routine matters.

A character attempting to do something for which he has no skill may botch the job entirely. For a character to handle *routine* matters in an area where his Skill Rating is less than 10, the gamemaster may require a Skill Roll using one 10-sided die, not percentile dice. If the roll is greater than the Skill Rating, the attempt fails and something goes wrong, but the gamemaster may allow a Saving Roll against LUC to see if the character figured it out anyway.

Skill Ratings above 10 come into play when a character attempts to perform unusual actions. For instance, if Lt. Sterling is asked to obtain a sensors lock on an enemy vessel during starship combat, he will be asked to make a Skill Roll against his Skill Rating in *Starship Sensors.* If his Sensors Panel loses power due to a Klingon disrupter bolt, he may be required to make a Skill Roll against his rating in *Computer Technology* to fix it.

CREATING A CHARACTER

When playing ***STAR TREK:*** **The Role Playing Game, a** player either may use one of the major characters aboard the *USS Enterprise,* or create an entirely new character aboard another ship of Star Fleet. This section gives the rules for players to create their own officers.

The system for developing a character involves the player in many decisions about his character, so that when the process is complete, the player knows a great deal about his character and has some idea about how he will play the character in the game. Furthermore, the player will have had a major part in determining just what things his character can do in the game, and, in the process, he will have decided how expert the character is in his areas of specialization. The process is not a quick one, but it is well worth the time and effort, because it is easier to play a character that one knows a great deal about than it is to play a character that one hardly knows.

Players are urged to follow the story about Lee Sterling as they create their first character. This will help them to see what the different parts of the system mean in terms of the character, and it will help to make sense of what the numbers are used for. Each section of the character generation rules details the events in a story section, and Lee Sterling's development is used as an example to illustrate the rules. After reading the story and the rules section, the player should follow the rules and develop that part of his own character. After completing a section, the player should return to the story to find out what the next section is all about.

After their first character has been designed, players need not refer to the story, but may generate their characters in the same way that they did their first.

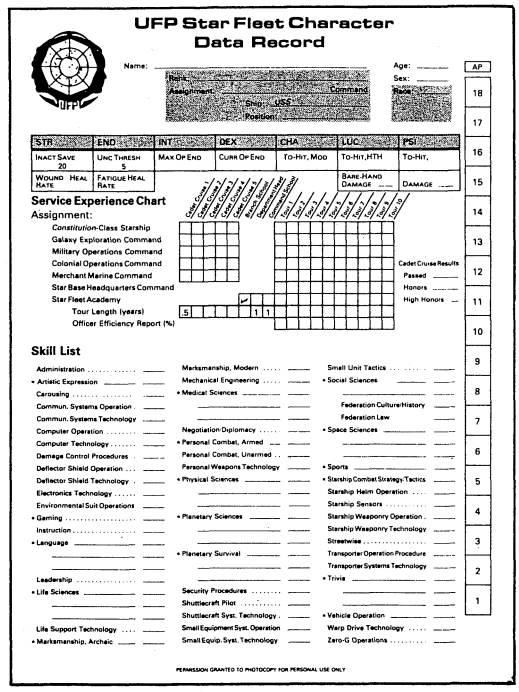
Turn now to the story of Lee Sterling, found on page 34 of the **Cadet's Orientation Sourcebook.**

ASSSIGNED SHIP, RANK AND POSITION

As the first step in creating a player character, the gamemaster will tell the players the type of ship that their characters will be using and the positions available on the ship. Then, the players and the gamemaster must decide exactly which player's character will take each position. This way, the player can aim for the rank and skill levels needed for the job the character will eventually have to fill. Once a character's eventual specialty is decided, actual character creation begins.

In our example, the gamemaster has determined that the characters in his game will be department heads aboard the *USS Lexington,* a starship likethe *Enterprise.* The players and the gamemaster have determined that one player will play the Science Officer, and this player has chosen the character of Lee Sterling, a human male born on Luna.

At this time, determine the position, rank, and name of your character, and the name of the ship on which he (or she) will serve. The location on the Character Sheet where this information is recorded is shown in the illustration.



CHOOSING A RACE

In ***STAR TREK:*** **The Role Playing Game,** the characters that the players have need not be anything like the players who create them. They need not have the same mental or physical attributes, and they need not have the same appearance. They do not need to even be members of the Human race. There are many, many starfaring peoples among Federation-affiliated populations, but quite a number are of six basic types. Each player character race has its own set of unusual physical and psychological peculiarities. The character creation system centers on these races.

At this time, choose the race and the sex for your character and return to the story of Lee Sterling; the illustration shows where to record this information on the character sheet. Humans are, by far, the easiest to play. (After all, most players have plenty of experience.) It is strongly suggested that a player's first character or first character in a new campaign be Human, especially if the player is not already very familiar with the *STAR TREK* universe or the gamemaster's campaign. It is difficult enough to learn the rules of the game or about the setting for a campaign without adding the complexity of learning to think like an alien. When playing non-human characters, the role-playing part of the game is more important than ever. Non-humans must act like non-humans! Information about each of the races is presented in the section **Races In The *STAR TREK Universe*** in the **Cadet's Orientation Sourcebook.**

CREATING ATTRIBUTE SCORES

Attribute scores are created using percentile dice and applying modifiers for each of the races. Players also have a fund of bonus points that they may apply to create a character with the attributes they desire. This procedure is found below.

INITIAL DICE ROLL

Each of the character's STR, END, INT, DEX, and CHA scores are created by roling 3D10 + 40. This means that the lowest possible attribute roll is 43 (1 + 1 + 1 + 40 = 43), the highest roll is 70 (10 + 10 + 10 + 40 = 70), and the average is 57 (43 + 70 = 113; 113 / 2 = 56.5, rounded up to 57). The LUC and PSI scores are created by rolling percentile dice.

In our example, the rolls for Lee Sterling's Strength were an 8, a 2, and a 5, and so his STR is 55 *(8 + 2 + 5 + 40 = 55).*

RACIAL MODIFIERS

Each race has modifiers because of its own capabilities. In every attribute score but PSI, the Human race is average, and so there is no modifier; Humans have very low Psionic Potential, and so there is a negative modifier for this attribute score.

Andorians are stronger and more hardy than Humans, on the average, but they are not as lucky. Like Humans, they have a low Psionic Potential.

Caitians are less hardy folk, but they are considerably more agile than Humans. Their physical beauty and their practice of absolute equality between sexes give them a slightly higher Charisma. Their luck is less than that of Humans, but their Psionic Potential is about the same.

Edoans are very dextrous but not as strong as Humans. Their luck and psionic potential are both less than those of Humans.

Tellarites are slightly stronger and more hardy than Humans, but their appearance and suspicious, brash personality combine to give them a lower charisma. They are as unlucky as the Andorians, and have less psionic potential even than Humans.

Vulcans are much stronger than Humans, more hardy than any other race in the Federation, and more intelligent. Their belief in logic leads them to be far less lucky than any other Federation race, and they are the only race that practices systematic training in psionics.

RACIAL MODIFIERS TO ATTRIBUTE SCORES

	STR	*END*	*INT*	*DEX*	*CHA*	*LUC*	*PSI*
Human	-	-		-			-30
Andorian	+10	+5				-20	-20
Caitian	-	-5		+20	+5	-10	-30
Edoan	-5	-		+15	-	-15	-35
Tellarite	+5	+5	-		-10	-20	-40
Vulcan	+20	+10	+10			-40	

Add or subtract the modifiers to the attributes already created to adjust for racial differences. If the attribute score is zero or less, then adjust it upward to 1.

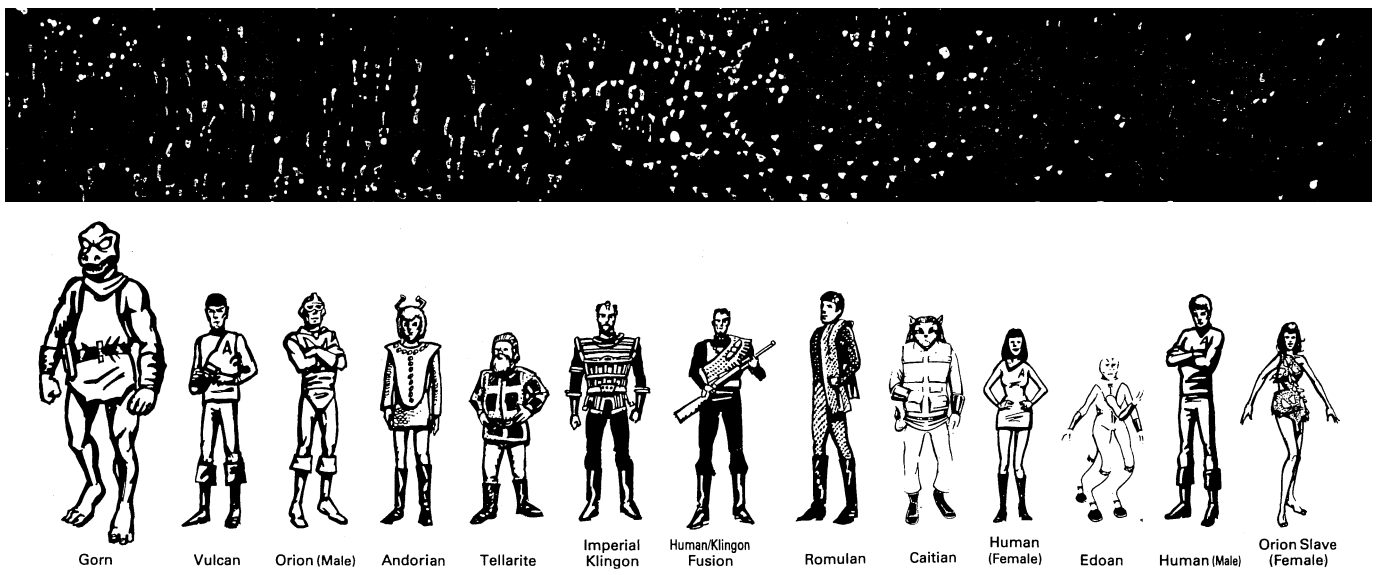
In our example, Lee Sterling's original PSI roll was 26. Applying the -30 modifier, his PSI score would be less than 0, and so it becomes 01.

BONUS POINTS

Because each player should be relatively free to determine which attributes will be important to his character, he will have a bonus fund of points to distribute as he desires. To determine the number of bonus points, roll D100 and divide by 2. These points may be applied to any attributes already generated except Psionic Potential, with two restrictions. No more than 30 points may be added to one attribute, and no attribute may be adjusted to more than 99 by using bonus points.

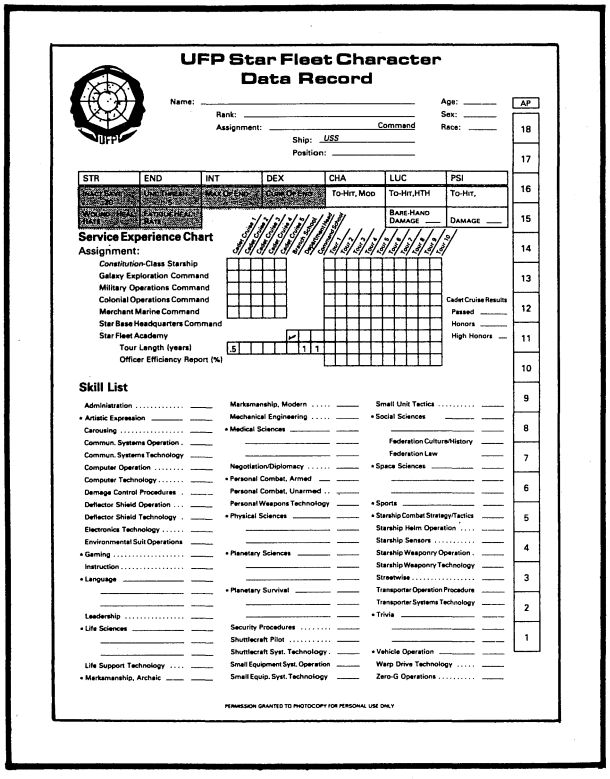
In our example, Lee Sterling had 37 bonus points *(74 / 2 = 37),* which were divided between his Luck, his Intellect, and his Dexterity.

At this time, create the 7 attribute scores for your character and then return to the story of Lee Sterling.



CREATING ENDURANCE STATISTICS

A character's END score is used to determine 4 of the 6 statistics which are used in the game to keep track of his physical condition. These two numbers are the character's maximum operating endurance (MAX OP END), which describes his overall physical condition; his current operating endurance (CURR OP END), which describes his condition from moment to moment, including his fatigue. The other two statistics are a character's Inaction Save Level (INACT SAVE), the point at which he may not function normally, either because he is hurt or because he is exhausted; and his Unconsciousness Threshold (UNC THRESH), the point at which he will pass out. Each of these statistics is described in detail in the section on **Injury, Medical Aid, And Recovery,** but the procedure for creating these numbers is put here for convenience. As the endurance statistics are created, record them on the character sheet in the position shown in the illustration.



UFP Star Fleet Character Data Record

Name: Rank: Assignment: Command Ship: USS Position: Age: Sex: Race: AP

STR	END	INT	DEX	CHA	LUC	PSI
[illegible]	[illegible]	[illegible]	[illegible]	To-Hit, Mod	To-Hit, HTH	To-Hit,
					Bare-Hand Damage	Damage

Service Experience Chart

Assignment:

- *Constitution*-Class Starship
- Galaxy Exploration Command
- Military Operations Command
- Colonial Operations Command
- Merchant Marine Command
- Star Base Headquarters Command
- Star Fleet Academy

Tour Length (years) 5

Officer Efficiency Report (%) 1 1

Cadet Cruise Results: Passed, Honors, High Honors

Skill List

Administration, * Artistic Expression, Carousing, Commun. Systems Operation, Commun. Systems Technology, Computer Operation, Computer Technology, Damage Control Procedures, Deflector Shield Operation, Deflector Shield Technology, Electronics Technology, Environmental Suit Operations, * Gaming, Instruction, * Language, Leadership, * Life Sciences, Life Support Technology, * Marksmanship, Archaic, Marksmanship, Modern, Mechanical Engineering, * Medical Sciences, Negotiation/Diplomacy, * Personal Combat, Armed, Personal Combat, Unarmed, Personal Weapons Technology, * Physical Sciences, * Planetary Sciences, * Planetary Survival, Security Procedures, Shuttlecraft Pilot, Shuttlecraft Syst. Technology, Small Equipment Syst. Operation, Small Equip. Syst. Technology, Small Unit Tactics, * Social Sciences, Federation Culture/History, Federation Law, * Space Sciences, * Sports, * Starship Combat Strategy/Tactics, Starship Helm Operation, Starship Sensors, Starship Weaponry Operation, Starship Weaponry Technology, Streetwise, Transporter Operation Procedure, Transporter Systems Technology, * Trivia, * Vehicle Operation, Warp Drive Technology, Zero-G Operations

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MAXIMUM OPERATING ENDURANCE (MAX OP END)

At the beginning of the game, and at any time when the character is not suffering from wound damage, his MAX OP END is the same as his END score. This number should be recorded in pencil, because it will change as he suffers from wound damage and is later healed. In our example, Lee Sterling's original MAX OP END is 58.

CURRENT OPERATING ENDURANCE (CURR OP END)

At any time when the character is not fatigued or suffering from other temporary damage, his CURR OP END is the same as his MAX OP END. At the beginning of the game this is the same as his END. This number should be recorded in pencil, because it will change as he suffers from damage of any kind. In our example, Lee Sterling's original CURR OP END is 58.

INACTION SAVE LEVEL (INACT SAVE)

A character's INACT SAVE is 20. This number will not change for most characters; in rare cases when a character's END score changes significantly, this will change also.

UNCONSCIOUSNESS THRESHOLD (UNC THRESH)

A character's UNC THRESH is 5. This number will not change for most characters; in rare cases when a character's END score changes greatly, this will change also.

WOUND HEALING RULE

The rate at which a character will recover from wound damage is related to his END score. To find this number, divide the END score by 20, and round down. This gives the number of points of wound damage that will be healed after 1 day of rest. For example, Lee Sterling's Wound Heal Rate is 2 *(58 / 20 = 2.9, rounded down to 2).*

FATIGUE HEALING RATE

The rate at which a character will recover from temporary damage is related to his END score. To find this number, divide the END score by 10, and round down., This gives the number of points of temporary damage that will be restored after 30 minutes of inactivity. For example, Lee Sterling's Fatigue Heal Rate is 5 *(58 / 10 = 5.8, rounded down to 5).*

At this time, create the 2 operating endurance statistics and 2 healing rates for your character. After recording these statistics on your character sheet, return to the story of Lee Sterling.

CHARACTER AGING

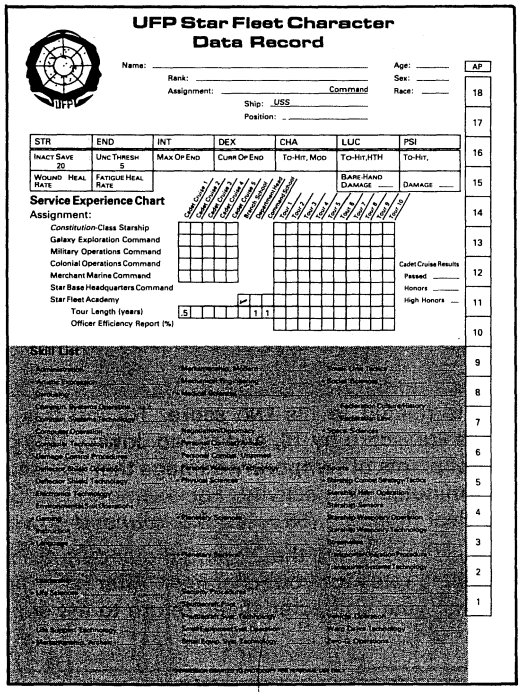
The aging of characters does not play a big part in this game, because in *STAR TREK's* time, many of the troubles of old age have been avoided or postponed by advanced geriatrics techniques. Nonetheless, some of a character's physical faculties may decline as he ages. For some characters, this may occur during the post-Academy experience procedure. Once a character reaches the critical age for his race (50 for a Human), his scores for STR, DEX, and END may fall off, and so gamemasters may wish to have players keep track of their ages for this reason.

TRAINING PLAYER CHARACTERS

The process of generating the list of skills that a character possesses is complex, but it is worth it, for the character will really come alive as the process is completed. The steps take the character from his pre-Academy days, through the Academy, Branch training and his Cadet Cruise, post-Academy cruises, and advanced training schools.

No one can do everything well, and neither can a character in this game. At each step of the way, the player will be asked to make some choices about his character. Some of these choices will concern the character's day-to-day professional life, and others will involve his outside interests. As the choices are made, some reasons for the choices should be considered, so that the character that is created seems real. Players should make an effort to create a *believable* character, one whose skills, interests, and developing personality he understands. The story of Lee Sterling gives a good example of how to do this, so that when the character creation process is complete, you have a character you will enjoy playing.

Skill Ratings are recorded on the character sheet beside the skill names, as shown in the illustration. As the ratings are created, they should be recorded on the sheet in pencil, because they will be altered frequently as the process continues. After the process is complete, the final total is the character's rating in each skill.



A word about some of the processes is in order. A character will gain some skills just by being trained as a Star Fleet officer. These skills may be improved by later training or by player choice. At nearly every step in a character's training, the player can choose to improve a skill his character has already acquired; this is called "taking advanced training." At some points, a player can choose to learn new skills for his character; because a person develops fewer new interests and skills as he grows more experienced in his chosen profession,; the opportunities for learning brand new skills are more limited than the opportunities for improving skills already acquired. The opportunity to learn a new skill is called "choosing an outside elective."

PRE-ACADEMY SKILLS

Characters enter the game at ages of 24 years (Earth) or more. In order to make each character more real, therefore, it is necessary to develop a background for that character, outlining what a character did before entering the game. This process begins by determining some facts about the character's background prior to age 18. Part of this process is creating a story and part involves choosing some skills for the character that reflect this background. The story is left to the imagination of the player, but skills are chosen from the two lists given below. The first list includes those skills that provide the educational background for the character, detailing what the character learned in his grade school and high school classes and through his own investigations. The second includes those skills that provide the character with hobbies and outside interests.

To find out how many background skills a character will have, divide the character's INT score by 10 and round down. Half of these skills will be chosen from the Educational Background Skills Table, and half from the Personal Development Skills Table. For skills like language or the sciences, which require more specific designations, choose the designation as well; these are indicated by the symbol *. A skill may be chosen twice to reflect a deep interest and advanced training.

After the skills have been chosen, a Skill Rating needs to be developed for each. This is done by rolling 1D10, with the result being the Skill Rating. If a skill has been chosen twice, then the Skill Rating is the sum of the two rolls.

BACKGROUND SKILLS LIST

EDUCATIONAL BACKGROUND SKILLS

Computer Operation
* Language
* Life Sciences
General Medicine (First Aid only)
* Physical Sciences
* Planetary Sciences
* Social Sciences
* Space Sciences
* Trivia

PERSONAL DEVELOPMENT SKILLS

* Artistic Expression
Carousing
Communication Systems Operation
Communication Systems Technology
Computer Technology
Electronics Technology
*Gaming
* Language
Leadership
* Marksmanship, Archaic Weapon
Mechanical Engineering
Negotiation/Diplomacy
* Personal Combat, Armed
Personal Combat, Unarmed
* Planetary Survival
* Sports
Streetwise
* Trivia
Vehicle Operation

In our example, Lee Sterling has an INT score of 71, and so he will choose 7 skills *(71 4 10 = 7.1, rounded down to 7).* Because of his rather bookish personality, he will make 4 rolls for his educational background and 3 rolls in his hobbies and interests. The skills (and their ratings) he had from his educational background are *Computer Operations* (6); *Life Sciences, Ecology* (4); and particularly *Space Sciences, Astronomy* (6 + 8). His hobbies and interests and their Skill Ratings are *Electronics Technology* (8); *Gaming, 3-D Chess* (7); and *Trivia, History of Science* (3).

JOINING STAR FLEET

The character's real development in game terms comes after he joins Star Fleet. For this game, all characters are assumed to be officers trained at Star Fleet Academy, and so these rules will only cover that training. The Academy is a fine institution, granting a superior education, particularly in the space sciences. Some Star Fleet officers, particularly Science Officers and Medical Officers, choose to train at universities before they join Star Fleet, but the many fine Science Officers and Medical Officers who take their training at Star Fleet Academy prove daily that their education is second to none.

In rules expansions, the training of Star Fleet Officers at outside institutions through ROTC, and the promotion of officers through the ranks of enlisted men and OCS will be covered.

STAR FLEET ACADEMY

A character normally enters the Academy at age 18, straight from high school, but this may be stretched one or two years in extraordinary cases; he will be 22 when he graduates. During four years in the Academy, a character not only will study, but he also will have an opportunity to develop his hobbies and interests through outside electives and to take advanced training in skills he already possesses. The skills that are developed are divided into 3 areas: an academic curriculum of subjects leading to a degree in space science; outside electives; and advanced training.

ACADEMIC CURRICULUM

The academic studies at Star Fleet Academy are broken down into three general groups. One group is the subjects that most students at science or engineering colleges would study; this is called the Core Curriculum. A second group includes the subjects leading to a degree in space science; this is called the Space Science Curriculum. The third group includes the skills that are required of all Star Fleet Officers; this is called Officer Training.

Some room for personal choice is given in this training. The character can choose which *Language* he will study, including that of any Federation race or any race opposing the Federation. He also can choose which particular areas of *Life Science, Physical Science,* and *Planetary Science* he will study and which *Space Science* areas he will study in addition to *Astronomy.*

ACADEMIC CURRICULUM

For Core Curriculum:	
Computer Operation	20
^Language	15
*Life Science	One at 10
* Physical Science	One at 10
* Planetary Science	One at 10
Social Science	
Federation Culture/History	15
Federation Law	15
For Space Science Curriculum:	
* Space Science	
Astronomy	10
Other Space Sciences	Two at 10
Damage Control Procedures	10
Environmental Suit Operation	10
Starship Sensors	10
Transporter Operation Procedures	10
Zero-G Operations	10
For Officer Training Curriculum:	
Instruction	10
Leadership	10
Marksmanship, Modern Weapon	20
General Medicine (First Aid)	10
Small Equipment Sys. Operation	10
Personal Combat, Unarmed	20
Personal Weapons Technology	5

In our example, Lee Sterling chose Vulcan as his *Language,* chose *Zoology, Physics,* and *Geology as* his science electives, and chose *Astrophysics* and *Astrogation* as his space science electives.

OUTSIDE ELECTIVES

A Cadet's hobbies and interests can be developed through training at the Academy, whether he joins the Zero-G basketball team or develops his artistic talents. Gaming, carousing, and streetwise, though not really developed by Academy training, represent activities at which many college students spend time, and thus they are included.

Choose 5 electives from the list; the rating for each skill chosen is 10 points. No individual skill area may be selected twice. Choices here may add to the Skill Rating of pre-Academy background skills.

ACADEMY OUTSIDE ELECTIVES LIST

* Artistic Expression
Carousing
*Gaming
* Marksmanship, Archaic Weapon
Negotiation/Diplomacy
* Personal Combat, Armed
Shuttlecraft Pilot
* Sports
Streetwise
* Trivia

For his five outside electives, Lee Sterling chose *Gaming (3-D Chess), Swimming/Diving, Ancient Vulcan History,* and *Electronics Technology.* He also learned how to play the *Vulcan Lyre.*

ADVANCED STUDY

In addition to the regular coursework at the Academy, each Cadet has opportunities to take advanced training in the topics he studies. The number of skills that may be improved depends on the character's INT score. After determining the number of skills that may be advanced, choose which skills they are. Any skill already on a character's skill list may be chosen, and skills may be chosen more than once to improve them even further.

To find how many skills may be improved, divide the INT score by 10, round up, and add 5. To find out how much each skill is improved, roll 1D10 and add the number rolled to the Skill Rating.

For example, Lee Sterling's INT is 71, and so he could improve 13 skills *(71 4 10 = 7.1, rounded up to 8; 8 + 5= 13).* He chose to take advanced training in *Computer Operation* (6 + 3), *Astronomy* (8 + 4), *Ecology* (7 + 5), *Starship Sensors* (5 + 2), *Chemistry (6* + 8 + 10), and *Zero-G Operations (7* + 4).

At this time, make the choices of curriculum, outside electives, and advanced study for your character, and make all necessary dice rolls. Record the list of skills on your character sheet and return to the story of Lee Sterling.

BRANCH SCHOOL

After graduating from Star Fleet Academy, a new Cadet chooses a service branch from the following list: Communications/Damage Control, Engineering, Helm, Medical, Navigation, Science, and Security. His future career will be influenced by this choice, for few officers are able to switch branches and move up in rank with their peers. Captains are chosen most often from the Helm and Navigation Branches, and they are not usually selected from the Security or Medical Branches, perhaps the reason why Captain Kirk transferred from Security to Navigation.

CURRICULUM

Branch School gives Academy graduates additional training for their specialties, as shown on the lists given below. Communications/Damage Control, Helm, Navigation, and Security Branch Schools take one and one-half years. Engineering Branch School takes two and one-half years. Medical and Science Branch Schools take three and one-half years. Engineers have many more skills to learn, and so their Branch School takes an extra year. Medical Officers and Science Officers study for the equivalent of advanced degrees in their Branch Schools, taking the extra time to become familiar with many more areas of knowledge. When they graduate from Branch School, Medical Officers have an M.D. degree and Science Officers have a D.Sc. degree.

Communications/Damage Control Branch School Curriculum	
Communication Systems Operation	40
Communication Systems Technology	10
Computer Technology	10
Damage Control Procedures	30
* Language	30 total, used in any way
* Racial Culture/History	30 total, used in any way

Engineering Branch School Curriculum	
Astronautics (Space Science)	10
Communication Systems Technology	10
Computer Technology	10
Deflector Shields Technology	10
Electronics Technology	10
Life Support Systems Technology	10
Mechanical Engineering	10
Personal Weapons Technology	5
Shuttlecraft Systems Technology	10
Small Equipment Systems Operation	10
Starship Weaponry Technology	10
Transporter Systems Technology	10
Warp Drive Technology	10
Specialties (from above skills)	three at 30 extra one at 10 extra

Helm Branch	
Starship Combat Strategy/Tactics	10
Starship Helm Operation	40
Starship Sensors	10
Starship Weaponry Operation	40
Starship Weaponry Technology	10
Warp Drive Technology	10

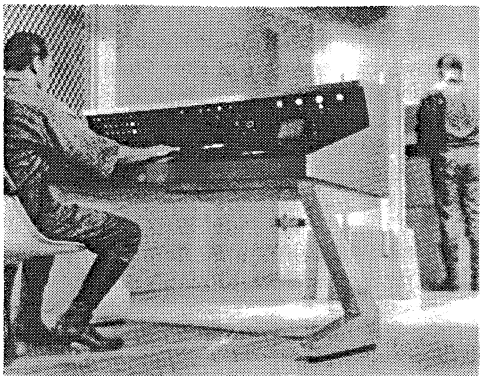
Medical Branch School Curriculum	
Computer Operation	20
* Language	20
*Life Science	three at 10
Life Support System Technology	10
* Medical Science	
General Medicine	
Specialty Race	60
Other Races total of	40
Psychology	
Specialty Race	40
Other Races	total of 40
Other Specialties	total of 50
Small Equipment Systems Operation	10

Navigation Branch School Curriculum	
Computer Operation	20
Deflector Shield Operation	40
Deflector Shield Technology	10
* Space Science	
Astrogation	40
Others	two at 10
Starship Sensors	10

Science Branch School Curriculum	
Computer Operation	30
Computer Technology	10
Electronics Technology	10
Environmental Suit Operation	20
* Language	20
* Science (except Medical or Social)	
Related majors	two at 40
Minors	two at 30
Other fields	four at 10
Any field	total of 20
Starship Sensors	30

Security Branch School Curriculum	
Environmental Suit Operation	10
Federation Law (Social Science)	5
Marksmanship, Modern Weapon	20
Personal Combat Unarmed	20
Personal Weapons Technology	5
Psychology, Native (Medical Science)	10
Security Procedures	40
Shuttlecraft Pilot	20
Small Unit Tactics	20

In our example, Lee Sterling attends Science Branch School. There he increases his skill in *Computer Operation, Computer Technology, Electronics Technology, Environmental Suit Operation, Vulcan Language* and *Starship Sensors.* In addition, his related major fields *are Astronomy and Astrophysics,* his minor fields are *Meteorology* and *Hydrology,* and .his outside fields are *Exobiology, Ecology, Chemistry,* and *Physics.* The 20 points he may use for any field of science was put in *Chemistry* (6) and *Ecology* (14).



OUTSIDE ELECTIVES

A character may acquire two new skills if he desires, choosing from any on the skills list. If new skills are not desired, two skills from the character's skill list may be improved. To find out the Skill Rating in the new skill or the improvement in the old rating, roll 1D10.

In our example, Lee Sterling elects to learn the skills of *Shuttlecraft Pilot* (5) and *Warp Drive Technology* (3).

ADVANCED TRAINING

As with other training at the Academy, a character has a chance to take advanced classes in Branch School and thus to advance his skills while he is studying there. The character may improve up to 5 skills he already has in any area. The remainder of his advanced training will be in skills he learned in Branch School.

The number of Branch School skills a character improves depends on his intellect. To find this number, subtract 50 from the character's INT, dividing by 10, and round down. Each skill chosen must be one the character learned or improved in Branch School; the Skill Rating for each is increased by 1D10 points.

For his advanced training, Lee Sterling chooses to increase his rating in the following skills, rolling twice in *Starship Sensors: Electronics Technology* (6); *Starship Sensors* (5 + 6); *Planetary Survival, Tropical* (9); and *Zero-G Operations (7).*

Because his INT is 71, he may increase his rating in 2 Branch School skills (77-50 = *21; 21 + 10 = 2.1, rounded down to 2).* He chooses the skills of *Environmental Suit Operation* (4) and *Shuttlecraft Pilot* (8).

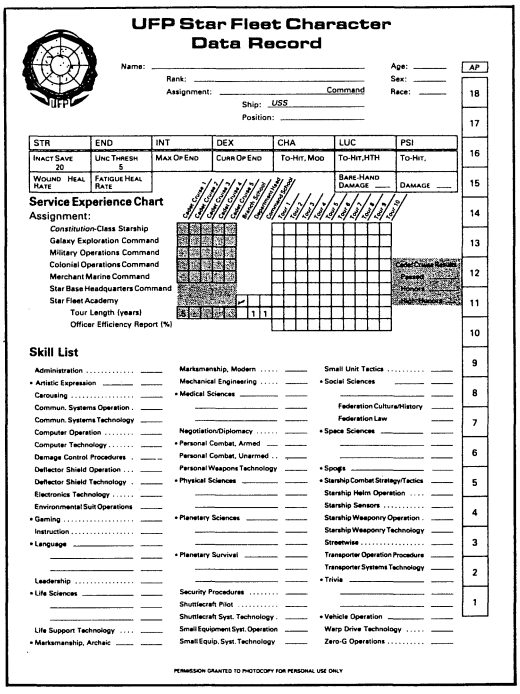
At this time, choose the service branch your character will enter, make any choices appropriate for your character, determine his outside electives and skills for advanced study, and add the appropriate Skill Ratings to your character's skill list. Then return to the story of Lee Sterling.

CADET CRUISE

Upon completing classwork in Branch School, the Cadet is sent on a 6-month cruise in space, where his performance is evaluated by starship officers. During the cruise, the officer-in-training carries the rank of Midshipman. It is a mark of special achievement to be passed and promoted to Ensign after only one Cadet Cruise. Sometimes, a Cadet will not have sufficiently demonstrated himself in the single cruise, and he will be required to take a second or possibly even third 6-month cruise; this is neither unusual nor a mark against him.

The procedure below is used to determine the division in which a Cadet makes his cruise and the results of his cruise. The information about the Cadet Cruise is recorded on the character sheet in the grid shown in the illustration.

This grid is used to record all service experience. The horizontal divisions are for the various commands: Galaxy Exploration Command, Military Operations Command, Colonial Operations Command, and Merchant Marine Command. The first few vertical divisions are for the Cadet Cruise or Cruises. Space is given at the right to show the results of the Cadet Cruise. Space is provided to record the term length; the half-year for the first cruise has already been filled in.


UFP Star Fleet Character Data Record

Name: Age: AP
Rank: Sex: 18
Assignment: Command Race: 17
Ship: USS 16
Position: 15

STR	END	INT	DEX	CHA	LUC	PSI
Inact Save 20	Unc Thresh 5	Max Of End	Curr Of End	To-Hit, Mod	To-Hit, H-T-H	To-Hit,
Wound Heal Rate	Fatigue Heal Rate				Bare-Hand Damage	Damage

14
Service Experience Chart
Assignment:
Constitution-Class Starship
Galaxy Exploration Command
Military Operations Command
Colonial Operations Command
Merchant Marine Command
Star Base Headquarters Command
Star Fleet Academy
Tour Length (years)
Officer Efficiency Report (%)
13
12
11
10
9
8
7
6
5
4
3
2
1

Skill List

Administration
• Artistic Expression
Carousing
Commun. Systems Operation
Commun. Systems Technology
Computer Operation
Computer Technology
Damage Control Procedures
Deflector Shield Operation
Deflector Shield Technology
Electronics Technology
Environmental Suit Operations
• Gaming
Instruction
• Language
Leadership
• Life Sciences
Life Support Technology
• Marksmanship, Archaic
Marksmanship, Modern
Mechanical Engineering
• Medical Sciences
Negotiation/Diplomacy
• Personal Combat, Armed
Personal Combat, Unarmed
Personal Weapons Technology
• Physical Sciences
• Planetary Sciences
• Planetary Survival
Security Procedures
Shuttlecraft Pilot
Shuttlecraft Syst. Technology
Small Equipment Syst. Operation
Small Equip. Syst. Technology
Small Unit Tactics
• Social Sciences
Federation Culture/History
Federation Law
• Space Sciences
• Spogs
• Starship Combat Strategy/Tactics
Starship Helm Operation
Starship Sensors
Starship Weaponry Operation
Starship Weaponry Technology
Streetwise
Transporter Operation Procedure
Transporter Systems Technology
• Trivia
• Vehicle Operation
Warp Drive Technology
Zero-G Operations

PERMISSION GRANTED TO PHOTOCOPY FOR PERSONAL USE ONLY

CRUISE ASSIGNMENT

Of course, the choicest assignments are on a *Constitution-class* starship in the Galaxy Exploration Command; other assignments in Exploration also are desired, as are assignments in the Military Operations Command, with assignments in Colonial Operations Command and the Merchant Marine Command being the least desirable. A character's luck and intelligence play quite a role in the assignment.

To find out the character's Cadet Cruise assignment, roll percentile dice, apply any modifiers, and consult the table.

CADET CRUISE ASSIGNMENT TABLE

Die Roll	*Assignment*
1 5 or less	Exploration Command, *Const,* class
16 — 25	Galaxy Exploration Command
26 — 50	Military Operations Command
51 — 75	Colonial Operations Command
76+	Merchant Marine Command

Modifiers For Cadet Cruise Assignment

For Attribute Scores		
	LUC 70+	-10
	LUC 60-69	- 5
	LUC 40 or less	+ 5
	INT 70+	-10
	INT 60-69	- 5
Per Previous Cadet Cruise		+ 10

In our example, Lee Sterling rolls a 44 for his Cadet Cruise assignment. Fortunately his INT is 71 and his LUC is 83, and this becomes a 24 *(44- 10- 10 = 24).* Thus he is assigned to Galaxy Exploration Command, though not aboard a *Constitution-class* starship.

CRUISE RESULTS

A Cadet's Cruise assignment has an effect on his ultimate performance. After all, a Cadet must be something special to get assigned to the Exploration or Military Commands, and even more special to get assigned to a *Constitution-class* starship. Furthermore, a Cadet in either Exploration or the Military has more opportunities to distinguish himself, and the officers aboard from whom he receives his training usually are a cut above the average.

To find out the results of a character's Cadet Cruise, roll percentile dice, apply any modifiers, and consult the table. Science and Medical Officers are automatically promoted to Lieutenant, jg, after they successfully complete their Cadet Cruise.

CADET CRUISE RESULTS TABLE

Die Roll	*Result*
5 or less	Passed with High Honors Promoted to Lieutenant, jg
6-15	Passed with Honors Assigned as Ensign
16-60	Passed; assigned as Ensign
60+	Repeat Cruise Procedure

Modifiers To Cadet Cruise Results

For Assignment	
Exploration Command, *Const,* class	- 20
Exploration Command	- 10
Military Operations Command	-10
Colonial Operations Command	No Modifier
Merchant Marine Command	+ 10
For Attribute Scores	
LUC 70+	-10
LUC60 -69	- 5
LUC 40 or less	+ 5
For Any Previous Cruise	+ 10

In our example, Lee Sterling's roll for Cadet Cruise results is 27, modified by his assignment to Galaxy Exploration Command and his LUC of 83. This becomes an 07 *(27- 10- 10 = 07).* The adjusted roll is between 06 and 15, which means that he passed with Honors, but the roll was not quite low enough so that he passed with High Honors. Because he is a Science Officer, he becomes a Lieutenant, jg.

At this time, make the appropriate dice rolls and determine the cruise assignment and results for your character. Record the information on your character sheet and return to the story of Lee Sterling.

DEPARTMENT HEAD SCHOOL

Some characters are destined to become Department Heads, the officers in the following key positions aboard a starship: Chief Communications Officer, Chief Engineer, Chief Medical Officer (also referred to as Chief Surgeon), Security Chief, Chief Science Officer, Chief Navigator, and Chief Helmsman. These officers are required to attend a one-year Department Head School before assuming that position; the school is attended only once in an officer's career. Characters who complete it are promoted one rank.

DEPARTMENT HEAD SCHOOL CURRICULUM

This school provides training in administering a department and gives advanced leadership training, as shown in the list below.

DEPARTMENT HEAD SCHOOL SKILLS

Administration	40
Computer Operation	15
Leadership	20

ADVANCED TRAINING

While attending Department Head School, a character may take advanced training at Star Fleet Academy in any skill previously acquired.

The total number of skills that may be advanced is determined by the character's INT. To find the number of skills that may be advanced, divide the character's INT by 10 and round down. Skills may be chosen more than once. The Skill Rating in each skill chosen may be increased 1D10 points.

In our example, Lee Sterling is posted to Department Head School, and so he adds the skills from the Department Head School Curriculum to his list. Because his INT is 71, he is able to improve 7 skills *(71 / 10 = 7.1, rounded down to 7).* His choices are *Astronomy* (4), *Physics* (5), *Geology* (2 + 8), *Computer Technology* (3), *Environmental Suit Operation* (8), and *Unarmed Personal Combat* (5).

At this time, record the Department Head School skills on your character sheet. Determine the skills to be advanced and record them as well. Then return to the story of Lee Sterling.

COMMAND SCHOOL

Some Department Heads, usually from the Helm, Navigation, Science, or Engineering Branches, are destined to become top command personnel aboard a starship such as the *Enterprise.* These officers, normally the Captain and the First Officer, must attend a one-year Command School; it is attended only once in an officer's career. Officers automatically are raised one rank after its completion.

COMMAND SCHOOL CURRICULUM

This school provides the specialized training necessary to command a starship, particularly for combat, as shown in the list below.

COMMAND SCHOOL SKILLS

Leadership	10
Negotiation/Diplomacy	10
Social Science	
Federation Culture/History	5
Federation Law	10
Starship Combat Strategy/Tactics	40

ADVANCED TRAINING

While attending Command School, a character may take advanced training in any skill previously acquired.

The number of skills that may be advanced is determined by the character's intelligence. To find the number of skills that may be advanced, divide the character's INT by 10 and round down. Skills may be chosen more than once. The Skill Rating in each skill chosen may be increased by 1D10 points.

In our example, Lee Sterling is posted to Command School. Not only does he increase those skills from the Command School Curriculum, but he may increase 7 more skills because of his INT of 71 (71 / 10 = 7.1, rounded down to 7). Knowing that he may need them even if he never attains his dream of working aboard *a Constitution-class* starship, he chooses to improve his skills as a Science Officer. He chooses to improve *Zoology* (4 + 6), *Exobiology* (8 + 3 + 4), and Geology (9 + 4).

At this time, record your character's Command School Skills and determine which skills will be improved. Return then to the story of Lee Sterling.

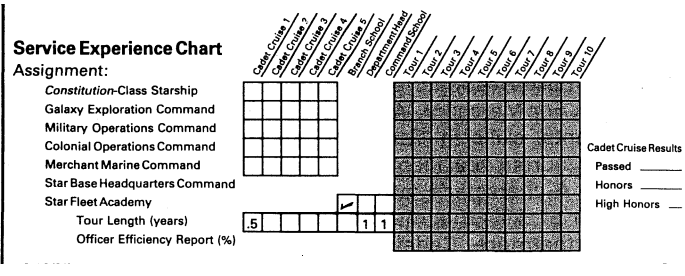
POST-ACADEMY EXPERIENCE

After a Cadet graduates from the Academy and completes his Cadet Cruise, he will have one or more assignments before being posted to Department Head School, and also one or more assignments before being posted to Command School, if such is applicable. Furthermore, he will have one or more other assignments before he begins the game. Although these various assignments take place at several times during the character's career, it is more convenient to deal with all of this experience at one time. The following post-Academy experience procedure determines the areas in which the character has been assigned before the 'current' assignment. It also deals with the skill advancement because of these assignments and the character's age.

Naturally, characters in higher positions of responsibility will tend to have more experience in the field. These characters will tend to be older and have more skill, though this certainly was not the case for Captain James Kirk. Because the gamemaster and players determined what position the character is destined to fill in the campaign and what rank he will hold, it is only necessary to determine how long it takes to get there and what skills were advanced along the way. These things depend on the player's success with the post-Academy experience charts.

First, the player must determine how many tours of service the character will serve after graduation and before the beginning of the game. Each tour served is on a different ship or in a different location, such as at a Star Base. Then it is necessary to determine the length of each of these assignments and the reports that were filed on the officer's efficiency. Lastly, it is necessary to determine which skills are advanced. The procedure below will allow a player to determine where each tour was served and how long the tour lasted. Luck, intelligence, and the results of the Cadet cruise all play a part in these determinations, as well as the character's destined position. The last tour of service will be aboard a vessel in the same service as the character's campaign posting, but aboard a smaller ship.

This information can be used to fill in the character's background for role-playing, and players should elaborate on this information as much as possible. Perhaps two or more characters in the game have served together before, or a character distinguished herself in some way in a past assignment. Fill in the details! It makes playing the character that much more fun!



NUMBER OF TOURS SERVED

The number of tours served is modified by the character's attributes, his destined rank, and his destined position. Characters who are lucky or intelligent, will serve fewer tours before they reach their goals. Characters destined for advanced ranks will serve more tours, as will characters destined for high positions.

To find out how many tours the character served in all, roll 1D10, divide the result by 2, and round down. If the result is 0, make it 1. Modify the result by the following table to find the total number of postings.

MODIFIERS TO NUMBER OF TOURS SERVED	
For Attributes	
INT 60+	- 1 tour
LUC 60+	- Hour
LUC 40orless	+ 1 tour
For Destined Rank	
Ensign	- 1 tour
Lieutenant jg, or Lt.	No Modifier
Lt. Commander or Cmdr.	+ 1 tour
Captain	+ 2tours
Commodore or above	+ 3 tours
For Destined Position, Cumulative	
Captain or First Officer	+ 2 tours
Department Head	+ 1 tour
Const.-Class Officer	+ 1 tour

In our example, Lee Sterling is to serve 6 tours all together. His roll of 10 indicates 5 tours *(10 / 2 = 5).* This is modified to 3 tours by his LUC of 83 (-1 tour) and his INT of 71 (-1 tour). Because he is destined to be a Lieutenant Commander (+1 tour), this is modified to 4 tours, and raised to 6 tours because he will be a Department Head (+ 1 tour) on a *Constitution-class* starship (+ 1 tour).

TOUR ASSIGNMENTS

The posting for each tour is determined, in part, by a character's luck and by the results of his previous tour. Characters who are lucky will, of course, get the better assignments, as will characters who did well on their previous tour. For a character's first tour after his Cadet Cruise, the assignment he gets will depend on the results of his Cadet Cruise. For all other tours, the assignments a character gets depend on his Officer Efficiency Reports, which are described below.

First Tour Assignment

Roll D100 to determine the location of the first tour's posting, adding or subtracting the modifiers in the table below, if applicable.

FIRST TOUR ASSIGNMENT TABLE	
Die Roll	*Posting*
10 or less	*Constitution* Class Starship
11 — 20	Galaxy Exploration Command
21 — 30	Military Operations Command
31 — 60	Colonial Operations Command
61 or more	Merchant Marine Command

Modifiers For Tour Assignments	
For Attributes	
LUC70+	-10
LUC 60-69	- 5
For Cadet Cruise Results	
High Honors	-20
Honors	-10

In our example, each of Lee Sterling's rolls for tour assignments are modified by his LUC of 83 (-10) and his Cadet Cruise Honors (-10). Thus, his percentile dice rolls will be modified by -20 *(- 10+ - 10= -20),* which means that he has an excellent chance of being posted to a *Constitution-class* starship, or at least to the Galaxy Exploration Command or Military Operations Command. Yet this is not to be. His first roll is 44, modified to 24; because this is in the 21 - 30 range, he is posted to the Military Operations Command.

Officer Efficiency Reports (OER)

After an officer completes a tour of duty, his superior writes a report describing his efficiency. This report determines what kind of assignment the officer will get for his next tour. Lucky and intelligent officers will have a better chance of getting a good OER.

To find out the results of any tour, roll percentile dice, add or subtract any modifiers for INT or LUC, and consult the table below.

OFFICER EFFICIENCY REPORT RESULTS	
Die Roll	*Report*
10 or less	Outstanding
11-25	Excellent
26 - 75	As Expected
76 - 90	Fair
91 and more	Poor

Modifiers To OER Results	
INT 60+	-10
LUC 70+	-10
LUC 60-69	- 5

Lee's first OER was a good one! The percentile dice roll was 34, modified by his INT of 71 (-10) and his LUC of 83 (-10). This gives him a 14, for an Excellent OER.

Other Tour Assignments

For every tour after the first, there is a chance that the officer will be posted to a Star Base Headquarters or back to the Academy. Officers who are lucky and have good OER results will have a better chance at the more choice starships in Exploration or in Military Ops.

To find the next tour assignment, first roll percentile dice, then apply modifiers for LUC and the OER results, then consult the appropriate table. Repeat as necessary for all remaining tours.

TOUR ASSIGNMENTS TABLE					
Assignment	*Die Roll Tables For Various Modifiers*				
	»25orless	-10to-20	-5to + 5	+10to+20	+25
Constitution-Class Starship	01-30	01-20	01-10		
Galaxy Exploration Command	31-50	21-40	11-20	01-10	
Military Operations Command	51-70	41-60	21-30	11-20	01-10
Colonial Operations Command	71 - 75	61-70	31-60	21-50	11 - 50
Merchant Marines Command	76 - 80	71 - 80	61 - 80	51 - 90	51 - 90
Star Base Headquarters Command	81 - 90	81 - 90	81 - 90	91 - 00	91 - 00
Star Fleet Academy	91 - 00	91 - 00	91 - 00		

Modifiers For Tour Assignment Table	
For Luck	
LUC 70+	*-10*
LUC60-69	*- 5*
LUC 40 or less	*+ 5*
For Officer Efficienty Reports	
Outstanding	*-20*
Excellent	*- 10*
As Expected	*0*
Fair	*- 10*
Poor	*+20*

The roll for Lee Sterling's next tour is unlucky, a 97. Not even when this is modified by his LUC of 83 (-10) and his Excellent OER (-10), can he will he get the Exploration posting he hoped for. His roll is modified to 77, which means he is posted to the Merchant Marine Command. His next three postings are to the Colonial Operations Command, the Merchant Marine Command (again!), and the Colonial Operations Command. Because his destined assignment is to a *Constitution-class* starship, his final assignment is calculated separately, as described below.

Special Final Tour Posting

The last tour served is figured differently for a character about to serve aboard a *Constitution-class* vessel. *Constitution-class* vessels are commanded by the most experienced people Star Fleet can find, and this experience can best be received in the same position aboard a smaller exploration or military vessel.

To find out the special final posting for a character destined to serve aboard a *Constitution-class* vessel, roll 1D10. On a roll of 5 or less, the character served aboard a smaller exploration vessel. On a roll of 6 or more, his final posting is to a military vessel.

In our example, Lee Sterling is destined to serve as Chief Science Officer aboard the *USS Lexington, a Constitution-class* starship. Thus, his final tour's posting will be as Chief Science Officer aboard a smaller Exploration or Military ship. He rolls a 5, indicating that the ship will be in the Galaxy Exploration Command, at last!

TOUR LENGTH

Each tour of duty may last from one to five years, depending on the duties that the ship undertakes. Because this length is random (there is no way of knowing ahead of time just how long a tour will be), to find the tour length, roll 1D10, divide by 2, and round down. A minimum of 1 year must pass before the character is transferred elsewhere.

In our example, Lee Sterling must determine the lengths of 6 tours. His first roll is a 1, indicating that the tour length is 1 year *(1 / 2 = .5, rounded down to 0; 0 becomes 1 because the minimum tour length is 1 year).* His next roll is a 10, and his tour is 5 years long (10 / 2 = 5). His remaining tours are 2, 4, 3, and 2 years long.

SKILL ADVANCEMENT

Skills may be Improved for time spent in service. For each 2 years (round down), one skill may be improved. For each 2 years aboard a *Constitution-class* ship, an extra skill can be improved, mainly because of the added opportunities such service brings. For postings to Star Fleet Academy, a character's skill in *Instruction* is improved, and for postings to Star Base Headquarters, the skill of *Administration* is improved. For Merchant Marine or Star Base Headquarters assignments, skills in *Carousing* or *Streetwise* may be improved during the increased "shore leave" that this duty brings. A character's intelligence and luck also add to the number of skills that may be improved.

Furthermore, Cadets who take more than one Cadet Cruise gain experience in *Carousing* and *Streetwise, as* they see the difference between the real world and the ivory-tower world of Star Fleet Academy. Characters who pass their first Cadet Cruise spend more-than-expected time in performance of their duties and do not gain the real-world experience the cruise intends them to get.

Total the number of skills that may be advanced, choosing the skills from those already acquired; a skill may be chosen as many times as desired. For each skill chosen, the Skill Rating may be increased 1D10 points.

POST-ACADEMY SKILL ADVANCEMENT	
For Service	
Per 2 years of service	1 roll
Per 2 years on Const.-classship	1 extra roll
Per tour as Academy Instructor	1 extra roll in *Instruction*
Per tour on Star Base duty	1 extra roll in *Administration*
Per tour on Merchant Marine or Star Base duty	1 extra roll in *Carousing* or *Streetwise*
For Attributes	
INT 70+	2 rolls
INT 60 - 69	1 roll
LUC 70+	2 rolls
LUC 60-69	1roll
For Cadet Cruise Results	
	1 extra roll in *Carousing* or *Streetwise*

In our example, Lee Sterling puts in 17 years of service, which entitle him to 8 rolls *(17 / 2 = 8).* His 2-year tour on a *Constitution-class* ship, and so he gets an extra roll, bringing his total to 9. His two tours in the Merchant Marine give him 2 rolls on *Carousing* or *Streetwise.* His INT of 71 gives him 2 extra rolls, and his LUC of 83 gives him 2 more rolls. This brings his total to 12 rolls, plus 2 rolls in *Carousing* or *Streetwise.*

For these rolls, Lee chooses *Artistic Expression, Vulcan Lyre* (2 + 3); *Gaming, 3-D Chess* (7); *Language, Vulcan* (4 + 5); *Planetary Survival, Tropics* (4); *Planetary Survival, Arctic* (5 + 6); *Planetary Survival, Cool Temperate* (6 + 1 +3); and *Warp Drive Technology* (3). He finds, to his delight, a natural talent for the skill of *Streetwise* (8 + 9).

COMBAT STATISTICS

Several numbers must be generated in order to use the character in combat. These numbers tell how many combat actions are possible for a character in a given turn, how easy it is for a character to give damage in combat with modern weaponry and with his bare hands, and how much damage he can do in unarmed combat. Each of these statistics is described fully in the section on **Tactical Movement And Combat,** but the method for calculating the numbers is presented here for completeness.

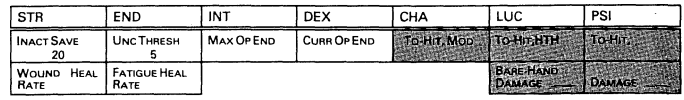
ACTION POINTS (AP)

Action Points, or AP, determine the number of activities that a character can perform when using the tactical movement and combat systems. The number of AP for each character depends on his DEX. To find the AP, divide DEX by 10, round down, and add 4. This number should be circled in the vertical row of boxes (called the Action Point Track) on the very right of the character sheet as shown in the illustration.

In our example, Lee Sterling has a DEX of 67, and so he gets 10 AP *(67 / 10 = 6.7, rounded down to 6; 6+ 4= 10).* The number 10 would be circled on his character sheet.

BASE TO-HIT NUMBERS

A character's base To-Hit Number is the relative chance he has of giving damage to an opponent in combat. It is determined by the his dexterity and by his skill with the weapon. Two base To-Hit Numbers need to be calculated; one of these determines the character's base chance to hit with modern weapons, and the other determines his chance to hit in unarmed combat. These base To-Hit Numbers should be recorded on the character sheet in the space indicated in the illustration.



To-Hit, Modern

This number is the average of the character's DEX and his Skill Rating in *Modern Marksmanship.* To find it, add the DEX and the Skill Rating together, divide by 2, and round up. For example, Lee Sterling has a DEX of 67 and a Skill Rating in *Modern Marksmanship* of 20. His To-Hit, Modern, is 44 *(67 + 20 = 87; 87 / 2 = 43.5, rounded up to 44).*

To-Hit, Hand-To-Hand (HTH)

This number is the average of the character's DEX and his Skill Rating in *Unarmed Personal Combat.* To find it, add the DEX and the Skill Rating together, divide by 2, and round up. For example, Lee Sterling has a DEX of 67 and a Skill Rating in *Unarmed Personal Combat* of 25. His To-Hit, HTH, is 46 *(67 + 25 = 92; 92 / 2 = 46).*

BARE-HAND DAMAGE

This number represents the damage that a character can do in unarmed personal combat. It is determined by the character's strength and his Skill Rating'in *Unarmed Personal Combat.* To find this number, consult the table below to find the damage due to the character's STR score. Divide the Skill Rating in *Unarmed Personal Combat by* 10 and round down; add this number to the damage due to strength. The Bare-Hand Damage should be recorded on the character sheet in the space provided.

Bare-Hand Damage Due To Strength

Strength	*Damage*
01-25	1D10-3
26-50	1D10
51-75	1D10 + 3
76-100	2D10
101-125	2D10 + 3
126-150	3D10
151-175	3D10 + 3
	and so on.

In our example, Lee Sterling has a STR of 55 and a Skill Rating of 25 in *Unarmed Personal Combat.* His Bare-Hand Damage is 1D10 + 5. His STR of 55 gives him 1D10 +3 damage points and his Skill Rating of 25 gives him 2 more *(25+ 10 = 2.5, rounded down to 2).*

CHARACTERS AGE

A character is assumed to enter Star Fleet Academy from high school at age 18 and to graduate from the Academy at age 22. Branch School and the Cadet cruise add another 2 years for Communications Officers, Helmsmen, Navigators or Security Officers, another 3 years for Engineers, and another 4 years for Medical or Science Officers. Department Head School and Command School each add another year. Post-Academy experience adds to this total. The age of each character as he enters the game should be calculated.

In our example, Lee Sterling entered Star Fleet Academy at 18, and he is 22 when he graduates. His Branch School and one Cadet Cruise bring his age to 27, and his Department Head School and Command School bring it to 29. Adding his 17 years of service brings his age to 46, which is close to, but below, the critical age for Humans.

STARTREK character generation Short Form

Follow circled numbers. Do all steps in each box.

ATTRIBUTES ①

INITIAL ROLL
Dice Roll: As Below
Modifiers: As Below

INITIAL DICE ROLLS

Attribute	*Roll*
STR	40 + 3D10
END	40 + 3D10
INT	40 + 3D10
DEX	40 + 3D10
CHA	40 + 3D10
LUC	D100
PSI	D100

RACIAL MODIFIERS TO ATTRIBUTES

PLAYER CHARACTER RACES	STR	END	INT	DEX	CHA	LUC	PSI
Human	-	-	-	-	-	-	30
Andorian	+ 10	+ 5	-	-	-	- 20	- 20
Caitian	-	- 5	-	+ 20	+ 5	- 10	- 30
Edoan	- 5	-	-	+ 15	-	- 15	35
Tellarite	+ 5	+ 5	-	-	- 10	- 20	- 40
Vulcan	+ 20	+ 10	+ 10	-	-	- 40	-

BONUS POINTS
Dice Roll: D100/2, Round Down
Choice: Any But PSI
Restrictions:
No More Than 30 In One Attribute
No Attribute More Than 100

PRE-ACADEMY SKILLS ②

Number: INT/10, Round Down
Rating: 1D10
Choice: Half From Each Table

PRE-ACADEMY SKILLS TABLE

For Educational Background:
- Computer Operation
- * Language
- * Life Sciences
- General Medicine (First Aid only)
- * Physical Sciences
- * Planetary Sciences
- * Social Sciences
- * Space Sciences
- * Trivia

For Personal Development:
- * Artistic Expression
- Carousing
- Communication Systems Operation
- Communication Systems Technology
- Computer Technology
- Electronics Technology
- * Gaming
- * Language
- Leadership
- * Marksmanship, Archaic Weapon
- Mechanical Engineering
- Negotiation/Diplomacy
- * Personal Combat, Armed
- Personal Combat, Unarmed
- * Planetary Survival
- * Sports
- Streetwise
- * Trivia
- * Vehicle Operation

ACADEMY SKILLS ③

CURRICULUM SKILLS
Number: As Below
Rating: As Below
Choice: As Below

ACADEMY CURRICULUM SKILLS TABLE

For Core Curriculum:	
Computer Operation	20
* Language	15
* Life Sciences	One at 10
* Physical Sciences	One at 10
* Planetary Sciences	One at 10
Social Sciences	
Federation Culture/History	15
Federation Law	15
For Space Science Curriculum:	
* Space Sciences	
Astronomy	10
Other Space Sciences	Two at 10
Damage Control Procedures	10
Environmental Suit Operation	10
Starship Sensors	10
Transporter Operation Procedures	10
Zero-G Operations	10
For Officer Training Curriculum:	
General Medicine (First Aid)	10
Instruction	10
Leadership	10
Marksmanship, Modern Weapon	20
Personal Combat, Unarmed	20
Personal Weapons Technology	5
Small Equip. Syst. Operation	10

OUTSIDE ELECTIVES
Number: 5
Rating: 10
Choice: As Below

ACADEMY ELECTIVE SKILLS TABLE
- * Artistic Expression
- Carousing
- * Gaming
- * Marksmanship, Archaic Weapon
- Negotiation/Diplomacy
- * Personal Combat, Armed
- Shuttlecraft Pilot
- * Sports
- Streetwise
- * Trivia

ADVANCED STUDY
Number: INT/10, Round Down, + 5
Rating: 1D10
Choice: Only Skills Already Known

BRANCH SCHOOL SKILLS ④

CURRICULUM SKILLS
Number As Below
Rating As Below
Choice All From One School

COMMUNICATIONS/DAMAGE CONTROL BRANCH SCHOOL CURRICULUM TABLE

Communication Systems Operation	40
Communication Systems Technology	10
Computer Technology	10
Damage Control Procedures	30
* Language	30 total used in any way
* Racial Culture/History	30 total used in any way

ENGINEERING BRANCH SCHOOL CURRICULUM TABLE

Astronautics (Space Science)	10
Communication Systems Technology	10
Computer Technology	10
Deflector Shields Technology	10
Electronics Technology	10
Life Support Systems Technology	10
Mechanical Engineering	10
Personal Weapons Technology	5
Starship Weaponry Technology	10
Shuttlecraft Systems Technology	10
Small Equip Sys Technology	10
Transporter Systems Technology	10
Warp Drive Technology	10
Specialties (from above skills)	three at 30 extra one at 10 extra one at 5 extra

HELM BRANCH SCHOOL CURRICULUM TABLE

Shuttlecraft Pilot	10
* Space Sciences	
Astrogation	10
One other	10
Starship Combat Strategy/Tactics	10
Starship Helm Operation	40
Starship Sensors	10
Starship Weaponry Operation	40
Starship Weaponry Technology	10
Warp Drive Technology	10

MEDICAL BRANCH SCHOOL CURRICULUM TABLE

Computer Operation	20
* Language	20
* Life Sciences	three at 10
Life Support System Technology	10
* Medical Sciences	
General Medicine	
Specialty Race	60
Other Races	total of 40
Psychology	
Specialty Race	40
Other Races	total of 40
Other Specialties	total of 50
Small Equipment Systems Operation	10

NAVIGATION BRANCH SCHOOL CURRICULUM TABLE

Computer Operation	20
Deflector Shield Operation	40
Deflector Shield Technology	10
* Space Sciences	
Astrogation	40
Others	two at 10
Starship Sensors	10

SCIENCE BRANCH SCHOOL CURRICULUM TABLE

Computer Operation	30
Computer Technology	10
Electronics Technology	10
Environmental Suit Operation	20
* Language	20
* Sciences (any except Medical or Social)	
Related majors	two at 40
Minors	two at 30
Other fields	four at 10
Any field	total of 20
Starship Sensors	30

SECURITY BRANCH SCHOOL CURRICULUM TABLE

Environmental Suit Operation	10
Federation Law (Social Science)	5
Marksmanship Modern Weapon	20
Personal Combat Unarmed	20
Personal Weapons Technology	5
Psychology Native (Medical Science)	10
Security Procedures	40
Small Unit Tactics	20
Shuttlecraft Pilot	20

OUTSIDE ELECTIVES
Number 2
Rating 1D10
Choice Open

ADVANCED TRAINING
Number 5
Rating 1D10
Choice Only Skills Already Known

CADET CRUISE RESULTS ⑤

ASSIGNMENT
Dice Roll: D100
Modifiers: As Below

CADET CRUISE ASSIGNMENT TABLE

Die Roll	*Assignment*
15 or less	Exploration Command, *Const.* class
16 — 25	Galaxy Exploration Command
26 — 50	Military Operations Command
51 — 75	Colonial Operations Command
76 +	Merchant Marine Command

Modifiers For Cadet Cruise Assignment

For Attribute Scores	
INT 70 +	- 10
INT 60 — 69	- 5
LUC 70 +	- 10
LUC 60 — 69	- 5
LUC 40 or less	+ 5
Per Previous Cadet Cruise	+ 10

RESULTS
Dice Roll: D100
Modifiers: As Below

CADET CRUISE RESULTS TABLE

Die Roll	*Result*
5 or less	Passed with High Honors Promoted to Lieutenant, jg
6 — 15	Passed with Honors Assigned as Ensign
16 — 60	Passed; assigned as Ensign
60 +	Repeat Cruise Procedure

Modifiers To Cadet Cruise Results

For Assignment	
Exploration Command, *Const.* class	- 20
Exploration Command	- 10
Military Operations Command	- 10
Colonial Operations Command	No Modifier
Merchant Marine Command	+ 10
For Attribute Scores	
LUC 70 +	- 10
LUC 60 — 69	- 5
LUC 40 or less	+ 5
For Any Previous Cruise	+ 10

DEPARTMENT HEAD SCHOOL SKILLS ⑥

CURRICULUM SKILLS
Number: 3
Rating: As Below
Choice: As Below

DEPARTMENT HEAD SCHOOL SKILLS TABLE

Administration	40
Computer Operation	15
Leadership	20

ADVANCED TRAINING
Number: INT/10, Round Down
Rating: 1D10
Choice: Only Skills Already Known

RANK
Automatic 1-Rank Promotion

COMMAND SCHOOL SKILLS ⑦

CURRICULUM SKILLS
Number: 5
Rating: As Below
Choice: As Below

COMMAND SCHOOL SKILLS TABLE

Leadership	10
Negotiation/Diplomacy	10
Social Science	
Federation Culture/History	5
Federation Law	10
Starship Combat Strategy/Tactics	40

ADVANCED TRAINING
Number: INT/10, Round Down
Rating: 1D10
Choice: Only Skills Already Known

RANK
Automatic 1-Rank Promotion

POST ACADEMY EXPERIENCE AND SKILLS

NUMBER OF TOURS SERVED
Dice Roll 1D10/2 Round Down
(if result is 0 make it 1)
Modifiers As Below

TABLE OF MODIFIERS FOR TOURS SERVED

For Attributes	
INT 60 +	1 tour
LUC 60 +	- 1 tour
LUC 40 or less	+ 1 tour
For Destined Rank	
Ensign	1 tour
Lieutenant jg or Lieutenant	No Modifie
Lieutenant Commander or Commander	+ 1 tour
Captain	+ 2 tours
Commodore or above	+ 3 tours
For Destined Position	
Captain or First Officer	+ 2 tours
Department Head	1 tour
Const class officer	1 tour

FIRST TOUR ASSIGNMENT ⑧
Dice Roll D100
Modifiers As Below

FIRST TOUR ASSIGNMENT TABLE

Die Roll	*Posting*
10 or less	*Const* Class Starship
11 — 20	Galaxy Exploration Command
21 — 30	Military Operations Command
31 — 60	Colonial Operations Command
61 or more	Merchant Marine Command

Modifiers For Tour Assignments

For Attributes	
INT 70 +	10
INT 60 69	5
LUC 70 +	10
LUC 60 69	5
For Cadet Cruise Results	
High Honors	20
Honors	10

OFFICER EFFICIENCY REPORTS
Dice Roll D100
Modifiers As Below

OFFICER EFFICIENCY REPORT RESULTS TABLE

Die Roll	*Report*
10 or less	Outstanding
1 — 25	Excellent
26 — 75	As Expected
76 — 90	Fair
91 or more	Poor

Modifiers To OER Results

INT 60 +	- 10
LUC 70 +	- 10
LUC 60 — 69	- 5

TOUR ASSIGNMENTS
Dice Roll D100
Modifiers To Determine Table As Below
(modifiers are not applied to roll)

TOUR ASSIGNMENTS TABLE

	Die Roll Tables For Various Modifiers				
Assignment	25 or less	- 10 to - 20	5 to + 5	+ 10 to + 20	+ 25
Constitution-Class Starship	01 - 30	01 - 20	01 10		
Galaxy Exploration Command	31 - 50	21 40	11 - 20	01 10	
Military Operations Command	51 - 70	41 - 60	21 - 30	11 - 20	01 - 10
Colonial Operations Command	71 75	61 70	31 60	21 - 50	11 - 50
Merchant Marines Command	76 - 80	71 - 80	61 80	51 - 90	51 - 90
Star Base Headquarters Command	81 - 90	81 90	81 90	91 - 00	91 - 00
Star Fleet Academy	91 - 00	91 - 00	91 00		

Modifiers For Tour Assignment Rolls

For Luck	
LUC 70 +	- 10
LUC 60 — 69	- 5
LUC 40 or less	+ 5
For Officer Efficiency Reports	
Outstanding	- 20
Excellent	- 10
As Expected	0
Fair	+ 10
Poor	+ 20

SKILL ADVANCEMENT
Number: As Below
Rating: 1D10
Choice: Only Skills Already Known

SKILL ADVANCEMENT TABLE FOR POST-ACADEMY EXPERIENCE

For Service:	
Per 2 years of service	1 roll
Per 2 years on *Const.*-class ship	1 extra roll
Per tour as Academy Instructor	1 extra roll in *Instruction*
Per tour on Star Base duty	1 extra roll in *Administration*
Per tour on Merchant Marine or Star Base duty	1 extra roll in *Carousing* or *Streetwise*
For Attributes:	
INT 70 +	2 rolls
INT 60 - 69	1 roll
LUC 70 +	2 rolls
LUC 60 - 69	1 roll
For Cadet Cruise Results:	
Per Cadet Cruise after first	1 extra roll in *Carousing* or *Streetwise*

CHARACTER AGE ⑨

Add years spent to age when entering Academy.

AGE FOR THE TRAINING PROCESS

Age when entering Academy	18
Modifiers For Training	
Academy	4
Branch School	
Science	3.5
Medicine	3.5
Engineering	2.5
Others	1.5
Per Cadet Cruise	.5
Department Head School	1
Command School	1
Per year of service	1

TACTICAL MOVEMENT & COMBAT

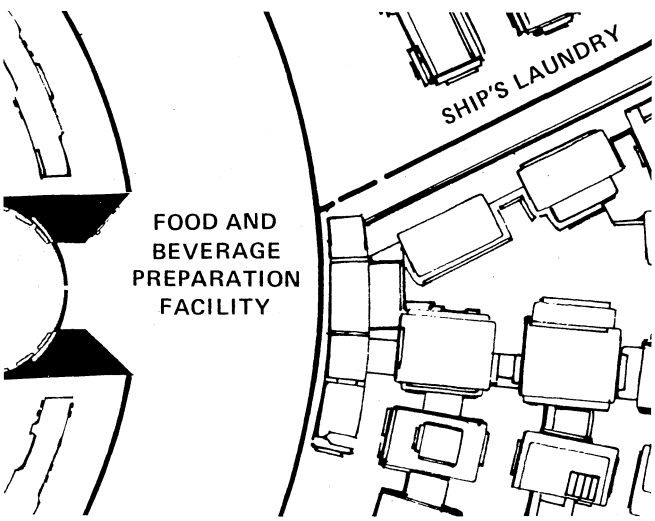
VISUALIZING THE ACTION

In ***STAR TREK:*** **The Role Playing Game,** players visualize their characters in action, moving from place to place, investigating unusual or strange things, talking together, operating equipment, combatting strange life-forms. Much of the time this action occurs only in the imagination, for it is not important to know exactly where everything is in relation to the characters. Sometimes, however, particularly in dangerous situations, it is important for everyone to know exactly where each character is, which way he or she is facing, and what the environment looks like in detail. In these cases, the gamemaster uses a map to show the environment, such as buildings, ship interiors, outdoor encounter areas, and so on. Then, the players may use counters, miniature figurines, or some other objects to represent their characters.

When movement or other action takes place, each player decides on the actions for his/her character and relays these actions to the gamemaster, who is controlling the actions of all of the non-player characters (NPCs). Together, the players and the gamemaster resolve all the actions using the game's tactical movement system, which is described in detail in this section. This system allows the characters to move from place to place, fire weapons, throw punches, perform first aid, use communicators, or make any other actions that they feel are necessary. ~

TACTICAL MAPS

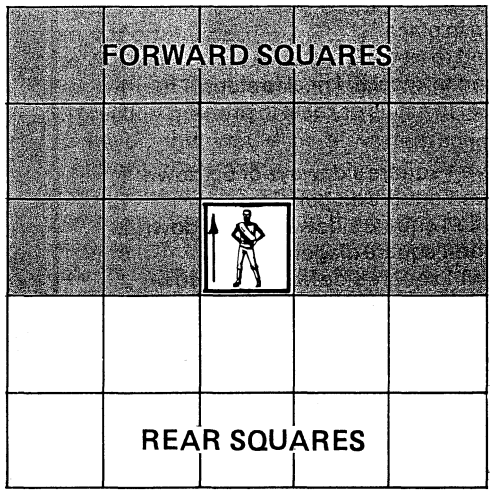
The maps used in role playing games usually are drawn on square-grid paper like graph paper with large squares. In this game's tactical movement system the lines are spaced half an inch apart, and so the paper is divided into half-inch squares. The scale of the maps is one inch equals three meters (1 in = 3m, or O.Bin = 1.5m). This means that a distance of 1 inch on the map represents a distance of 3 meters (about 10 feet) in real life; 2 inches equals 6 meters, and so on. Thus each square on the map represents an area 1.5 meters on a side. The diagram below shows this grid.



COUNTERS

Cardboard counters may be used to represent the characters. These should be half-inch squares so that they will fit onto the grid. Miniature metal figures, available separately from FASA, may be used instead of the counters.

When on the grid, each counter must be placed so that it occupies only one square, as shown below. The way the character is facing should be shown on the counter, either with an arrow or with the word 'front.' Facing affects combat, and so it is important that all counters be placed so that they show each character's facing correctly. The diagram below shows what is considered to be in front of the counter and what is to the rear.



USING THE TACTICAL MOVEMENT SYSTEM

ACTION POINTS (AP)

Each character has a number of *action points,* or AP, determined by his DEX. During play, the players spend these AP on whatever actions their characters make. Each action costs some points, and characters can do any action that is reasonable as long as they have the AP. As the characters move about, the players move the counters to represent the action. In this way, both players and gamemaster can 'see' the action, almost as if they were actually there.

Calculating AP

The number of AP for each character depends on his DEX. To find the AP, divide DEX by 10, round down, and add 4. For example, Lee Sterling has a DEX of 67, and so he gets 10 AP *(67 / 10 = 6.7, rounded down to 6; 6 + 4=10).* This number should be calculated when generating a new character; it should be circled in the vertical row of boxes (called the Action Point Track) on the very right of the UFP Star Fleet Character Data Record.

USING AP

One turn in the tactical movement system represents 10 seconds of time. During this turn, each player must keep track of his character's AP usage. At the beginning of each new turn, the character has his full amount of AP, which may be used on any actions he desires to make in the turn. As the turn progresses, each action he makes subtracts from his AP total; when the total is at 0, the character may make no more actions. AP may not be saved from turn to turn; any not used are lost. The player need not use all of his character's AP all at once, but may save some for opportunity actions later in the same turn, if he thinks there may be some.

The table below gives the AP cost for many common actions; each action is discussed in the section on **Action Explanations** following the table. The table is not complete, and many unusual actions are likely to occur in play. Before these unusual actions take place, the gamemaster will determine the cost of these actions. Because of the square grid, actions that occur diagonally are more expensive than the same actions straight up, down, or to the side of a counter. Some actions are allowed when a character wants to react to things that take place around him; these reactions, noted by the symbol *0,* are are discussed in the section on **Opportunity Actions.**

ACTION POINTS TABLE

Position Change		
0	Turn in place	1
	Stand to sit or sit to stand	1
0	Stand to kneel or kneel to stand	1
0	Kneel to prone or kneel to prone	1
Movement		
	Move 1 square sideways or up/down	1
	Move 1 square diagonally	1.5
	Evade 1 square sideways or up/down	2
	Evade 1 square diagonally	3
	Crawl 1 square sideways or up/down	2
	Crawl one square diagonally	3
	Run for full turn	1/2AP
	Climb stairs or ladder	2x AP
	Climb rope	3xAP
	Swim	2xAP
Equipment And Weapon Use		
0	Shortcommunication	1
	Draw and ready device	2
,0	Operate familiar device	2
	Draw and ready weapon	2
	Aim weapon	2
0	Quick-draw and fire	3
0	Fire ready weapon	1
0	Throw ready weapon	1
	Adjust weapon settings	2
	Reload weapon	2
Combat And Emergency Evasion		
0	Attack	minimum of 3
0	Parry/defend	minimum of 2
0	Dodge	minimum of 3
0	Duck thrown weapon/object	2
0	Hide in same square	1
0	Hide in adjacent square	4
0	Roll sideways	2
0	Qropsuddenly	1
0	Dive to prone	2
0	Dive roll	4
	Flying tackle	minimum of 4

ACTION EXPLANATIONS

Position Change

A character must be standing to move normally or prone to crawl or roll. No movement to another square is possible while sitting or kneeling. Players must state if a character is kneeling, prone, or sitting; otherwise character is assumed to be standing. If counters are used, inverting the counter could indicate characters not standing.

Turn in place: If a character decides to remain in the same square but change the direction he is facing, the cost is the same as though he had moved one square and made the facing change. This is an opportunity action.

Stand *to sit or sit to stand:* This action is used if a character desires to sit in a chair, on a stool, on the ground.

Stand to kneel or kneel to stand: This action is used if a character desires to kneel or rise from a kneeling position. Furthermore, it must be used if a character desires to drop gently or smoothly to the ground or get up from a prone position. This is an opportunity action.

Kneel to prone or prone to kneel: This action is used if a character desires to crawl or to go prone. It also must be used if a character desires to drop gently or smoothly to the ground from a standing position or rise from a prone position. It is an opportunity action.

Movement

Most movement can occur only in a player's turn.

Move: This action is normal combat movement, a rapid walk looking for potential trouble. It is not the most rapid movement possible nor the most cautious movement possible, but a compromise between safety and speed. It may be made into any adjacent square, keeping in mind the exceptions given in the section on **Movement Restrictions.** Because diagonal movement is longer than straight up, down, or to the side, it costs more AP. When combining straight and diagonal movement to go from one place to another, add the AP used together. A change in the direction a character is facing may be made at no extra AP cost.

Evade: Movement takes place as above, but the character is weaving, making him a more difficult target. A change in facing may be made at no extra AP cost.

Crawl: Movement takes place as usual, but the character is crawling to make himself a more difficult target or to be unobserved. A change in facing may be made at no extra AP cost.

Run: This action, allows the character to effectively double his movement rate for a turn, but np other action is possible during the turn. It is fatiguing, however, and may give the character temporary damage for all turns run after the first.

Climb:l'h\s action is used to climb anything above the normal ground level, whether it be a wall, a rope, a set of stairs, a ladder, or a cliff. The climbing rate for ropes, walls, or cliffs is 1.5 meters per action. A character climbing stairs may perform other actions, but a character climbing any other object might not be successful at any other action.

Swim: This maneuver is used for all movement through water greater than ankle deep, even if the character is still on his feet. Either regular movement or evasive action may be made straight or diagonally; simply multiply the normal AP cost by 2.

Equipment And Weapon Use

Short Communication: This action is mainly used in combat, where communication between players must be limited to prevent long, unrealistic exchanges of tactical plans. Such exchanges should be limited to short, one-sentence orders such as "Take the one on the right," " Phasers to stun," or the ever popular "Beam us up, Scotty!" This is an opportunity action.

Draw And Ready Device: This action is used to take out/pick up and ready a piece of equipment, such as a communicator or tricorder, to unclip the field medical kit, to unsling and open the med pouch, and other similar things. The equipment must be on or near the person, and its location must be easily accessible. More than one of these may be required to obtain a piece of equipment within a pouch, hidden in the shoe, etc. The action also is used to exchange one device for another, as Well as in reverse, to put away or set down a device. This action is required before a device may be used for the first time. It is not required if the device already has been made ready by a previous action.

Operate Familiar Device: This action allows a character to activate a device familiar to him. Extended manipulation of the device may require several of these actions, as may attempts to operate devices with which the character is not familiar, such as captured enemy communicators. Fooling around with control panels, locked doors, and so forth could take many of these actions, perhaps even several turns.

Draw And Ready Weapon: This action must be taken before a weapon may be fired or used. If the weapon already has been taken in hand and is in a ready position from an earlier action, it may then be used without readying it again. This action is also used to put away a weapon, or exchange two weapons on your person, putting one away and readying the other. Dropping a weapon or device to the ground costs no action points, but it will lie there until picked up later.

Aim Weapon: This action is not required to fire a weapon, but it does make hitting the target easier. Snapshots, fire without taking time to aim, are faster but less likely to hit.

Fire Ready Weapon: This action is used to fire a weapon already drawn and in the hand, whether or not the weapon is to be fired snapshot or aimed. The results of the shot are determined using the combat rules. This is an opportunity action.

Quick-draw And Fire: This action is used to draw and fire a weapon without aiming. The chance to hit is significantly reduced because of the rapid action. Because of its AP cost, this action is used only as an opportunity action.

Throw Ready Weapon: This action is used to throw a weapon already in the hand, such as a knife or a spear. The results are then determined using the combat rules. This is an opportunity action.

Adjust Weapon Settings: This action must be used to set a phaser for stun or make other adjustments to weapons, such as attaching a Phaser I to a Phaser II pistol grip.

Reload Weapon: This action mainly is used to reload archaic weapons, such as bows, pistols, and submachine guns, that fire ammunition or other projectiles. Most beam weaponry (phasers, Klingon disrupter pistols, etc.) must be recharged, which usually cannot be done in the field. The 2 AP cost is for loading one round if separate rounds are used, or one clip, or one arrow.

Combat And Emergency Evasion

Attack: In order to attack someone hand-to-hand, as in judo, boxing, or grappling, the character must move into the same square as the opposing character. If attacking with a weapon like a sword, dagger, or club, the attack can be made from an adjacent square, and a Vulcan nerve pinch attack may be made from the square immediately behind the target. To attack in either manner, the character must have a minimum of 3 AP and use all remaining AP to make the attack. His portion of the turn will be ended when the attack is complete. Combat is then resolved according to the personal combat rules.

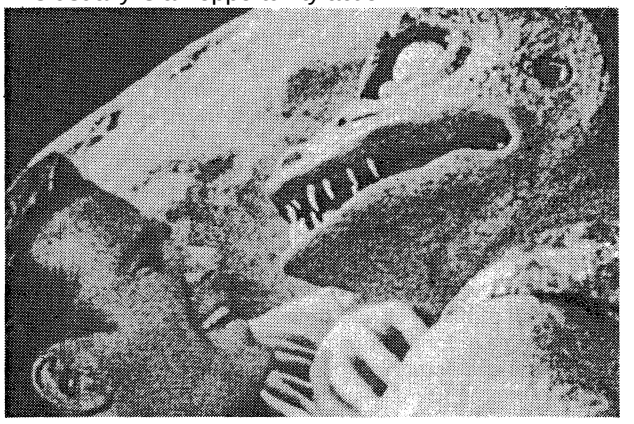
Parry/Defend: A character being attacked in physical combat may attempt to parry (block) the attack if he has at least 2 AP left in the game turn. Ranged attacks (arrows, phaser fire, thrown daggers, etc.) cannot be parried, of course, nor can any attack from behind the defender. The action uses all of the character's remaining AP and continues in effect until the end of the turn. Parrying is resolved using the combat rules, and successful parries allow a special attack in the next turn before any other action is resolved. It is an opportunity action.

Dodge: This action may be used by a character to dodge an attack if he has at least 3 AP left in the turn. The defender must declare his intention to use this action before the attacker makes his To-Hit roll. Ranged attacks may not be dodged, of course, nor can any attack from behind the defender. The action uses all of the character's remaining AP and continues in effect against all attacks until the end of the turn. Successful dodges move the character into an adjacent square, and the attack misses; unsuccessful dodges leave the character in the original square where he may still be attacked, but the attack is made at a disadvantage. Dodging is resolved using the combat rules. This is an opportunity action.

Duck Thrown Weapon/Object: This action may be used to attempt to dodge a weapon or object thrown at the character. This action may not be used to duck projectiles, like bullets or arrows, or to duck sidearm attacks, such as phaser shots; it is effective only against things that are physically thrown, like chairs, rocks, or bottles. The action is resolved using the combat rules and must be performed for each new object thrown. Because it is declared at the time of the attack, it normally is an opportunity action.

Hide In Same Square: This action is used to duck behind available cover without leaving the square the character occupies. The protection given depends on the cover available. If there is no cover, this would be a wasted action. This usually is an opportunity action.

Hide In Adjacent Square: This action is used to duck behind available cover in any square next to the character's square (straight or diagonally). The protection given depends on the cover available. If there is no cover, this action is wasted. This usually is an opportunity action.



Roll Sideways: This action is used to roll in a prone position 1 square to either side (not forward or backward). This is an evasive action, and thus makes the character a more difficult target. It is an opportunity action.

Drop Suddenly: This evasive action is used when a standing character wants to drop to a prone position and remain in the same square. It is an opportunity action.

Dive To Prone: A character who is either kneeling or standing moves forward one square and assumes prone position. If the dive is made into sufficiently deep water, the character moves forward two squares and assumes prone position; only swimming actions may be used for the remainder of the turn. This is an evading action, and thus the character is a more difficult target. It also is an opportunity action.

Dive Roll: Successful use of this action allows the character to move two squares straight forward, backward, or to the side, and to come out of the roll in either a kneeling or prone position. It is resolved using the combat rules and is an evasive action, making the character a more difficult target. It also is an opportunity action.

Flying Tackle: If successful, this action places the attacker and his target prone, in the square occupied by the target. The attacker must have moved at least three squares directly toward and end in the same square as his opponent. The cost of this movement is included in the AP cost for the action. The attacker must have at least 4 AP to perform this action, and it uses all remaining AP for the turn.

MOVEMENT RESTRICTIONS

Barring obstacles such as walls and furniture, characters may move freely through any square, even if it is occupied by friendly people. At the end of a character's turn, however, there may be no more than four characters in the same square.

A character may move freely through a square occupied by an enemy if the enemy allows. He must, however, end his movement immediately if the enemy wants to keep him from passing through the square. The enemy need not use any AP to stop the character unless he desires to start combat. In either case, the enemy must declare his intention when the character moves into his square or the character may pass through unhindered.

When a character ends his movement in a square with an enemy, both may use their remaining AP to perform actions other than movement. If all enemies who wish to block movement can be killed, rendered unconscious, or removed from the square before the end of the turn, the character rray resume his movement with whatever AP he has left.

Movement Through Doors

Most doors aboard starships and modern buildings are automatic, opening whenever someone steps into the space adjacent to the door. These doors have motion sensors and thus require no AP to open or close. Other automatic doors, particularly those in areas where access is restricted will not open unless an appropriate ID card is inserted into the security device. This requires the use of an *Operate Familiar Device* action, as does opening or closing a non-automatic door. Locking a door open or closed also requires an *Operate Familiar Device* action.

PLAY SEQUENCE

When the tactical movement system is used, each character has his own turn. During his character's turn, the player decides how many of his AP he will use up and how many he will save for opportunity actions (explained below). He uses all of his AP at one time in his turn, except those he intends to save for opportunity actions.

After a character has finished his turn, he can only react to the movements of the other characters if he has saved some AP for opportunity action. When he is out of AP, then he may no longer react.

In situations where only the player characters are involved, they may determine among themselves who will have his turn first. If they cannot decide, the character with the highest DEX usually moves first, with the other characters following in order. In encounters between the forces controlled by the gamemaster (the NPCs) and forces controlled by the other players (the player characters), the turns alternate. Thus, a character from one side will have his turn and then a character from the other side will have his.

In a campaign situation, it is even possible that there may be three or more groups of characters not acting together. In these cases, the rotation of play will include one character from each group.

Play alternates, one character at a time, until one side or the other has no more characters who wish to act. If the other side still has characters who have not had a turn, they take their turns one at a time. After all characters have had a turn, the sequence begins again.

Determining Tactical Advantage

In an encounter between player characters and NPCs, the Skill Ratings in *Small Unit Tactics* are compared. The individual with the highest Skill Rating has the tactical advantage. His side will move first as long as he is conscious, when the Skill Ratings will be compared again. If neither side has a character with skill in *Small Unit Tactics,* then the DEX of each character is compared instead.

The side with the tactical advantage can choose any character to move first. It need not be the character with the greatest skill, the highest DEX, or the highest rank.

OPPORTUNITY ACTIONS

Most actions may only be taken during a character's turn. Some actions, though, may be made in response to the other things that happen in the other characters' turns. These *opportunity actions* may be taken at any time before or after a character's turn, even during an opposing character's turn. The only requirement is that the character has enough AP to do the desired action. This means that a character may use up some of his AP before his turn begins, and that he will need to save some of his AP from his turn if he wants to react to events that occur after his turn is over.

A character may announce at any time that he desires to make one opportunity action. This interrupts the other character's turn immediately. The character whose turn is interrupted must halt his actions long enough for the opportunity action to be performed. Then his turn is resumed.

A character may perform any opportunity actions for which he has enough AP. If he desires to make several opportunity actions, however, he must perform them one at a time so that the interrupted character has at least one action between them. If more than one character desires to make an opportunity action at the same time, then each completes his one action before the interrupted character continues with his turn.

For example, Lt. Sterling ends his turn with 5 AP left. After he has finished his turn, an alfen moves into view. Sterling decides to hide behind a tree, warn the others about the approaching alien, and use his tricorder to gain some information about the alien. These three actions are among the opportunity actions listed in the Action Points Table, and thus they may occur during the alien's turn.

The alien was moving down a path when Lt. Sterling spotted him. Although the alien intended to move 7 squares, the player operating Sterling says "O.K. Stop after 3 squares. I'm hiding behind the tree, whispering a warning to the others, and taking a life-forms scan of the alien."

The alien's turn stops when he has moved the third square to allow Sterling's first opportunity action. Sterling hides in the same square (1 AP expended on his AP Track) and the alien's turn resumes. The alien is not aware of Sterling, and so he continues his movement down the path one more square. The alien's turn is stopped again, and Sterling whispers one sentence to the others in his landing party (1 AP used).

The alien heard something. He stops and turns to the right, searching for what he heard. At this point, the player playing Sterling can force another stop so that Sterling can use his tricorder (2 AP cost, giving him 1 AP left), or he may wait and see what the alien does.

RECORDING AP USAGE

A good way to record AP usage is to use the Action Point Track. Put a counter on the character's AP. As he uses AP, move the counter down to show how many points he has used up. When the counter is moved off the 7 box, he may move no more.

For example, Lt. Sterling has 10 AP. This number has been circled and a counter is placed on the *10* box on the Action Point Track to show this.

Before his turn, Lt. Sterling sees a security officer move toward an unusual metal object of obvious alien origin. He uses one opportunity action to warn him away. This costs 1 AP, and so he moves the counter down one box.

In his turn, he decides to investigate the unknown object. He moves 2 squares in a straight line toward the object, so his AP counter is moved down 2 spaces; now it rests on the

7 box. Then he moves 2 squares diagonally, and so his counter is moved down another 3 boxes; now it rests on the *4* box. He takes out his sciences tricorder, which costs another 2 AP, leaving the counter on the *2* box. With his 2 AP left in the game turn, he can make a scan and tell everyone what he found, or he can watch and wait for an opportunity action, making the scan next turn.

COMBAT

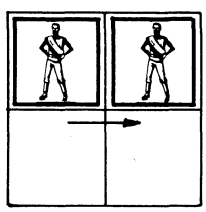
Combat in this game, whether with ranged weapons such as bows or phasers, with hand weapons such as clubs or knives, or with bare hands, is resolved in the same way. The only difference between these types is the distance between the attacker and his target. Combat with a ranged weapon requires that the target be within the weapon's range and that there be a line-of-sight (LOS) between the attacker and the target. Combat with hand-held weapons can take place if the attacker and the target are in the same or adjacent squares. Hand-to-hand (HTH; unarmed personal) combat can take place only if both attacker and target are in the same square.

Three numbers are needed to resolve the combat; the END, the DEX, and the Skill Rating in the weapon being used. A *To-Hit Number Is* obtained, based on a character's DEX and Skill Rating; this number is used as a target for a percentile dice roll much like a Skill Roll. If the roll is less than or equal to the To-Hit Number, then the attack was successful and the target has been hit, and if it is greater than the To-Hit Number, the attack missed. The roll may be modified by factors such as range, size of target, concealment, target actions, and so on.

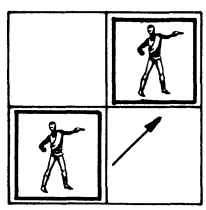
For successful attacks, damage is calculated and the effects are noted on the character sheet of the target.

RANGE

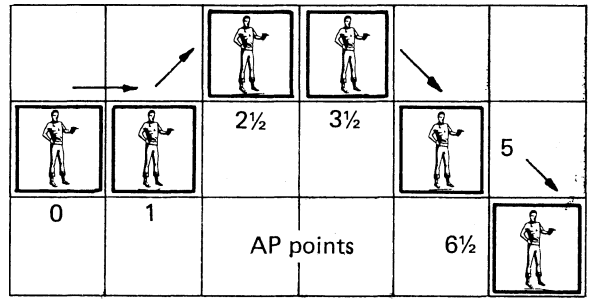
For combat with ranged weapons, the range must be determined because there is a modifier to the To-Hit Number because of range. To find the range, count the squares between the attacker and the target along the shortest path, whether straight or diagonally. When counting the squares, count each diagonal square as 1.5 straight squares and count the target's square but not the attacker's. The diagram below will illustrate this.



Move 1 Square Up/Down or Sideways - 1 AP



Move 1 Square Diagonally - 1Vz AP



LINE-OF-SIGHT AND CONCEALMENT

To fire a ranged weapon like a phaser or a bow at a target, the attacker needs a line of sight (LOS) to that target. A LOS exists if a straight line can be drawn from the center of the attacker's square to the center of the target's square without passing through any square containing an obstacle. If no clear LOS exists, the target is concealed; in combat, the To-Hit Number is modified for the amount of concealment.

In determining the concealment, the position (kneeling, prone, standing, sitting, or whatever) of the attacker and the target must be considered, along with the height of obstacles. Concealment may be due to a physical object, such as a desk or a rock, or to smoke or dust clouds. Obviously, someone prone behind a console cannot be fired on (or seen), but neither can that character fire! On the other hand, if the character is kneeling behind the console, peeking over the top, he can fire freely and still remain somewhat concealed behind the obstacle. Most often common sense will help decide what obstacles do and do not block LOS in a given situation.

More than one possible target in a square do not block LOS to a target, but such tightly grouped characters do make it possible to strike the wrong target. Characters in intervening squares block LOS if they are standing, but kneeling or prone characters do not.

CALCULATING THE TO-HIT NUMBERS

Base To-Hit Number

A character's base To-Hit Number for each weapon is the average of his DEX and his Skill Rating in that weapon. Add the DEX to the Skill Rating, divide by 2, and round up. If the character has no Skill Rating in the weapon, the To-Hit Number is half the DEX, rounded up.

For example, Lee Sterling has a DEX of 67 and a Skill Rating in *Modern Marksmanship* of 20; his To-Hit Number for phasers is 44 *(67 + 20 = 87; 87 + 2 = 43.5, rounded up to 44).* Sterling has no skill in armed personal combat, and so his To-Hit Number with a knife or other hand-held weapon would be 34 *(67 + 2 = 33.5, rounded up to 34).* Sterling has a Skill Rating in *Unarmed Personal Combat of* 25, and so his To-Hit Number for hand-to-hand fighting is 46 *(67 + 25 = 92; 92 + 2 = 46).*

When generating a character, the base To-Hit Numbers should be calculated for modern weapons, for hand-to-hand combat, and for any other weapons with which the character has skill. Write the To-Hit Number for modern weapons (phasers) in the *To-Hit Modern* box on the character sheet. Write the To-Hit Number for hand-to-hand combat in the *To-Hit HTH* box. A box has been provided to write another

To-Hit Number, such as for armed personal combat or for ancient ranged weapons; if more To-Hit Numbers are necessary, record them at the bottom of the character sheet.

Range Modifiers

The To-Hit Number is modified by the range. After the range is determined, it is compared with the range breakdown for the weapon as given on the Weapons Table. The combat system uses short range as the base range. Thus, if the target in any type of combat is at point-blank range (in the same square or one adjacent), the To-Hit Number is increased by a range modifier. If, however, the target is at medium, long, or extreme range, the To-Hit Number is decreased by a range modifier. The Weapons Table shows these ranges and gives the modifiers. All hand-to-hand attacks and attacks with hand-held weapons have a beneficial range modifier because they are considered to be at po'int-blank range.

There will be times in combat when a player will find it important to know the various ranges of the weapons used by a character. The difference in To-Hit Number between one range and another is enough that it may be beneficial to hold fire and move an extra square or two to get within a better range.

For example, a Phaser I has the following ranges and range modifiers:

RANGE AND RANGE MODIFIERS FOR PHASER 1

Range	*Distance*	*Modifier*
Point-Blank	1 square	+15
Short	2 to 5 squares	0
Medium	6to10squares	-15
Long	11 to 25 squares	-30
Extreme	26 to 45 squares	-45
out of range	beyond 45 squares	

If Lee Sterling comes upon a Klingon at 27 squares, he may want to run forward 2 squares before he fires so that his To-Hit Number will not be lowered as much by the range modifier.

Size Modifiers

A sma//target is considered to be one the size of a normal eight-year-old human or smaller. A *large* target is anything the size of an adult horse or larger. Anything in between is considered *man-sized;* the combat system is based on targets this size. Small targets are harder to hit, and so a size modifier is subtracted from the To-Hit Number. Large targets are easier to hit, and so the size modifier is added to the To-Hit Number. When a character aims at a specific part of the target, such as the target's leg, or the disruptor in the target's hand, the target is harder to hit, and so the size modifier is subtracted from the To-Hit Number.

Position Modifiers

Targets kneeling, crouching, or sitting and those prone or crawling are more difficult to hit than standing targets, and so the position modifier is subtracted from the To-Hit Number. Position modifiers are only used if there is no concealment modifier. Diving targets and rolling targets are accounted for with movement modifiers.

Concealment Modifiers

The combat system is based on targets that are one-third or less concealed, and so no concealment modifier is added to the To-Hit Number for these targets. Thus, a human standing behind a crate that covers him up to his knees would have no concealment modifier.

Targets that are more than one-third concealed are harder to hit, and so a concealment modifier is subtracted from the To-Hit Number for these targets. Thus, a human standing behind a waist-level console would have a concealment modifier. A human standing behind a shoulder-high instrument bank, or peeking around a door, or standing behind a partition would have a bigger concealment modifier, and a human peering from a gun slit would have a very large concealment modifier.

Target's Movement Modifier

The combat system was geared to targets moving at combat speed, and thus they have no modifier. Stationary targets are easier to hit, and so a movement modifier is added to the To-Hit Number for them. Running or evading makes a target harder to hit, and so a movement modifier is subtracted from the To-Hit Number for these targets.

Evasive actions are as follows: evade (while moving or swimming), roll sideways, dodge, dive roll, and dive to prone. Flying tackle is a special case. Though it is not an evasive movement, it is similar enough to a dive when viewed by anyone except the target that it is counted as an evasive action; from the target's point of view, the tackier appears to be running.

Aiming Modifier

Aiming a shot before firing gives a better chance to hit, just as quick-drawing before a snapshot gives a poorer chance to hit. For aimed shots, the To-Hit Number is increased by an aiming modifier. For quick-draw shots, the To-Hit Number is decreased by an aiming modifier.

True ambidexterity is rare, and characters are assumed to use the same hand as the player who controls them, unless something different is specified. Only ambidextrous characters can use a weapon with the same skill in either hand. Sometimes a character will need to or want to attack with his off-hand, and so an aiming modifier will need to be subtracted from the To-Hit Number.

It is possible to use two weapons in armed personal combat (like Sulu uses a sabre-and-dagger combination when practicing fencing), or even to fire two ranged weapons, if both can be operated one-handed. Star Fleet officers never carry two phasers, nor are other advanced cultures using energy weapons in the habit of doing this (not even Klingons). Mostly, this skill is used for archaic weaponry. Simultaneous attacks made with two weapons are less accurate than attacks made with either weapon separately. For simultaneous attacks, an aiming modifier must be subtracted from the To-Hit Number for BOTH attacks. Furthermore, unless the character is ambidextrous, an aiming modifier also must be subtracted from the To-Hit Number for attacking with the off-hand.

Attacker's Movement Modifier

If the attacker moves into an attack, he will not be as effective as if he had been stationary before the attack; and if he has been running or evading, his effectiveness is even less. When a character uses AP to move and then to attack or fire, with no other action in between, a movement modifier must be subtracted from the To-Hit Number. When the character is running just prior to attacking or firing, a larger movement modifier is required. When the character is evading just prior to an attack of any kind, an even larger movement modifier is subtracted.

Adjusted To-Hit Number

To find the To-Hit Number used in determining successful hits, all modifiers should be added to or subtracted from the base To-Hit Number. This adjusted To-Hit Number could be greater than *100,* for particularly easy attacks, or it could be less than *0* for particularly difficult attacks.

WEAPONS TABLE

WEAPON TYPE	PARRY	DAMAGE	POINT BLANK	SHORT	MEDIUM	LONG	EXTREME	AMMO/ POWER	GRAZE	DRAIN	OVERLOAD RADIUS
Range Modifier			*+15*	*+0*	*-15*	*-30*	*-45*				
CLUB, other similar	P	2D10									
MACE/FLAIL/AXE	P	4D10+10									
DAGGER/KNIFE	some	2D10	1	2-5	6-10	11-15	16-20				
SWORD	P	4D10									
POLE WEAPON	P	4D10 + 5									
BOW (w. normal quiver)	P	4D10	1	2-20	21-60	61-130	131-190	20			
CROSSBOW (w. quarrels)	P	4D10 + 10	1	2-12	13-35	36-60	61-90	20			
PISTOL	-	4D10	1	2-10	11-25	26-40	41-75	6			
CARBINE	P	4D10+10	1	2-15	16-50	51-100	101-170	5			
RIFLE	P	4D10 + 5	1	2-30	31-100	101-200	201-300	30			
SHOTGUN	P	4D10 + 10	1	2-10	11-25	26-50	51-100	2			
SMG (submachine gun)	P	4D10 + 20	1	2-15	16-45	46-80	81-120	32			
MG (machine gun)		4D10 + 30	1	2-50	51-150	151-300	301-500	50	—	—	
PHASER I-A	–		1	2-5	6-12	13-30	31-50	20			30 sq
stun		75*							25*	1	
wide angle stun		75*	1	(2-5)					25*	4	
heavy stun		120*							40*	2	
heat		40							20	1	
disrupt		150							50	2	
disintegrate		DESTROYED							50	4	
PHASER II-A			1	2-10	11-24	25-60	61-100	35			100 sq
stun		75*							25*	1	
wide angle stun		75*	1	2-10					25*	4	
heavy stun		120*							40*	2	
heat		40							20	1	
disrupt		150							50	2	
disintegrate		DESTROYED							50	4	
PHASER RIFLE-A			1	2-15	16-35	36-90	91-150	50			125 sq
stun		75*							25*	1	
wide angle stun		75*	1	(2-15)					25*	4	
heavy stun		120*							40*	2	
heat		40							20*	1	
disrupt		150							50	2	
v disintegrate		DESTROYED							50	4	
PHASER I-B			1	2-6	7-15	16-30	31-60	20			50 sq
stun		80*							30*	1	
wide angle stun		80*	1	(2-6)					30*	4	
heavy stun		130*							50*	2	
heat		40							20	1	
disrupt		160							60	2	
disintegrate		DESTROYED							60	4	
PHASER II-B			1	2-12	13-30	31-60	61-100	40			110 sq
stun		80*							30*	1	
wide angle stun		80*	1	(2-15)					30*	4	
heavy stun		130*							50*	2	
heat		40							20	1	
disrupt		160							60	2	
disintegrate		DESTROYED							60	4	
HANDDISRUPTOR-A		75	1	2-4	5-10	11-20	21-35	20	25	2	
DISRUPTOR RIFLE-A	P	75	1	2-10	11-25	26-40	41-100	50	25	2	
HANDDISRUPTOR-B	–							20			
standard shot		75	1	2-4	5-10	11-25	26-45		25	2	
high-power shot		DESTROYED	1	2-4	5-10	11-25	NONE		50	6	
HANDDISRUPTOR-C	–							25			
standard shot		75	1	2-5	6-15	16-35	36-50		25	2	
high-power shot		DESTROYED	1	2-5	6-15	1635	NONE		50	6	
DISRUPTOR-C	P							65			
standard shot		75	1	2-10	11-20	21-60	61-90		25	2	
high-power shot		DESTROYED	1	2-10	11-20	21-60	NONE		50	8	
HAND LASER (old-style)		80	1	2-6	7-15	16-30	31-60	20	20	1	
LASER RIFLE (old-style)		80	1	2-15	16-40	41-100	101-200	40	20	1	
POLICE STUNNER		75*	1	2-5	6-12	13-30	31-50	20	25*	1	
STUNCLUB	P	40*	---	—	—	—	—	—	—	—	
CORN BLASTER		50	1	2-4	5-8	9-20	21-40	25	20	1	

*Non-permanent damage — Phaser I, II and rifle stun effects last 2D10+10 minutes. Heavy stun effects last 3D10 + 20 minutes

DETERMINING SUCCESSFUL HITS

To-hit rolls are made with percentile dice just like other Skill Rolls. If the number rolled is higher than the adjusted To-Hit Number, the attack was unsuccessful. If the roll is equal to or less than the To-Hit Number, the target is hit and damage must be applied.

In this game, as long as an attacker is within range and there is an LOS, it is possible to hit. Furthermore, there is always a chance of missing. Therefore, no matter what the adjusted To-Hit Number, a *01* is always a hit and a *00* (100) is always a miss. If the target is out of range or if there is no LOS, then no attack is possible.

Grazes

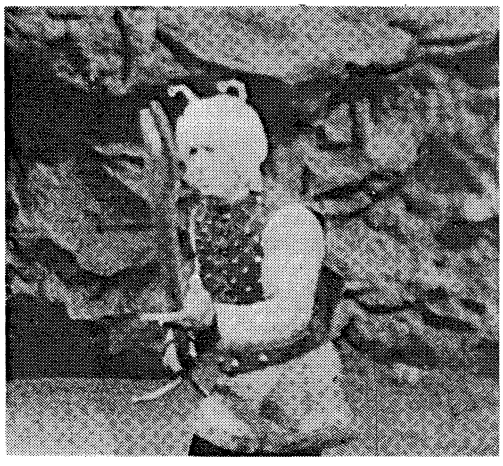
Shots from some energy weapons may not strike the character solidly, and so they will do less damage than a solid hit would. These marginal hits, called grazes, are important with weapons that are as deadly as phasers and disruptors. The weapons that may give grazes are noted in the Weapons Chart in the *Graze* column, which gives the damage done by a graze.

A shot is a graze if the To-Hit Roll is not greater than the To-Hit number but is within 10 points of it. For example, if Mr. Sterling were shooting his Phaser 1 at a Klingon and his adjusted To-Hit Number were 40, any To-Hit Roll of 31 to 40 would graze the Klingon instead of hitting him solidly.

The adjusted To-Hit Number is used in determining a graze, whether or not the number is greater than *100* or less than *0.* If the adjusted To-Hit Number is *110* or greater, no hit will be a graze, even though a roll of *00* is a miss. If the adjusted To-Hit Number is *10* or less, any hit will be a graze. For example, if Mr. Sterling's adjusted To-Hit Roll were 110, he could not graze the Klingon, even if he rolled a 99 (an *00* would be a miss). If his adjusted To-Hit Roll were 09, no hit would be solid.

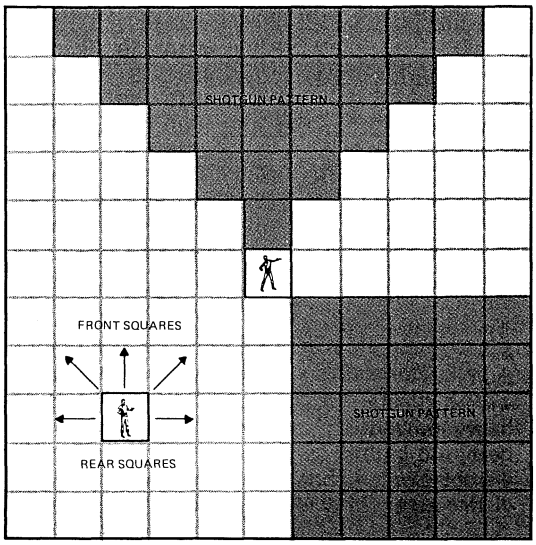
Thrown Weapons Or Objects

No special skill is needed for throwing or tossing objects or weapons during combat or other critical situations. The range that small items may be tossed is the same as the range of a thrown knife — a maximum of 20 squares; the chance of success is determined by the character's DEX, as with a normal unskilled attack. If a character has a skill in *Armed Personal Combat* with a knife or dagger, he may throw this weapon at a target as well as stab with it; the To-Hit Number is determined as with any other skilled attack. In either case, the appropriate modifiers are applied, and the To-Hit Roll is made as usual.



Firing Arcs

All weapons are fired in a straight line through a front square of the attacker. The only exception is the shotgun, which fires a pattern that may strike and damage any and all characters in the affected area; the diagram below gives this arc. A separate To-Hit Roll and damage roll must be made for all characters in the affected area.



DAMAGE

Damage Effects

Any damage generated by a weapon is classified as wound damage. A running total of this damage should be kept for each character. As wound damage is taken, it is removed (temporarily) from the character's END score to give the MAX OP END, as discussed in the section on **Injury, Medical Aid, And Recovery.** When this total reaches 20, the INACT SAVE number, the character may collapse, and when it reaches 5, the UNC THRESH number, the character will fall unconscious, as discussed in the section on **Injury/ Medical Aid, And Recovery-**

Determining Damage

If an attack is successful, the target may take damage. The Weapons Table gives the number of damage points for each weapon. Some weapons give a pre-determined number of damage points, while damage from others is determined by a die roll, or perhaps a die roll with a bonus. For example, the listing for the archaic MI Carbine is *4D10 + 10.* This means that when determining the damage, the player should roll 4 ten-sided dice and add a bonus of 10 to the result.

For some weapons, there are several listings depending on the setting on the weapon. For example, the Phaser I, when set on stun, does a standard 75 damage points with each successful hit. On the other hand, when set on disintegrate, no damage roll is necessary; the disintegrate setting totally vaporizes any man-sized or smaller target it hits solidly. Any larger target has a man-sized hole in it, which will kill any normal, living creature or make a mess out of a large console or a wall! This perhaps explains why *Modern Weapon Marksmanship* is not possible as a background skill.

Damage from a graze is given in the *Graze* column of the Weapons Table. If no number is given in this column, graze hits are the same as normal hits and give normal damage.

Damage done in unarmed personal combat depends on the STR of the attacker and, to a lesser extent, on the Skill Rating of the attacker in *Unarmed Personal Combat.* The Unarmed Personal Combat Damage Tables give this damage. Animals and other non-humanoid creatures may have a higher STR base, and thus they may do more damage than would be reasonable for humanoid characters. Furthermore, animals, creatures, and some intelligent races like the Corn may have bonuses for claws and teeth.

Armor

Some beings may wear body armor, and some beings, as well as some animals and creatures, may have natural armor. Body armor or natural armor reduces the amount of damage taken in armed or unarmed persona! combat, and by hits from projectile weapons or thrown weapons. Such armor absorbs some of the damage that would otherwise be taken; it usually is described by the number of damage points it absorbs per turn. Some body armor is heavy and could slow a character down.

Body armor or natural armor usually gives little or no protection against the stun, disrupt, or disintegrate effects of modern sidearms. Armor effective against such weapons has been developed by most advanced cultures, but it is bulky and is seldom used except by armored ground troops. It is not dealt with in this game.

Shotgun Hits

A separate to hit roll and damage roll must be made for all characters in the affected area.

VULCAN TECHNIQUES

PSIONICS

A result of the intellectual/mental thrust of Vulcan culture is their development of certain mental powers, such as telepathy, to a level unmatched by most other thinking races. Centuries of psionic exercise and mental discipline have made the Vulcan race capable of some amazing mental feats. These are part of the culture, most Vulcans performing them to some degree; those who are especially skilled are respected by all.

Vulcans know several mind contact forms. The most common is the mind touch, in which the minds of two individuals become attuned so that thoughts and feelings may be communicated. Mind fusion is a deeper form in which the two minds actually become one, totally sharing not only thoughts but also motivations and memories. This technique is attempted only under extreme circumstances, as it is very difficult and embarrassing for the Vulcan. It also is somewhat dangerous, because the two personalities involved may be hard to sort out and split apart when it comes time to terminate the fusion.

Mind meld is mind touch or mind fusion in which several minds are in communication or communion at once. This, too, is a very difficult technique.

In modern Vulcan society, the use of telepathic contact to pry into another's mind is unthinkable. Such contact is intimate and somewhat embarrassing. Mind contact is not practiced for trivial reasons. There have been attempts to teach these ancient disciplines to members of other races, and some partial successes have been noted.

Using Psionics

When a character uses one of the described Vulcan psionic abilities, the player must make a Saving Roll based on the character's PSI score. Success depends on a number of factors, such as the type of telepathic communciation desired, the subject's intelligence and state of mind, and the physical surroundings in which the telepathy is being attempted. Modifiers are applied to the PSI score for these factors, and the Saving Roll is made againstthe adjusted PSI score.

An attempt to make any sort of telepathic link takes 1 minute, during which the Vulcan and his subject may take no other actions.

The easiest type of communication is the one-way transfer of a basic concept or feeling, such as hunger, fear, uneasiness, or relaxation. More difficult is the one-way transfer of complicated concepts or feelings and short messages. Two-way conversation is even harder, but a short telepathic link can often be the equivalent of an hour-long conversation with visual aids. Deeper thought- or memory-sharing is increasingly more difficult, progressing through a two-way disclosure of all surface thoughts, feelings, and intentions, total exchange of memory and thoughts, and into true mind fusion, in which the self is shared completely. The modifiers increase as the communication becomes more complete. Mind melds may occur at any level of communication. The modifier for each additional link is half that for the first contact.

The intellect of the subject also is a factor. In general, the more intelligent the subject, the greater the chance for success. Unknown beings, creatures, or animals are more difficult to reach than those that are familiar.

The state of mind of the subject is also important. If the subject is willing, if he is a telepath himself or a friend of the Vulcan, or if he has had a mind link before with the Vulcan, the task is much easier.

Quiet and isolation in familiar surroundings are desira-, ble, as there must be no distractions or the concentration is broken. The subject should be as close as possible, and physical contact between the Vulcan telepath and the subject is desirable, but not absolutely necessary.

NERVE PINCH

This technique, known by many Vulcans, requires great strength and detailed knowledge of the nervous system. The nerve pinch is applied by grasping the area just between the neck and the shoulder and applying proper pressure. If properly done, the victim is almost instantly rendered unconscious, having no chance to cry out or take any action.

In the game, the nerve pinch is used like any other unarmed personal combat, as long as the attacker is within the same square as the target or in the square immediately behind the target. The technique is only effective against humanoids who are not protected by natural or body armor. Thus, Humans, Vulcans, Andorians, Klingons, Edoans, and the like could be affected, but a Corn's hide is too tough. Other aliens may be too large, or have no definable head and neck, or simply have entirely different nervous systems.

INJURY, MEDICAL AND RECOVERY:

There are two types of damage that characters can take in *STAR TREK:* The Role Playing Game - wound damage and temporary damage. Wound damage is actual physical harm to the body. It may be caused by disease, poison, hand-to-hand attacks, or physical weaponry. Temporary damage is non-lethal, such as a phaser stun, certain drug effects (especially sedatives), the Vulcan nerve pinch, exhaustion due to fatigue, and so on. When a character is injured, first aid may be applied by those with the skill, and the advanced medicine of *STAR TREK's* time can go a long way toward accelerating a character's recovery, but there are limits, and if a character is badly injured enough, he may fall unconscious or die.

Wound damage may cause death, is of a semi-permanent nature, and heals slowly. Temporary damage is far less serious and is recovered relatively quickly, though it may cause death in some unusual circumstances. Wound damage determines (in most cases) when a character is in danger of losing his life. Total damage (wound damage and temporary damage added together) determines when he is in clanger of collapsing or falling unconscious. Thus, wound damage, temporary damage, and a character's END combine in this way to give both player and gamemaster an idea of how healthy a character is at any time.

OPERATING ENDURANCE (OP END)

The amount of damage that a character can take before collapsing, falling unconscious, or dying is determined by his END Attribute Score, which represents his healthiest state. During the game, his moment-to-moment health will fluctuate as he takes damage or becomes fatigued, but his maximum health usually will stay the same. Thus, his *original* END score usually will not change, but his *operating* END score (abbreviated OP END) will change to reflect his changing health.

MAXIMUM OPERATING ENDURANCE (MAX OP END)

The wound damage that a character has taken determines his maximum operating endurance (abbreviated MAX OP END), the best health he can hope for until this damage is healed. A character's MAX OP END is used as the target for all END Saving Rolls. When a character has no wounds, his MAX OP END is his END score, and when he takes wound damage, his MAX OP END is reduced by the damage. Until such damage is healed, it continues to affect the character's health, because his OP END can go no higher. When the wounds are healed, the character's MAX OP END is raised by the amount of damage healed.

If a character's MAX OP END is more than 20 points, he may continue to function more or less normally. His condition might be similar to having a broken leg; he might be slightly injured but normally he would not be confined to bed. He certainly will tire more quickly, as his lower MAX OP END shows. If the injuries are more serious and his MAX OP END is less than 20 points, he would be confined to a hospital bed until enough damage had healed to raise his OP END to at least 20.

CURRENT OPERATING ENDURANCE (CURR OP END)

The total damage that a character has taken determines his health at any one moment; this is the character's current operating endurance (abbreviated CURR OP END). It is used to determine when a character is exhausted or when he will fall unconscious. When a character takes temporary damage, his CURR OP END goes down to reflect this.

When a character's CURR OP END is more than 20 points, he may operate normally. When his CURR OP END is less than 20 points, he is fatigued or in danger of falling unconscious. The temporary damage may be restored by voluntary rest or by enforced rest when a character passes out; the amount of temporary damage restored is added to the character's *CURR* OP END, but not to his *MAX* OP END.

INJURY

TAKING WOUND DAMAGE

Wound damage occurs when the character sustains wounds, bruises, cuts and abrasions, or the like. The damage need not be delivered by a weapon nor need it be visible, and damage from disease or poison frequently falls in this category. Wound damage from weapons is discussed in the section on Tactical Movement And Combat.

Gamers used to playing many other fantasy or science fiction role-playing games may find the wound damage from weapons much more devastating than they expect. The weapons of the *STAR TREK* universe are rather deadly. Fortunately, weapons are never used indiscriminately by Star Fleet personnel, and they are used so rarely by other starfaring races. Such use invites diplomatic incidents, and not even a Klingon wants one of those!

Though wound damage is devastating, people do not die easily when Star Fleet Medical Officers are around. Very little can be done with disintegrated characters, but many characters who otherwise might be dead can be saved by the timely arrival of medical help, or a quick beam-up to the ship and a trip to sick bay and intensive care.

TAKING TEMPORARY DAMAGE

Temporary damage accumulates quickly and is restored quite rapidly. Exhaustion due to strenuous activity is a common way to take this damage. Such strenuous activity includes running full speed, evading full speed, swimming full speed, crossing difficult terrain, and personal combat. This list is not complete, and there will be other activities in the game not included may be tiring in a given situation. Stun damage from a phaser also is temporary damage, as are certain effects from drugs.

Temporary damage from fatigue is not automatic. The chance that it will occur is based on the character's MAX OP END. When performing strenuous activities, a character must make a Saving Roll against his MAX OP END to avoid temporary damage from fatigue. If the roll is successful, no temporary damage is taken, but if the roll fails, the character takes 5 points of temporary damage.

RECORDING DAMAGE

During a game, each player must keep a running total of all damage that his character takes. Actually this running total is kept in two columns, one for MAX OP END and one for CURR OP END. Wound damage is recorded in both columns, but temporary damage is recorded only in the CURR OP END column. The amount of wound damage is subtracted from the character's END score to give his *MAX OP* END, and the temporary damage is subtracted from the character's MAX OP END score to give his *CURR* OP END score.

For example, if Lee Sterling has taken 20 points of wound damage, this damage is recorded both under MAX OP END and under CURR OP END. His new maximum OP END is 38 *(END of 58-20 damage points = MAXOPEND of 38).* His *original* END is still 58, but his MAX OP END of 38 reflects his injury, indicating

that he is about two-thirds as healthy as before the wound. His CURR OP END may not be any higher than 18 until some of his wound damage has been healed.

If Lee were to be wounded again for another 20 points, the damage would be subtracted from his MAX OP END of 38. His new MAX OP END would be 18, which is below 20 points and indicates that Lee is seriously injured. Then, if he were to attempt ANY action, he might make his injury worse, as indicated in the **Inaction Save Level** section below.

If, instead, Lee were to perform some strenuous activity requiring an END Saving Roll. He would roll percentile dice using 38 as a target because it is his MAX OP END score. Let us say he tries to evade full speed, a strenuous activity. He rolls a 12, and takes no temporary damage. In the next turn, he evades full speed again, this time rolling a 41; because this is more than his MAX OP END of 38, he takes 5 points of temporary damage. This is recorded under CURR OP END; his MAX OP END is still 38, but his CURR OP END is now 33 *(38-5 = 33).*

If Sterling is wounded for 5 more points, this damage is recorded in both columns. His MAX OP END becomes 33, and his CURR OP END becomes 28. If he rests, he may get back the 5 points of temporary damage, but his CURR OP END cannot go above 33 (his new MAX OP END) until his wounds have been healed.

INACTION AND UNCONSCIOUSNESS

If a character takes enough damage of either type, the result will be first forced inaction and then unconsciousness. The score at which a character likely will become inactive is 20; this is called the inaction save level, abbreviated INACT SAVE. The score at which a character will fall unconscious is 5; this is called the unconsciousness threshold, abbreviated UNC THRESH.

END SAVING ROLL

Whenever a character is required to make a Saving Roll for temporary damage from strenuous activity, for inaction, or for unconsciousness, the player uses the character's MAX OP END score as a target.

INACTION SAVE LEVEL

The INACT SAVE score is 20 points.

At any time the character's MAX OP END score drops below the INACT SAVE, he is seriously injured. When he attempts to perform any action at all, the player must make a END Saving Roll. Success means that the action may be completed. Failure means that the pain is too great to perform the action at this time. Depending on the action, a second roll may be required to see if the attempt caused the injuries to become worse.

Any time the character's CURR OP END drops below the INACT SAVE, he is totally exhausted. When he attempts to perform any action at all, the player must make an END Saving Roll. If the Saving Roll is successful, then the character feels no adverse results and the action may be performed, but if the roll is unsuccessful, the character falls unconscious.

If the character attempts another action, or if his CURR OP END is reduced again, the player must make another END Saving Roll, even if he has already made one or more successfully. This will happen any time a character's CURR OP END is reduced below his INACT SAVE.

UNCONSCIOUSNESS THRESHOLD

The UNC THRESH is 5. Any time a character's MAX OP END or CURR OP END falls to or below this, he will fall unconscious and will remain that way until his CURR OP END is raised above that level. How long he is unconscious will depend on the type of damage he has taken and the efforts others make to revive him. This time period will be shorter if the unconsciousness resulted from temporary damage, since temporary damage heals much faster than wound damage.

MORTAL. INJURY AND DEATH

Whenever a character's MAX OP END reaches zero or less, he is mortally injured and will die if emergency treatment is not provided quickly. It is clear that time is of the essence. Generally speaking, if transportation to a more appropriate location would take more than 15 minutes, it is better to apply first aid on the spot, even if no equipment or doctor is available. If better equipment or a more-qualified medic becomes available, another attempt may be made, but time continues to tick away, and there will come a time when death is inevitable and a new character must be created.

RESTORING HEALTH

HEALING WOUND DAMAGE

Wound damage heals slowly, normally through rest for one day or more. During this time, the character may not do anything that would hinder the healing process. If the character's MAX OP END is 20 or less, the rest must be in bed.

To find the Wound Heal Rate of a character, divide the character's END score by 20 and round down. This gives the number of points that character will heal each day; this number is added to the character's MAX OP END score.

REGAINING TEMPORARY DAMAGE

Some temporary damage will be regained for 30 minutes of rest, during which the character may not perform any strenuous or continuous action such as prolonged walking, combat, or the like. Under certain conditions, temporary damage may entirely regenerate in an even shorter period of time.

To find the character's Fatigue Heal Rate, the restoration rate for temporary damage, divide his END by 10 and round down. This gives the number of points of temporary damage that are restored in 30 minutes of rest. This number is added to the character's CURR OP END score (but not if it will make that score greater than the MAX OP END score).

EMERGENCY FIRST AID

Emergency first aid required to prevent death can be provided by anyone qualified (Skill Rating of 10) in *General Medicine.* Once a medic reaches the injured character, he/she may attempt to save that character's life. The attempt takes 5 minutes. Of course, success of the treatment depends on the skill of the medic, and thus it should be the greatest available at the time. Success may be modified by a number of factors, including the extent of the injury, the medical equipment available, prior attempts at first aid, the time that has elapsed since the patient's condition became critical, and so on. If the medic does not have medical skill in the patient's specific race, the chance of success is significantly reduced.

If the emergency first aid is successful, the patient's MAX OP END is stabilized at 1 and the healing process may begin. Further healing will take place at the Wound Heal Rate, unless drugs, etc., are used to hasten the process. If it is unsuccessful, the patient remains mortally wounded.

VULCAN PAIN REDUCTION

Vulcans know techniques for relieving pain with nerve pressure. Such techniques do not reduce the severity of an injury, nor revive an unconscious person. In fact, masking pain in this manner could cause an injured person to make his injuries worse without being aware of it.

GLOSSARY OF GAME TERMS

The following is a mini-glossary of words, phrases, and abbreviations that have special meanings in this rule set, regarding the way the game is played. Many of these terms are used in other role-playing games, and so they will be familiar to experienced role-play gamers. Some of the terms are brand new, and others are used in a new way in these rules. All players should take a few minutes to look over this list and refer to it later if further explanation of role-playing terms is needed.

ACTION POINTS (AP)
A number that indicates how many actions a character can perform in one 10-second combat turn. AP depends on a character's dexterity.

ADVENTURE
One mission, made up of a series of encounters, that provides goals for the player characters to meet. An adventure is designed to stand alone or as part of a continuing campaign. Usually a single adventure or mission will only take one or two game sessions to complete.

AP See Action Points.

ARCHAIC SKILL
Ancient or outdated skill, one that hasn't much use anymore (like buggy whip making). In *STAR* 77?E/Cstime, many skills, weapons, and even languages commonly used today are outmoded and considered archaic.

ATTRIBUTE
Areas of a character's physical or mental development. In this game, attributes include Strength, Endurance, Dexterity, Intellect, Charisma, Luck, and Psionic Potential. See listings under each of these for specific information; see *also* **Attribute Score.**

ATTRIBUTE SCORE
A number that represents a character's potential in a certain area of physical or mental development. Attribute Scores for most Humans fall between 0 and 100, with 40 being the average for the general population and 50 being the average for player characters. Attributes for exceptional Humans and for non-Humans may be more than 100.

BLAST RADIUS
The area of destruction created by an explosion.

CAMPAIGN
A series of linking adventure scenarios that use the same cast of player characters and important non-player characters. In a campaign, characters grow, develop and change, learn new skills and gain rank and responsibility. Campaigns may last for only a few adventures or for years, as the gamemaster and players see fit.

CHA See Charisma.

CHARACTER See **Non-Player Character, Player Character.**

CHARACTER CREATION AND TRAINING SYSTEM
The procedure players use to develop player and non-player characters before play. The character creation system presents methods of determining attributes, and the character training system presents methods of determining the character's skills and pre-game experience.

CHARISMA (CHA)
The character attribute that specifies the amount of personality force and attractiveness possessed by a character. Charisma is not the same as physical beauty, though that quality can add to charisma.

COUNTER
Something used to represent a character, animal, starship, or other object on the maps used in combat.

CURR OP END See **Endurance.**

D10
Short form for '10-sided die.' See **Dice Conventions.**

DAMAGE
In combat, the effect that a successful attack has on the thing hit. In personal combat, damage reduces a character's operating endurance. In starship combat, damage affects some part of the target starship. When damage passes a critical point, no more combat is possible, and when it gets too great, the character or starship is destroyed.

DAMAGE MODIFIER
The bonus that some weapons add to the damage they do at certain ranges.

DEX See **Dexterity.**

DEXTERITY (DEX)
The character attribute that describes a character's physical control, speed, and accuracy.

DICE CONVENTIONS
The dice used in this game have 20 sides, numbered from 1 to 10 twice. Each die may be used separately to generate random numbers between 1 and 10. When one of these is to be rolled, the words 'roll one die/ 'make a die roll,' or 'roll 1D10' are used. See *also* ***Die Roll.***

Sometimes D10 is preceded by a number indicating how many dice are to be rolled and the results added together. For example, '2D10' means roll two 10-sided dice (or roll one twice) and add the numbers rolled together. The symbol '3D10' means roll three 10-sided dice (or roll one three times) and add the numbers together, and so forth.

Sometimes modifiers are to be added to the roll. For example, '1D10 + 5' means to roll one 10-sided die and add 5 to the result. '2D10-3' means to roll two dice, add the numbers rolled together and subtract 3.

Two ten-sided dice of different colors can be used to generate random numbers between 1 and 100. When used in this way, the dice are called *Percentile Dice.* One die is chosen to show the tens digit and the other is the ones digit. Numbers from 1 to 9 are represented by *01, 02,* and so on. One hundred is represented by *00.*

DIE ROLL
The number generated by throwing one or more 10-sided dice. There are various types of die rolls made in this game. See *also* **Dice Conventions, Saving Roll, Skill Roll, To-Hit Roll.**

END See **Endurance.**

ENDURANCE (END)
The character attribute that describes the amount of physical punishment, deprivation, or abuse a character can absorb without losing consciousness or dying.

A character's health from moment to moment is determined by his CURR OP END (current operating endurance). This number is obtained by subtracting all damage, both wound and temporary, from the character's END score. When this number falls too low, a character is in danger of falling unconscious. This number can never be higher than the character's MAX OP END (maximum operating endurance), which is determined by the amount of wound (or permanent) damage that the character has sustained. When a character's MAX OP END falls too low he must be hospitalized, and when it falls below

EXPERT LEVEL

A Skill Rating *(q.v.)* of at least 80 in a Skill. A character who has such a Skill Rating is said to be an expert in the field, and a character who has a Skill Rating of 96 or more is an acknowledged leader in the field. *Compare with* **Proficiency Level** and **Professional Level.**

GAMEMASTER (GM)

The referee of a role-playing game, who is responsible for presenting the adventures and judging the actions. He also may write the background for adventures, much as a television writer prepares a script.

GAME TURN

A complete round of movement and actions for all players during the tactical movement or combat sequence. The game turn takes 10 seconds at the tactical scale.

GM See **Gamemaster.**

HAND-TO-HAND (HTH) COMBAT

Combat between characters using no other weapons but fists or natural extensions of the body, such as feet or claws. Also known as unarmed personal combat.

HTH

Abbreviation for 'hand-to-hand/ It sometimes is used in place of unarmed personal combat, as in To-Hit, HTH/ which means the To-Hit Number for unarmed personal combat.

INT See Intellect.

INTELLECT (INT)

The character attribute that describes the mental processing ability, memory retention, and reasoning power of a character.

LINE-OF-SIGHT (LOS)

A direct, straight line between a character and a potential target. A clear line-of-sight, with no obstructions, must exist for the character to fire a ranged weapon at the target.

LOS See Line-OfSight.

LUC See Luck.

LUCK (LUC)

The character attribute that measures how lucky (or unlucky) a character is.

MAX OP END See Endurance.

MODIFIER

A number which is added to or subtracted from a die roll or dice roll to make an adjustment to that roll. Modifiers are sometimes used to make a Saving Roll or Skill Roll harder or easier to make successfully.

NON-PLAYER CHARACTER (NPC)

A character in the game whose actions and speeches are controlled by the gamemaster or his assistant, not by a player. Some NPCs will be flat, 1- or 2-dimensional characters, useful as minor combatants; others will be as detailed as player characters, particularly a frequently-met friend or opponent.

NPC See **Non-Player Character.**

OPPORTUNITY ACTION

A combat action taken at a time other than during the character's own turn in the tactical movement and combat sequence.

OPPORTUNITY FIRE

Weapons fire done as part of an opportunity action.

PERCENTILE DICE (% DICE, D100)

A dice roll involving two 10-sided dice, one die representing the 10s digit and the other die representing the 1s digit in random numbers from 1 to 100. See **Dice Conventions.**

PERSONAL COMBAT

Combat between characters, either hand-to-hand combat or combat using non-ranged weapons like swords or clubs.

PHASE

A small part of a tactical game turn.

PLAYER

Someone who plays this game. The persona that the player controls in the game is his player character.

PLAYER CHARACTER

The fictional identity taken on by a player for the game, as opposed to the player himself. Player characters are operated by a player, not the gamemaster.

PLAYER TURN

The actions of a single player during a combat sequence, not including opportunity actions.

PROFICIENCY LEVEL

A character who has a **Skill Rating** *(q.v.)* of at least 10 and less than 40 in a skill is said to have proficiency or be qualified in that skill. *Compare with* **Expert Level and Professional Level.**

In non-stressful, leisurely situations, a character proficient in a physical skill can perform any action using that skill. In this case, the Skill Rating is a measure of the time needed to perform the action and a measure of the quality of the product.

A character proficient in a mental skill is familiar with the basic concepts and vocabulary of the field, as well as of the field's most common facts. In non-stressful, leisurely situations, a character's Skill Rating in a mental skill or area of knowledge is a general measure of the amount of knowledge he has acquired in that area.

PROFESSIONAL LEVEL

A Skill Rating *(q.v.)* of 40 in a skill. This is the minimum rating for someone who makes his living at a skill and can be called a professional. *Compare with* **Expert Level** and **Proficiency Level.**

QUALIFIED See **Proficiency Level.**

RACE

A group of sentient beings. Races are usually separated by significant differences in physical structure (internal or external). Some races are humanoid or human-like. Others are totally alien to the Human form. Within each race are relatively insignificant differences of form or features, such as the skin color, epicanthal folds, and eye color among Humans and humanoids. These minor differences have no effect on the game.

RANGE

In combat, the distance between the character using a ranged weapon and his target. In most cases, the greater the range, the more difficult it is to hit the intended target. Some ranged weapons give damage bonuses within certain ranges.

RANGED COMBAT

Combat or attacks made with weapons used at a distance, such as with phasers or crossbows.

ROUND DOWN OR UP

Adjust a fractional number to the next lower or higher whole number. Rounding is an essential part of the character creation and training system. To round down, you drop the fractional part of the number. To round up, you add one to the whole part of the number and drop the fractional part of the number. For example, 4-% is rounded down to 4 and rounded up to 5.

SAVING ROLL

A roll of dice (usually percentile dice) that is compared to an attribute. If the die roll is higher than the attribute, the Saving Roll fails. If the roll is the same as or lower than the attribute, the roll succeeds. The rules or the gamemaster may require that penalties or bonuses be applied to adjust the attribute to make certain Saving Rolls harder or easier.

SCENARIO

A single adventure or mission, where characters work toward one single overall goal.

SIDE

One group of related characters, acting toward the same goal in a combat. This may be a group of player characters, or a group of non-player characters (like a Klingon landing party) operated by the gamemaster. It is possible in some unusual situations to have more than two sides in a combat.

SKILL

An ability in a specialized area, such as vocal music, marksmanship with a modern or archaic weapon, or transporter operational procedures. The degree of proficiency in a skill is called one's Skill Rating.

SKILL RATING

A numerical score, usually between 1 and 100, that shows the relative ability of a character in a mental or physical skill. Characters with a Skill Rating of 0 are unskilled; characters with a Skill Rating of 1 to 9 are semi-skilled; characters with a Skill Rating of 10 to 39 are proficient or qualified in the skill; characters with a Skill Rating of 40 or more are professionals in the skill; characters with a Skill Rating of 80 or more are experts in the skill; and characters with a Skill Rating of 96 or more are acknowledged leaders in the field. See *also* **Proficiency Level.**

In stressful or situations undertime pressure, a character must make a successful **Skill Roll** *(q.v.)* against his Skill Rating before he can perform a crucial action. In some combat situations, skills can give the character an advantage or bonus.

SKILL ROLL

A roll of percentile dice that determine the success or failure of a crucial action using a skill. The dice roll is compared to the **Skill Rating** *(q.v.)* . If the roll is greater than the Skill Rating, the action may not be performed as desired. If the roll is less than or equal to the Skill Rating, then the action may be performed as desired. In some situations the rules or the gamemaster may require that the Skill Roll be modified to make success easier or harder.

STR *See* Strength.

STRENGTH (STR)

The character attribute that describes relative physical power.

TO-HIT NUMBER

The number that must be generated by a die roll or percentile dice roll in order for a character to hit his target with a ranged weapon or with a non-ranged weapon or fist. See *also* **To-Hit Roll.**

TO-HIT ROLL

Dice roll made either with one 10-sided die or with percentile dice to determine if a character has hit his target with a ranged weapon, a non-ranged weapon, or a body weapon in hand-to-hand combat; this is a type of Skill Roll. If the dice roll is greater than the To-Hit Number, the attack is unsuccessful. If the dice roll is equal to or less than the To-Hit Number, the attack is successful. The rules or the gamemaster may require that a modifier be added or subtracted to the To-Hit Number so that certain To-Hit Rolls are easier or more difficult.