

Department of the Army
Headquarters, United States Army
Training and Doctrine Command
Fort Monroe, Virginia 23651-1047

* TRADOC Reg 350-18

26 May 2000

Training
THE ARMY SCHOOL SYSTEM (TASS)

Summary. This regulation prescribes policies and defines The Army School System (TASS), to include specific TASS accreditation policy and guidance.

Applicability. This regulation applies to U.S. Army Training and Doctrine Command (TRADOC) schools, Active Army, Army National Guard, and U.S. Army Reserve agencies responsible for conducting education and training courses.

Supplementation. Supplementation of this regulation is not authorized without approval from Commander, TRADOC, ATTN: ATED, 11 Bernard Road, Fort Monroe, VA 23651-1001.

Forms. The "R" form at the back of this regulation is for local reproduction.

Management control process. This regulation is subject to the requirements of AR 11-2.

Suggested improvements. The proponent of this regulation is the Deputy Chief of Staff for Education (DCSED). Send comments and suggested improvements on DA Form 2028 (Recommended Changes to Publications and Blank Forms) through channels to Commander, TRADOC, ATTN: ATED, 11 Bernard Road, Fort Monroe, VA 23651-1001. Suggested improvements may also be submitted using DA Form 1045 (Army Ideas for Excellence Program (AIEP) Proposal).

Availability. This TRADOC regulation is available on the DCSED Homepage at <http://www-tass.monroe.army.mil>; and the TRADOC Homepage at <http://www-tradoc.army.mil>.

Summary of changes. This TRADOC regulation--

- Aligns TRADOC institutional training policies with the Department of Army (DA) policies.
- Eliminates DA and TRADOC policies more appropriately contained in other Army and/or TRADOC regulations. References to the appropriate regulations are incorporated.
- Establishes links to TRADOC Reg 351-10 and TRADOC Reg 350-6.

***This regulation rescinds TRADOC Reg 351-18, 31 March 1999, chap III-2 of TRADOC Reg 350-70, 9 March 1999, and TRADOC Reg 135-3, 1 October 1992.**

- Establishes policy for equal credit for successful completion of institutional training conducted either at a TASS School Battalion or proponent resident school.
- Establishes refined rules for accreditation. Provides the proponent with flexibility in the accreditation process.
- Clarifies the Army Physical Fitness Test (APFT) policy for Military Occupational Specialty Qualification (MOSQ) reclassification courses.
- Modifies guidance for reimbursement among the military components and clarifies cross component resourcing process.

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Chapter 1

Introduction

1-1. Purpose. This regulation establishes peacetime policy, guidance, and procedures for operation, administration, training support, and conduct of an effective and efficient TASS of fully accredited and integrated Active Component (AC)/Army National Guard (ARNG)/U.S. Army Reserve (USAR) schools that provide standard institutional training and education for the Army. Exceptions to the operational procedures in this regulation for overseas commands (U.S. Army, Pacific (USARPAC) and U.S. Army, Europe (USAREUR)) will be forwarded to Office of the Chief, Army Reserve (OCAR).

1-2. References. Appendix A lists required and related publications.

1-3. Explanation of abbreviations and terms. The glossary defines abbreviations and special terms used in this regulation.

1-4. The Army School System (TASS).

a. The Army School System is a composite school system comprised of the AC, ARNG, and USAR educational training systems. The Army School System, through the Army's

educational/training proponents, provides standard training courses to America's Army, focusing on three main points of effort: standards, efficiencies, and resources.

b. The Army School System is composed of accredited and integrated AC/ARNG/USAR schools that provide standard training and education for the Army. The Army School System training battalions are arranged in regions and functionally aligned with the training/training development (TD) (task) proponent. The Army School System embodies the following characteristics:

- (1) Tri-component partnership.
- (2) Efficient use of facilities, equipment, personnel, and time.
- (3) Fully integrated system that uses the Army Training Requirements and Resources System (ATRRS) to enter training requirements and constraints prior to the conduct of the Regional/National Training Coordination Conferences (TCC) and the Structured Manning Decision Review (SMDR). Upon completion of the SMDR, this data is rolled into the Army Program for Individual Training (ARPRINT).
- (4) Use of The Army Training System (TATS) Courseware.
- (5) AC Title XI in support of reserve component (RC).
- (6) TRADOC is responsible for Army educational training.

1-5. TASS organization.

a. Training/TD (task) proponents. Specific responsibilities in accordance with (IAW) TRADOC Reg 350-70 are:

- (1) Perform needs analysis.
- (2) Identify critical individual tasks.
- (3) Design, develop, coordinate, validate and evaluate TATS courses and submit Training Requirements Analysis System (TRAS) documents to Headquarters (HQ) TRADOC for changes in ATRRS.
- (4) Ensure conduct of training, proponent instructor certification, and quality control of TASS battalions.
- (5) Accredite functionally aligned TASS battalions.

b. Deputy Chief of Staff for Education (DCSED). Duties for the DCSED are delineated in paragraph 2-2. This organization is located at HQ, TRADOC and is staffed by AC, ARNG, and USAR personnel.

c. Deputy Chief of Staff for Training (DCST). Duties for the DCST are delineated in paragraph 2-3. This organization is located at HQ, TRADOC and is staffed by AC, ARNG, and USAR personnel.

d. TASS Integration Element (TIE). The Army School System is geographically divided into regions to promote coordination, resource management, and standards. The TIE is the TRADOC office in the continental United States (CONUS) sub-geographical region, subordinate to the DCSED. Specific responsibilities for the TIE are in paragraph 2-15.

e. State Adjutants General (TAGs). Command responsibility for ARNG units is vested in the state and territorial governors who execute their responsibilities through TAGs. The TAGs provide command and control of the ARNG TASS activities within their state/territory. Specific responsibilities for the TAGs are in paragraph 2-12.

f. USAR Division (Institutional Training) (DIV(IT)). The DIV(IT) provide command and control of USAR TASS elements within their areas of responsibility. Specific responsibilities for the DIV(IT) are in paragraph 2-16.

g. TASS training regiments/brigades.

(1) Leadership regiment. National Guard (NG) units within each region, subordinate to TAG, with responsibility for Officer Candidate School (OCS) and Noncommissioned Officer Academy (NCOA) TASS training battalions (see fig 1-1).

(2) Combat arms regiment. NG units within each region, subordinate to TAG, with responsibility for infantry, armor, aviation, field artillery, and air defense artillery TASS training battalions (see fig 1-1).

(3) Professional development brigade. AR units within each region, subordinate to DIV(IT), with responsibility for Captains Career Course (CCC) and Command and General Staff Officer Course (CGSOC) TASS training battalions, Drill Sergeant School, and USAR Noncommissioned Officer Education System (NCOES) school battalions (see fig 1-1).

(4) Combat support brigade. AR units within each region, subordinate to DIV(IT), with responsibility for engineer, signal, military police, military intelligence, chemical, and special operations TASS training battalions (see fig 1-1).

(5) Combat service support brigade. AR units within each region, subordinate to DIV(IT), with responsibility for personnel support services, (finance, adjutant general), quartermaster, transportation, and ordnance TASS training battalions (see fig 1-1).

(6) Health Services Brigade. AR units within each region, subordinate to DIV(IT), with responsibility for health services-related TASS training battalions (see fig 1-1).

(7) Outside continental United States (OCONUS) USAR multi-functional brigades. Overseas command and their respective multi-functional brigades under the 7th Army Reserve Command (ARCOM) and 9th Regional Support Command (RSC) remain directly subordinate to Headquarters, Department of Army (HQDA) (DAAR) for resourcing. They will follow the operational procedures and requirements of this regulation.

(8) ARNG multi-functional regiments. Located in Puerto Rico/Virgin Islands, Alaska, and Hawaii/Guam. Subordinate to respective TAGs, aligned with Region C and G. Responsible for both combat arms (CA) and leadership training (see regional maps at app F).

(9) USAREUR multifunctional brigades under 7th ARCOM and the 7th Army Training Center (ATC) are aligned with region B (see regional maps, app F).

(10) U.S. Army Forces Command (FORSCOM) NCO Academies conducting Primary Leadership Development Course (PLDC) only, remain directly subordinate to FORSCOM and their respective Core/Division Commands for mission and resourcing, are functionally aligned with the U.S. Army Sergeants Major Academy (USASMA) and will follow the operational procedures and requirements of this regulation for accreditation purposes.

(11) USARPAC NCO Academies conducting PLDC only, remain directly subordinate to USARPAC and their respective Army/Core/Division Commands for mission and resourcing, are functionally aligned with USASMA and will follow the operational procedures and requirements of this regulation for accreditation purposes.

h. TASS training battalions. Proponent accredited school responsible for functionally aligned instruction.

i. TRADOC proponent schools and proponent school NCO academies.

j. U.S. Army Medical Command (MEDCOM) schools.

k. U.S. Army Materiel Command (AMC) schools.

l. U.S. Army Special Operations Command (USASOC) schools.

1-6. Mission.

a. To provide education/training to enable soldiers to attain needed military education and proficiency standards. This training will be limited to TRADOC, Army Medical Department Center and School (AMEDDC&S), School of the Americas, and U.S. Army John F. Kennedy Special Warfare Center and School (USAJFKSWCS) approved programs of instruction (POI) which support the following:

(1) Initial entry training. Includes basic training/advanced individual training (AIT), one station unit training (OSUT), and officer basic training (OBC) conducted by appropriate TRADOC schools, ATCs, and USAR Divisions (Institutional Training).

(2) Military Occupational Specialty (MOS), area of concentration (AOC), additional skill identifier (ASI), skill qualification identifier (SQI), skill identifier (SI), language identifier code (LIC) producing courses; and functional and reclassification courses.

(3) Officer Education System (OES), Warrant Officer Education System (WOES), and Noncommissioned Officer Education System (NCOES) courses.

(4) Other requirements IAW TRADOC Reg 350-70, or as directed by Department of Defense (DoD), DA, TRADOC, National Guard Bureau (NGB), U.S. Army Reserve Command (USARC), USAREUR, or USARPAC, as appropriate (e.g., Nuclear, Biological, Chemical (NBC) Defense Course, Combat Lifesaver Course (CLC), etc.).

b. Missions of the OCS/NCOA battalions and battalions (-) of the TASS leadership regiments are restricted to:

- the OCS, where applicable
- Primary Leadership Development Course (PLDC)
- Common Leader Phase of the Basic Noncommissioned Officer Course (BNCOC) and the Advanced Noncommissioned Officer Course (ANCOC)
- Battle Staff Noncommissioned Officer Course (BSNCOE)
- First Sergeant Course (FSC)
- The Army Instructor Training Course (TAITC)
- Video Teletraining Instructor Training Course (VTTITC)
- Small Group Instructor Training Course (SGITC)
- Instructor Training Course (ITC)
- all staff and faculty training

1-7. Foreign language training.

a. The Army proponent for foreign language training is the Deputy Chief of Staff for Intelligence (DCSINT) and HQDA. Proponents for language-required MOSs are the U.S. Army Intelligence Center and Fort Huachuca (USAIC&FH) and USAJFKSWCS.

b. Per DoD Directive 5160.41, the Commandant, Defense Language Institute Foreign Language Center (DLIFLC) exercises technical control over the Defense Foreign Language Program (DFLP), which consists of foreign language programs or courses conducted directly by, or under contract for, the DoD components for the training of DoD or DoD-sponsored personnel.

c. Technical control, per DoD Directive 5160.41, includes criteria, standards, and procedures for screening applicants, testing, texts, and training aids, determining attainment of required proficiency and for instructor qualifications.

d. Specific requirements for non-resident foreign language refresher training are also contained in AR 350-20, which defines non-resident foreign language training as any foreign

language training program or course of instruction operated by service/agency installations and active duty or RC commanders.

e. Among TASS battalions, foreign language training will normally be conducted only in the military intelligence (MI) battalions of the TASS combat support brigades.

1-8. Institutional staffing. TRADOC, FORSCOM, MEDCOM, AMC, USASOC, NGB, USARC, USAREUR, and USARPAC provide structure to establish, maintain, and operate a fully integrated institutional training system that supports ARPRINT.

1-9. Functional alignment. Functional alignment is the direct relationship between a TASS school battalion and its corresponding training/TD (task) proponent. This relationship develops a shared responsibility for maintaining standards through quality instruction.

a. Battalions in the combat arms, combat support, and combat service support school brigades are functionally aligned with the training/TD (task) proponent of the corresponding branch.

b. TASS training battalions of the health services school brigade are functionally aligned with the AMEDDC&S.

c. CONUS and OCONUS CGSOC and Captains Professional Career Advanced Course Phase II school battalions of the professional development and multifunctional brigades are functionally aligned with the Command and General Staff College (CGSC).

d. CONUS and OCONUS NCOA school battalions, the NCOES battalions, and FORSCOM NCO Academies are functionally aligned with USASMA. The OCS school battalion of the Leadership School Regiment is functionally aligned with the Infantry School at Fort Benning, GA.

e. OCONUS multifunctional training brigades are functionally aligned with USASMA on accreditation matters, and are aligned with the proponent schools for conduct of training. The purpose of functional alignment is to ensure graduates of Army schools are trained--

(1) To standard.

(2) By proponent certified instructors.

(3) With all the necessary equipment, supplies, and facilities.

(4) In an atmosphere conducive to learning and supportive of an appropriate standard of military life.

1-10. The Army Training System (TATS) Course.

a. A TATS course is a single course designed to train the same MOS/AOC skill level or additional skill identifier (ASI), language identifier code (LIC), and skill identifier (SI) within the Army. It also includes MOS Qualification (MOSQ), (i.e., reclassification), Army leadership, functional, and professional development. The course's Army structure (phases, modules, tracks, lessons, and tests) and media ensure standardization by training all soldiers (regardless of component) on course critical tasks to task performance standard. Method of presentation may vary, but not academic hours.

b. TRADOC Reg 350-70 governs the analysis, design, development, requisition, and use of TATS courseware.

c. Proponent school TATS courseware training developers will ensure MOS reclassification courseware contains only MOS-specific tasks, as soldiers who are reclassifying do not need to repeat basic training.

1-11. RC-configured courseware (RC3). RC3 was originally produced for RC reclassification courses, functional and special courses, and NCO and officer/warrant officer education courses. This program provided RC3 Training Support Packages (TSP) to support the TASS training battalions. It is being eliminated. Proponents are responsible for maintaining currency of RC3 courseware until replacement by TATS courses. Refer to TRADOC Reg 350-70, chapters VI-6-4 and VI-8, for additional information on RC3. Army Training Support Center (ATSC) will retain RC3 courseware material for two fiscal years after a TATS course is developed and available for issue.

TASS ORGANIZATION

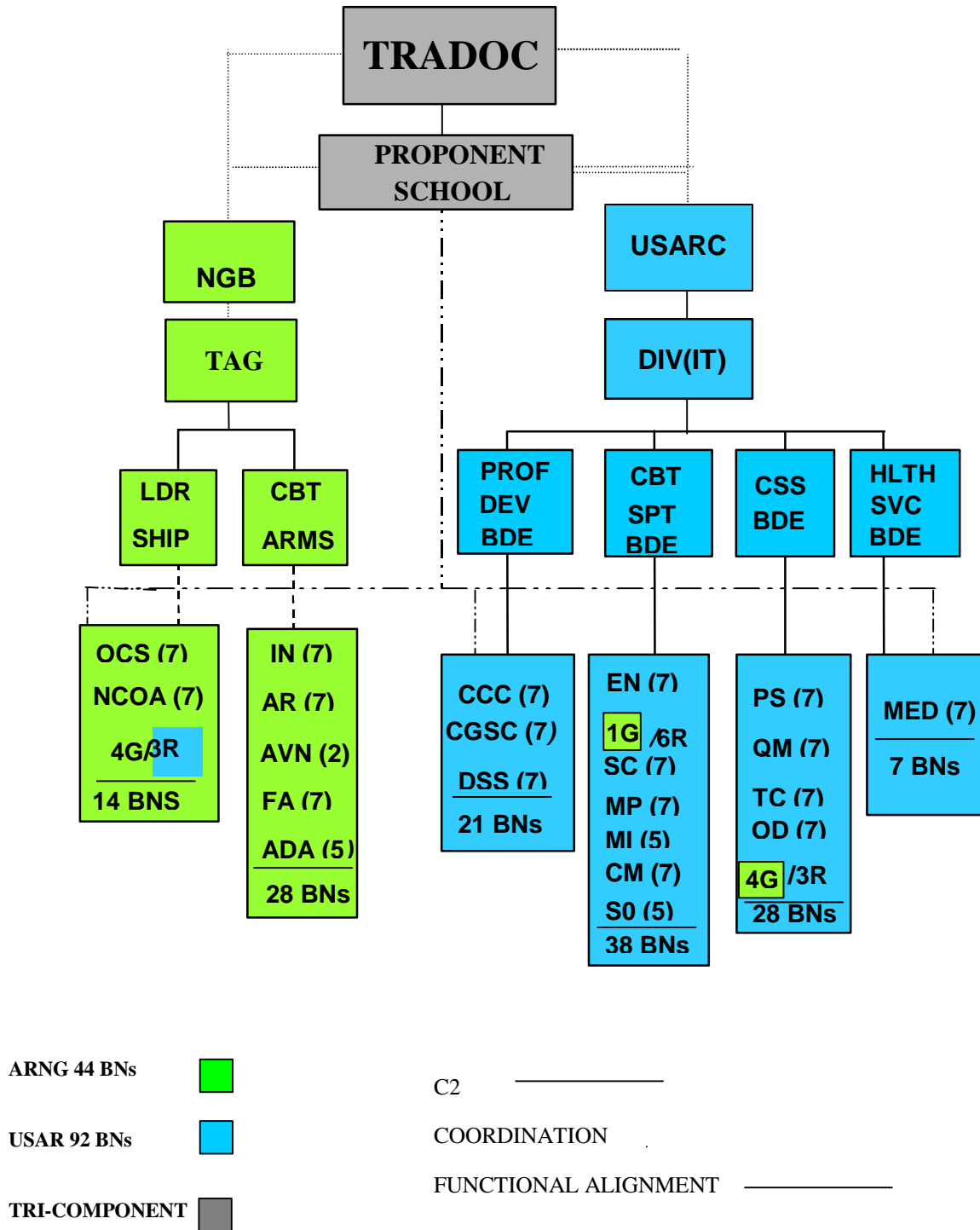


Figure 1-1. TASS organization

Chapter 2 Responsibilities

2-1. U.S. Army Training and Doctrine Command (TRADOC).

a. Commander, TRADOC serves as the Army executive agent for TASS and its accreditation.

b. Commanding General (CG), TRADOC will --

(1) Establish, develop, and provide training programs, instructional support materials, education, and criteria for course standardization and accreditation standard for TASS.

(2) Enforce requirement for functional alignment of TASS training battalions with TRADOC proponent schools.

(3) Establish the accreditation policy for TASS.

(4) Identify, document, and develop TASS mobilization missions.

(5) Resource AC staffing (Title XI) in support of TASS.

2-2. Deputy Chief of Staff for Education (DCSED). DCSED is the executive agent for the implementation of TASS, and in coordination with the DCST, will develop and publish policy, plans, and programs to meet the Army's individual training needs. The DCSED staff directorate responsibilities are listed below.

a. DCSED will --

(1) Finalize the implementation and institutionalization of TASS within the Army.

(2) Publish TASS requirements identification and documentation policy guidance.

(3) Manage the TRADOC accreditation program

(4) Establish and maintain a database for determining significant trends and tracking issues.

(a) Receive and analyze data from accreditation reports and TRADOC Readiness Report (TRR) to identify systemic trends.

(b) Produce semi-annual reports on institutional training trends and findings. Trend reports are distributed to FORSCOM, NGB, USARC, OCAR, DIV(IT), TAG, training/TD (task) proponents, and TIE.

(5) Monitor accreditation standards, efficiencies, and resources.

(6) Serve as subject matter expert (SME) to TRADOC CG on TASS related matters.

(7) Resolve TASS accreditation and implementation issues and forward to appropriate agencies.

(8) Coordinate issue resolution with other major Army commands (MACOMs). Monitors MACOM, DA, and intra-service issues for resolution and keeps appropriate TIE and training/TD (task) proponents informed.

(9) Develop and provide program and budget input for TRADOC Title XI support.

(10) Supervise subordinate TIEs.

(11) Execute cross component memorandum of agreement (MOA) policies through subordinate TIEs.

(12) Synchronize and prioritize the application of the Army Distance Learning Program (ADLP) courseware and facilities in the presentation of The Army Training System Courseware (TATS-C) by RC schools in support of TASS with NGB and USARC.

(13) Facilitate ADLP implementation by resolving RC facility support and fee-for-use issues at locations where digital training facilities from one component are required to support all Army training.

b. DCSED staff directorates.

(1) **Plans and Policy Division** will --

(a) Develop and implement TASS plans and policy.

(b) Plan and program TASS Title XI budget.

(c) Plan and manage TASS Title XI Table of Distribution and Allowances.

(d) Plan and program TASS Title XI personnel administration.

(e) Monitor requirements for TATS-C.

(f) Monitor requirements for the ADLP.

(g) Monitor requirements for TRADOC Reg 350-70.

(h) Manage the DCSED Information Management Activities and ADRS Training Strategy.

(2) **Operations Division** will --

- (a) Serve as the TRADOC operational point of contact (POC) for TASS Regions A-G.
- (b) Implement future TASS concepts, strategies, and programs that impact the total force.
- (c) Coordinate with DA, FORSCOM, OCAR, NGB, USARC, AMEDDC&S, TRADOC proponent schools, USARPAC, and USAREUR on TASS related issues and the Title XI program.

(3) **Programs and Analysis Division** will --

- (a) Manage TASS accreditation, focusing on standards, efficiencies, and resources.
- (b) Coordinate the TASS accreditation with DA, FORSCOM, OCAR, NGB, USARC, AMEDDC&S, USASOC, TRADOC proponent schools, USARPAC, and USAREUR with emphasis on TASS battalion accreditation and instruction certification.
- (c) Serve as proponent for this regulation and ensure compliance with TRADOC Reg 350-70.
- (d) Resolve higher headquarters issues resulting from assistance visits, institutional self evaluations (ISE), and accreditation visits.
- (e) Maintain and track the master accreditation schedule and status.
- (f) Analyze evaluation data to identify trends and systemic problems.
- (g) Develop and update the synchronization matrix.

2-3. Deputy Chief of Staff for Training (DCST). DCST is the TRADOC proponent for individual education and training. The DCST staff directorate responsibilities are listed below.

a. **DCST** will --

- (1) Develop policy for the development, implementation and management of individual training.
- (2) Ensure implementation and institutionalization of TASS within the Army.
- (3) Serve as the proponent/program manager for the TRADOC Evaluation and Quality Assurance Program, representing CG, TRADOC.
 - (a) Establish an Evaluation and Quality Assurance Program to ensure implementation of training and training development programs, processes, and guidance required in DA and TRADOC regulations.

(b) Conduct periodic on-site visits to proponent schools to assess the functional areas and compliance listed in TRADOC Reg 350-70.

(4) Provide policy and guidance on workload management procedures.

(5) Provide resources to proponents to execute workload.

(6) Serve as the proponent for the Staff and Faculty Development Program and Staff and Faculty Common Training within the proponents and Army training centers.

(7) Publish TASS requirements identification and documentation policy guidance.

(8) Serve as HQDA executive agent for the Total Army Distance Learning Program implementation.

b. DCST staff directorates --

(1) **Individual Training Directorate (ITD)** will develop and publish policy, plans, and programs to meet the Army's individual training needs.

(2) **Training Development and Analysis Activity (TDAA)** will --

(a) Provide policy guidance for instructor certification.

(b) Provide guidance for evaluating, analyzing, designing, developing, and standardizing institutional education and training.

(c) Approve and standardize Staff and Faculty Development courses IAW TRADOC Reg 350-70, chap II-1.

(d) Coordinate, direct, and monitor the initial development of TATS courseware and training support materials for TRADOC schools IAW guidance contained in TRADOC Reg 350-70 and other pertinent training development (TD) regulations and supporting TRADOC pamphlets.

(e) Manage the TRADOC Evaluation and Quality Assurance Program.

(3) **Training Operations Management Activity (TOMA)** will --

(a) Be responsible for all designated training operations.

(b) Operate training management automated systems.

(c) Manage course class schedules and distribute class quotas to users for Active Component courses.

(d) Conduct TRADOC portion of the Training Resources Arbitration Panel (TRAP) and resolve year of execution issues.

(e) Direct Active/Reserve Reception Battalion operations.

(f) Distribute basic combat training (BCT) and one station unit training (OSUT) training load and authenticate BCT/OSUT force structure.

(g) Be responsible for DCST portion of TRADOC Military Construction Army (MCA) program.

(h) Request training ammunition, cross-level ammunition allocation, and manage the Training Ammunition Management Information System (TAMIS) procedures, in support of TASS.

(i) Resolve equipment issues and establish equipment priorities.

(j) Prepare Annex T (Training) to the TRADOC Mobilization Operations Planning and Execution System (TMOPES).

(k) Serve as DA executive agent for the Mobilization Army Program for Individual Training (MOB ARPRINT) development and establish mobilization training requirements for required courses.

(l) Manage TRAS by receiving and staffing Individual Training Plans (ITP), course administrative data (CAD) and programs of instruction (POI).

(m) Operate ATRRS.

(n) Plan, coordinate, and implement TRADOC portion of Structure Manning Decision Review (SMDR) for all TASS locations, including resolving constraints or preparing them for consideration by the Council of Colonels (CoC) and/or General Officer In-Process Review (GOIPR).

(o) Authenticate and verify instructor/training support, manpower, and training/base operations (BASOPS) student load money.

(4) **Army Training Support Center (ATSC)** will perform management of the TRADOC TATS courseware/RC3 reproduction, storage, and distribution to school codes authorized to teach the course. Refer to TRADOC Reg 350-70, paragraph VI-8-2d(2) for information on ATSC storage of TATS courseware in the digital library.

2-4. Training/TD (task) proponent (TRADOC, USASOC, or MEDCOM).

a. The commandants are the proponents for training and doctrine within their respective areas. Training/TD (task) proponent will --

- (1) Ensure functionally aligned TASS training battalions are training to standard.
- (2) Share subject matter proficiency with functionally aligned school battalions and OCONUS multi-functional training brigades.
- (3) Coordinate with school battalions, brigades, and TIEs to conduct evaluations and assessments.
- (4) Schedule and conduct evaluations, assessments, and accreditation of functionally aligned TASS battalions, and ensure accreditation of proponent schools.
- (5) Provide SME support to USASMA as required for accreditation.
- (6) Execute TRADOC policy for certifying and re-certifying instructors. Refer to TRADOC Reg 350-70, chap II-1.
- (7) Make instructor training available to functionally aligned TASS instructors.
- (8) Approve/disapprove course related waiver requests and provide written response.
- (9) Provide responses to all questions and requests from TASS training battalions.
- (10) Plan, program, and budget funds and other resources required to develop training products/materials for TASS training battalions, Title XI support, and conduct of accreditation, according to requirements approved/directed by HQ TRADOC, DCSED, and DCST.
- (11) Provide training to TASS Title XIs.
- (12) Keep TAG/DIV(IT), functionally aligned battalions, and ATSC apprised of unforecasted changes to courseware at the earliest practicable date.
- (13) Submit TRAS documents to change courses in ATRRS at all locations. Identify prerequisites that are inadequate and ensure prerequisites for courses are complete. Submit appropriate CAD to HQ TRADOC, DCST (TOMA), immediately, to change the data in ATRRS. TASS school battalions will make changes as soon as possible, not to exceed one fiscal year, for courses requiring changes in resources.
- (14) Attend the appropriate Regional Training Coordination Conference (RTCC) and/or National Training Coordination Conference (NTCC) prior to the SMDR to identify any constraints to training which may become SMDR issues. In coordination with NGB and USARC, resolve any issues that can be resolved before the SMDR. Issues that cannot be

resolved will be elevated to Council of Colonels (CoC)/General Officer In Progress Review (GOIPR) during the SMDR.

(15) Attend the SMDR to represent, in coordination with NGB and USARC, the courses under their proponentcy as they are addressed.

(16) Address with NGB, USARC, and the appropriate school, any issues elevated to the CoC/GOIPR. Prepare responses for forwarding to HQ TRADOC, TOMA, as appropriate.

b. The Commandant, Academy of Health Sciences, (AHS), AMEDDC&S (a major subordinate command of MEDCOM), is the proponent for all AMEDDC&S training and doctrine and will --

(1) Direct the development and staffing of AMEDDC&S courses for export to TASS training battalions in the health services brigades.

(2) Coordinate and resource AMEDDC&S course development and ensure standardization of all materials.

(3) Exercise quality assurance over AMEDDC&S training.

(4) Publish and distribute courseware to TASS battalions authorized to conduct AMEDDC&S courses.

(5) Finalize student academic records and award AHS diploma for accredited courses upon successful completion of training.

c. Commandant, USAJFKSWCS (a major subordinate command of USASOC), is proponent for all special operations unique training and doctrine (Civil Affairs-38A; Psychological Operations-37F; and Special Forces- career management field (CMF) 18), and will --

(1) Direct the development and staffing of special operations courses for export to TASS battalions.

(2) Coordinate and resource special operations course development and ensure standardization of all materials.

(3) Exercise quality assurance over special operations training.

(4) Publish and distribute courseware to TASS training battalions authorized to conduct special operations courses.

(5) Provide USAJFKSWCS diplomas to TASS training battalions conducting special operations courses.

2-5. U.S. Army Forces Command (FORSCOM) will --

- a. Command assigned USAR TASS training battalions through the USARC.
- b. Command and resource FORSCOM NCOA through the installations.
- c. Establish policies and procedures not prescribed by HQDA and HQ TRADOC for administering and operating subordinate TASS battalions.
- d. Implement HQDA and TRADOC policies and procedures for the management of all USAR and NCOA training.
- e. Prioritize training allocations for constrained courses.
- f. Provide input to and/or participate in the SMDR, IAW AR 350-10, paragraphs 1-41 and 2-7.
- g. Coordinate with HQDA and other MACOMs for support, as necessary.

2-6. Commander, Personnel Command (PERSCOM) will --

- a. Identify training and budget requirements, obtain training allocations, and issue orders for training AC soldiers.
- b. Ensure AC students are eligible to attend the identified course.
- c. Request and manage quotas and publish orders for all AC officers/warrant officers to attend TATS OES/WOES courses.
- d. Request quotas and publish orders for all AC soldiers to attend appropriate training.
- e. Ensure no AC soldier travels for training without proper orders. Orders must be in the soldier's hands a minimum of 30 days prior to reporting date.

2-7. Commander, Army Reserve Personnel Command (AR-PERSCOM) will --

- a. Identify training and budget requirements, obtain training allocations, and issue orders for training Individual Mobilization Augmentee (IMA)/Individual Ready Reserve (IRR) soldiers.
- b. Ensure IMA/IRR students are eligible to attend the identified course and properly attached to the parent TASS training battalion for the duration of courses being conducted.
- c. Request and manage quotas and publish orders for all USAR officers/warrant officers to attend TATS OES/WOES courses.

- d. Request quotas and publish orders for all IRR and IMA USAR soldiers to attend appropriate training.
- e. Provide timely responses to requests for attachment orders to USAR TASS battalions.
- f. Manage officer professional development education (PDE) and warrant officer training requirements.
- g. Manage all IRR/IMA PDE training requirements.
- h. Ensure no IRR/IMA soldier travels for training without proper orders. Orders must be in the soldier's hands a minimum of 30 days prior to reporting date. Exceptions are soldiers who are upgraded from wait status to reservation status on ATRRS. Orders must be placed in the soldiers' hands at the earliest possible time.

2-8. Continental U.S. Army (CONUSA) will --

- a. Act as FORSCOM executive agent within the CONUSA area by:
 - (1) Monitoring training guidance execution for FORSCOM.
 - (2) Monitoring problem areas and issues related to TASS implementation and execution, and assisting in resolving issues related to AC support, when required.
 - (3) Hosting the annual Site-Date Conference to facilitate coordination and synchronization of annual training (AT) scheduling and AC to RC support to all units.
 - (4) Providing AC and RC commands and units with training assistance as required or requested.
- b. Attend TASS General Officer Steering Committee (GOSC) as a voting member.

2-9. Office of the Chief, Army Reserve (OCAR) will --

- a. Participate in a tri-component partnership in support of the TASS to train America's Army.
- b. Implement ARPRINT for USAR portion of a fully integrated missioning process for the Army. Coordinate with TRADOC and NGB.
- c. Act as USAR executive agent for TASS TCC process.
- d. Resource USAR Active Guard Reserve (AGR) element of TIEs.
- e. Provide resources and command and control over OCONUS USAR multifunctional training brigades.

2-10. National Guard Bureau (NGB)/Army National Guard (ARNG) will --

- a. Participate in a tri-component partnership and prepare for full implementation of the TASS to train America's Army.
- b. Provide resources for and direct the execution of ARNG training requirements.
- c. Implement ARPRINT for ARNG portion of a fully integrated missioning process for the Army. Coordinate with TRADOC and USARC.
- d. Serve as ARNG agent for Regional TCC and co-chair for NTCC.
- e. Resource ARNG AGR element of DCSED/TIE.
- f. Mission and resource TASS training battalions to support individual training requirements identified in the ARPRINT.
- g. Provide decision-making representation to the Regional Training Council (RTC)/Executive Training Council (ETC).
- h. Assist in the analysis, design, development, implementation, and evaluation of TATS courses and accreditation of TASS, IAW TRADOC Reg 350-70.

2-11. United States Army Reserve Command (USARC) will --

- a. Command and control assigned USAR TASS training battalions and brigades through the DIV(IT).
- b. Provide appropriate guidance and management oversight of all ATRRS functions within the USAR.
- c. Identify and validate USAR training requirements in The Army Centralized Individual Training Solicitation (TACITS) process and enter requirements into ATRRS IAW AR 350-10.
- d. Coordinate with HQ TRADOC (TOMA) on institutional training and resource requirements.
- e. Assist DIV(IT) with procurement of equipment based on training requirements.
- f. Develop the institutional training budget for DIV(IT) under their command and control.
- g. Provide program and budget input to OCAR.

- h. Manage the allotted USAR TASS training DIV(IT) funding.
- i. Provide USAR TASS training battalions with personnel, facilities and equipment to support approved ARPRINT. Initiate Installation Support Agreement (ISA) with other component units and installations to borrow facilities and equipment not available in the USAR.
- j. Resource, implement, and supervise training within the TASS in four subject (functional) areas: professional development, combat support, combat service support, and health services.
- k. Identify and coordinate instructor requirements to support assigned AT missions and provide regional instructor management support.
- l. Assist DIV(IT) in preparing for and participation in the Regional TCC.
- m. Provide decision-making representation to the RTC.
- n. Ensure no soldier under USARC command travels for training without a confirmed reservation in ATRRS and proper orders. Orders must be in the soldier's hands a minimum of 30 days prior to the reporting date. Exceptions are soldiers updated from wait status to reservation status on ATRRS. For those soldiers, orders must be made available at the earliest possible time. This will be made an item of special interest in the Organizational Inspection Program (OIP) IAW AR 1-201.
 - o. Attend TASS GOSC as a voting member.
 - p. Support ARNG TASS battalions with qualified augmentation instructors as required.
 - q. Serve as agent for Regional TCC and co-chair for NTCC.
 - r. Assist in the analysis, design, development, implementation, and evaluation of TATS courses and accreditation of TASS training battalions, IAW TRADOC Reg 350-70.

2-12. State Adjutants General (TAGs) will --

- a. Provide all instruction by ARNG forces within their state IAW their TASS mission.
- b. Ensure equipment availability based on training requirements.
- c. Provide decision-making representation to the RTC/ETC.
- d. Resource subordinate units to support individual training requirements identified in the ARPRINT.
- e. Maintain coordination relationship with TIE and TASS school battalions.
- f. Participate in RTCC/NTCC.

g. Identify and validate training requirements for ARNG soldiers within their jurisdictions in the TACITS process, obtaining training allocations and entering requirements into ATRRS IAW AR 350-10.

h. Ensure ARNG students meet prerequisites, are attached to the TASS school, and remain in classes through completion of training.

i. Ensure no ARNG soldier travels for training without a confirmed reservation in ATRRS and proper orders. Orders must be in the soldier's hands a minimum of 30 days prior to the reporting date. Exceptions are soldiers upgraded from wait status to reservation status on ATRRS. Orders must be issued to the soldier at the earliest possible time.

j. Support USAR TASS battalions with augmentation instructors, within the scope of the ISA.

k. Support USAR TASS battalions with facilities and equipment within the scope of the ISA.

2-13. OCONUS Commands (USAREUR and USARPAC) will --

a. Operate the AC schools and USAR TASS multifunctional brigades under their commands in consonance with the procedures described herein.

b. Identify and coordinate instructor requirements to support assigned missions.

c. Monitor school missions and coordinate identified shortfalls in facilities, instructors, courseware, equipment, and ammunition.

d. Assist units in the development of educational training requirements and monitor quota allocations.

e. Monitor training guidance execution.

f. Coordinate with USASMA, appropriate proponent school and TIE for all RC institutional training matters in their area.

g. Assist in preparing for and participation in the TCC.

h. Monitor course fill/no-show on ATRRS.

i. Coordinate AT training locations (Annual Site-Date Conference).

j. Review TACITS, TCC, TRAP, courses and quotas.

2-14. United States Army Special Operations Command (USASOC) will --

- a. Identify training requirements and obtain training allocations for USASOC soldiers.
- b. Ensure USASOC students meet prerequisites, are attached to the TASS school, and remain in classes through completion of training.
- c. Participate in RTC/ETC.
- d. Ensure no USASOC soldier travels for training without proper orders, and orders are in the soldier's hands a minimum of 30 days prior to reporting date. Exceptions are soldiers upgraded from wait status to reservation status on ATRRS. For those soldiers, orders must be issued at the earliest possible time.

2-15. TASS Integration Element (TIE) will --

- a. Facilitate TASS training support requests.
- b. Coordinate corrective action on accreditation/assessment issues.
- c. Keep DCSED aware of training program execution and prepare TASS indicator reports, as applicable.
- d. Monitor waiver requests to assist with problem resolution, upon request from the TASS battalion.
- e. Perform ammunition management for their respective regions and coordinate with HQ, TRADOC, ATTN: ATOM-TS, for training ammunition requirements.
- f. Chair the RTC.
- g. Review and coordinate regional standing operating procedures (SOP).
- h. Chair the RTCC.
- i. Monitor TASS training battalion Title XI training observations (TO) in support of the TRADOC Training Evaluation Program within the region, IAW appendix B. Review/provide input to CAD and POI staffed by proponent. Receive and review comments from TASS battalions regarding inadequate course prerequisites in ATRRS. Determine if the problem is an isolated incident or if a trend is developing throughout their region. If prerequisites are identified as inadequate, notify proponent school of the problem and that a change needs to be made.
- j. Coordinate regional Title XI support and issues.
- k. Ensure Title XI assigned to TASS battalions are funded for extended AT.

2-16. United States Army Reserve Division (Institutional Training) (DIV(IT)) will --

- a. Provide command and control of USAR TASS training brigades.
- b. Serve as USAR individual training focal point in region.
- c. Coordinate equipment and other instructional product availability based on resource requirements in the POI.
- d. Resource subordinate units and Troop Program Unit (TPU) soldier requirements to support individual training requirements identified in ARPRINT.
- e. Maintain coordination relationship with TIE on institutional training and resource requirements.
- f. Participate in Regional and National TCC process.
- g. Attend the RTC.
- h. Support ARNG and USAR NCOA battalions with small group leaders (SGL) and small group instructors (SGI), as required.
- i. Provide budget input to the USARC.
- j. Ensure all instructors meet instructor qualifications and certification requirements set by the proponent.
- k. Establish MOA/memorandums of understanding (MOU)/ISA with support installation.

2-17. TASS training regiments/brigades will --

- a. Exercise command and control or coordinating authority and provide guidance, oversight, missioning, and support to conduct operations and training (administrative, operational, and logistical) support to school battalions, as appropriate.
- b. Coordinate and cooperate with assessment and accreditation teams.
- c. Establish SOP for operations and training support for the school battalions and training sites.

2-18. Multifunctional TASS training regiments/brigades will --

- a. Maintain communication/coordination with USASMA and appropriate training/TD (task) proponents to ensure standards in training are maintained.
- b. Maintain coordination with appropriate TIE.
- c. Perform all responsibilities of school battalions, as shown below.

d. Coordinate and cooperate with assessment and accreditation teams.

e. Ensure instructors are certified.

2-19. TASS training battalions will --

a. Maintain coordination with functionally aligned training/TD (task) proponents and implement changes in courses as soon as possible, not to exceed one fiscal year, for courses requiring changes in resources. Identify those prerequisites for courses in ATTRS that are inadequate and are not ensuring attendance of qualified soldiers, and submit this information to the appropriate TIE for review and forwarding to the proponent school, if necessary.

b. Coordinate and cooperate with assessment and accreditation teams.

c. Ensure all instructors meet instructor qualifications and certification requirements set by the proponent IAW TRADOC Reg 350-70.

d. Schedule and conduct classes based on the ARPRINT and the TRAP.

e. Order instructional support materials.

f. Actively supervise, monitor, observe and evaluate instruction/instructors at all teaching sites in the region under their coordinating authority.

g. Ensure course managers, or other qualified staff in the appropriate CMF, evaluate all instructors on a regular basis. Forward a copy of the instructor's evaluation results to the instructor and the TASS battalion for filing, IAW TRADOC Reg 350-70.

h. Ensure schedules for all courses conducted, quotas, and student dates are entered into ATTRS. Student input and graduation data must be entered within 10 working days of course start and end dates.

i. Report unresolved training issues through the chain-of-command with copy furnished to the appropriate TIE.

j. Maintain administrative and operational accountability of training support documentation for accreditation.

k. Forecast and request required ammunition and equipment for training.

l. Submit request for waivers directly to the proponent school or appropriate agency, with copy furnished to their chain-of-command and TIE.

m. Request assistance for instructor certification from the proponent, with copy furnished to TASS regiment/brigade and the TIE.

n. Coordinate training requirements with directors, RC support, or appropriate agency of training installations.

2-20. Regional Support Commands (RSC) will --

- a. Publish student orders in a timely manner.
- b. Ensure equipment availability based on training requirements, IAW POI and course management plan (CMP).
- c. Ensure training facilities are available based on training requirements, IAW POI and CMP.
- d. Provide accurate data on student densities for TCC, TRAP, etc.

2-21. Combined Arms Center (CAC)/Combined Arms Support Command (CASCOM) will --

- a. Evaluate proponent schools that fall under their respective commands.
- b. Provide a master accreditation schedule to TRADOC DCSED and DCST.

**Chapter 3
Administration**

**Section I
General**

3-1. General. This chapter contains general policies and administrative procedures for the operation, administration, and training support of the U.S. Army TASS. The procedures herein are applicable to individual educational training. Exceptions to the operational procedures in this regulation will be forwarded to HQ TRADOC, DCSED, ATTN: ATED, 11 Bernard Road, Fort Monroe, VA 23651-1001.

3-2. Institution SOP. TASS institutions must develop and maintain a unit SOP, which includes, as a minimum, policy and procedures for:

- a. Verifying student prerequisites.
- b. Ensuring student and staff/faculty compliance with AR 600-9.
- c. Test control and accountability procedures.
- d. Student in-processing and out-processing.
- e. Student disenrollment and appeal process.

- f. Preparation and distribution of student guides.
- g. Refresher and remedial training.
- h. Resourcing training.
- i. Safety.
- j. Sexual harassment/equal opportunity (EO).
- k. Student and instructor records.

3-3. Soldier safety and force protection. Reference TRADOC Regs 351-10, 350-70, 385-2, and Field Manual (FM) 100-14.

3-4. Risk assessment/risk management. Reference TRADOC Regs 351-10 (para 2-18), 350-70, and 385-2 (paras 4-3 and 6-3), and FM 100-14.

3-5. Institutional training. Conduct of institutional training.

a. Prerequisites for each course are published in DA Pams 351-4 and 611-21, course management plan, and ATRRS (<http://www.asmr.com/atrrs>). Student qualification in prerequisite tasks is the individual's and unit commander's responsibility.

b. Schools will present training as designed and approved by training/TD (task) proponent. This will ensure tasks are trained at the appropriate skill level and to the standards prescribed for each course.

c. Student training and instructors.

(1) School staffs, faculties, and training departments will supervise and support instructors and students and ensure commitment to training, educating, and developing each student. Ensure facilities are provided to accommodate after hours study requirements for students.

(2) Trained, qualified, and experienced instructors will conduct and supervise student training. Trainer-to-student ratios will be IAW POI/CMP requirements and will be sufficient to ensure student control, safety, and supervision, as well as to facilitate teaching, coaching, mentoring, and developing individual students.

(3) Instructors will provide students with progressive and sequential training, as designed and approved by the training/TD (task) proponent, accurate student performance measurements and tests, and timely feedback.

d. There will be occasions when TASS training battalions are requested to conduct training in courses for which TRADOC or the other proponents have not developed and distributed courseware. Within resource limitations, valid requirements should be supported. The

requirement for TASS training battalions to conduct training only with proponent-approved courses remains in effect. Procedures for TASS training battalion development and proponent approval of such courseware are found in TRADOC Reg 350-70, part VI. The situation may arise, where a TASS training battalion is unable to conduct a course under their school code. If the training is essential to unit readiness, it may become necessary for another component to assume the mission. If this occurs, the following guidelines apply:

(1) The TASS battalion and its supporting command (TAG/DIV(IT)) responsible for the conduct of the course must grant permission for another component to conduct the course.

(2) Once approval has been granted, NGB or USARC, as appropriate, will load the course under the school code conducting the course, on a one-time basis.

(3) Although the owning TASS battalion is not conducting the course, it remains responsible to ensure instructors are certified and the course is conducted to standard.

3-6. Reclassification training.

a. Reclassification courses have non-MOS specific (i.e., common core) tasks deleted by the proponent, as soldiers attending these reclassification courses have already completed initial entry training (IET) and do not need to repeat this basic soldiering training. AC soldiers may attend training at TASS battalions if the battalion is accredited and teaching TATS-C.

(1) Only reclassification courses approved by TRADOC (training/TD (task) proponent commander), AMEDDC&S, or USAJFKSWCS, as appropriate, will be used.

(2) All tasks in the approved POI must be taught. In circumstances that preclude a task being taught to published standards, an exception to policy letter must be obtained from the training/TD (task) proponent prior to conduct of training. The TASS training battalion will prepare and distribute a DA Form 1059 (IAW guidance in AR 623-1), DA Form 5286-R, and DA Form 5286-1-R for each student who completes a reclassification course. Copies of these forms for local reproduction are located at the back of AR 351-1 (AR 351-1 will be superseded by AR 350-1) and this regulation. DA Form 5286-1-R will be overprinted to include all POI tasks, and the TASS training battalion will annotate the student's performance (go/no-go/pass/fail/not taught) on each task. A copy of the forms will be provided directly to the student's unit commander and a copy will be retained at the TASS training battalion IAW AR 25-400-2.

b. TASS training battalion reclassification courses may be taught in an inactive duty training (IDT) mode, an AT/active duty for training (ADT) mode, self-paced distance learning, or a combination thereof, as specified in the POI.

c. Except for AMEDDC&S, successful completion of a TASS reclassification course qualifies an individual for award of the MOS/AOC. All phases of multi-phase courses must be completed prior to awarding a MOS. Students enrolled in MOS/AOC courses must be qualified

for MOS/AOC award (except for pending clearances) IAW the ATRRS screen, prior to attending.

d. For AMEDDC&S courses, the AHS diploma awarded upon successful completion of the course certifies the mandatory formal training, required by DA Pam 611-21, has been completed and is the basis for award of the MOS.

3-7. Instructor qualification/certification. Instructors are certified only by the proponent commandant, IAW TRADOC Reg 350-70, and proponent specific requirements contained in appropriate course management plans. Proponent school will ensure all instructor requirements can be accomplished in a TATS training year. Proponent will provide certification documentation.

3-8. Instructor grade and experience requirements. DA Pam 611-21, TRADOC Reg 351-10, AR 614-200, and appropriate CMP provide guidance for instructor grade and experience requirements.

3-9. Instructional products and training aids requisitioning.

a. Instructional products will be furnished by ATSC or Reimer Digital Library (RDL). The AC, ARNG and USAR will document resource requirements and the organizations providing resources in the ATRRS. Resource data will be shown by school and course by the unit identification code (UIC). The resource requirements will be for the execution year. Any changes to fiscal year (FY) school missions that occur as a result of TRAP actions must be reflected in the appropriate ATRRS resource display screens.

b. TASS training battalions are supported with instructional products from three distinct sources:

(1) The Visual Information/Training Support Center (VI/TSC) System. Training aids, devices, and visual information products and equipment, although often required in the conduct of courses, are not included in instructor or student sets, and are not provided by ATSC or RDL. These items must be requested, on a loan basis, from the appropriate VI/TSC. All TASS training battalions will establish and maintain accounts with the VI/TSC serving their geographic location. Courseware products will be closely examined for required training aids, devices, simulations and equipment, and requests for such items will be made in sufficient time to support scheduled classes. Note that VI/TSC loans are made on a first-come, first-served basis. Adequate prior planning and coordination are essential to ensure responsive support. TASS training battalions should maintain copies of the following publications in their training support libraries:

- DA Pam 350-9
- DA Pam 350-100
- TRADOC Pam 350-9

(2) The Department of the Army administrative publications system. Some courses still require DA publications as instructor resources and/or as student texts. Such DA publications are not included in course instructor/student sets and must be requisitioned separately. All TASS training battalions will establish accounts with the U.S. Army Publications Distribution Center, St. Louis. Procedures for establishing and using DA publications accounts are found in AR 25-30 and DA Pam 25-33. Courseware products will be closely examined for required training aids, devices, simulations and equipment, and requests for such items will be made in sufficient time to support scheduled classes.

(3) Courseware reproduction/distribution system.

(a) Reproduction and distribution of TATS courseware/RC3 are requirements-based, driven by the ARPRINT and TRAP requirements. Courseware is reproduced and distributed by ATSC based on user requests received during established requisitioning windows for IDT and AT as follows:

- 1 February - AT requisitions due to ATSC for PLDC, BNCOC/ANCOC Common Leader, Phase I, BNCOC/ANCOC Phase II, First Sergeants Course (FSC), and NBC Defense.
- 1 November - AT requisitions due to Directorate of Non-Resident Studies (DNRS)/CGSC for CGSOC and CCC. CGSC will forward to ATSC.
- 1 June - IDT requisitions due to ATSC for BNCOC/ANCOC Common Leader Phase, Phase I, and NBC Defense.
- 1 April - IDT requisitions due to DNRS/CGSC for CGSOC and CCC. CGSC will forward to ATSC.
- For TAITC, SGITC, and SATBC requests through: Commander USATSC, ATTN: DLC-S, Fort Eustis, VA 23604-5166.

(b) All courseware user requirements are submitted using TRADOC Form 350-18-R-E. All requisitions are forwarded through appropriate channels to ATSC (TMSD-T). Sample TRADOC Form 350-18-R-E is at figure 3-1. Completion instructions are at appendix E.

(c) All courseware requisitions must be received by ATSC prior to the close of the appropriate requisition window. At the close of each window, ATSC consolidates the requirements, by course, into Basis-of-Issue Plans (BOIP). The BOIP determine how many courseware sets will be distributed.

(d) Submit requisitions to Commander, U.S. Army Training Support Center, ATTN: ATIC-TMSD-T, Bldg 1542, Fort Eustis, VA 23604-5168. DSN 927-5066/5072, Comm (757) 878-5066/5072.

(e) Training/TD (task) proponents may choose to reproduce, distribute, and manage TATS courses. The courseware can be multi-media and may involve distribution over video teletraining (VTT) or the Internet. Proponents will distribute courseware in response to the BOIP, promulgated by ATSC. ATSC and responsible training/TD (task) proponents distribute courseware so the products will be on hand prior to the training start date.

(f) Courseware requisitions received by ATSC outside the specified windows are called "out-of-cycle" requests. ATSC and training/TD (task) proponents maintain residual stockage of courseware against such contingencies, but when these supplies are exhausted, an additional printing of courseware materials may not be available.

c. Requisitions for course materials should be initiated for a particular phase or module, per the TATS course structure and the CMP implementation guidance, i.e., for a normal two-phased course, ADT phase/module should not be ordered at the same time as the IDT phase. Each phase should be ordered separately using TRADOC Form 350-18-R-E. See sample in figure 3-1.

d. TAG/DIV(IT) will ensure:

(1) All instructional products needed to conduct required classes are identified and requisitioned in sufficient time to ensure receipt prior to class start dates.

(2) Accountability for all products received is established and maintained.

(3) Cross-leveling of all available products is accomplished to the maximum practicable extent before requisitions for products are forwarded.

(4) All instructional products are identified, retained, conserved, cross-leveled, and shared.

e. Specific courseware responsibilities:

(1) TIE will monitor with ATSC and TASS regiments/brigades to resolve problems/issues concerning courseware requisitioning and delivery.

(2) Regional TASS regiments/brigades will --

(a) Review and approve/disapprove all justifications for issue of additional instructor sets, recoverable items in excess of authorized quantities, and all out-of-cycle requisitions and forward to ATSC or DNRS, as appropriate, and furnish a copy to the TIE.

(b) Direct inventory/accountability procedures which enable visibility and redistribution of all available courseware.

(3) TASS training battalions will --

(a) Maintain a training support master file of current courseware they are chartered to teach under TASS alignment.

(b) Provide courseware inventories as directed by TASS regiments/brigades.

(c) Establish test control procedure for Test Control Officer (TCO)/NCO that supports ARs 380-5 and 611-6.

- Provide training/TD (task) proponents, ATSC, with orders or memorandums appointing the TCO/NCO and a DA Form 1687 authorizing the TCO to request test material.
- Test material must be requisitioned on a separate TRADOC Form 350-18-R-E.
- Test will only be issued for courses requested and only one copy of each test version will be issued.
- Failure to maintain an account with training/TD (task) proponent or ATSC for test material will result in nonsupport of testing products.
- For TATS course testing material, establish test control account with proponent school.

f. Account establishment/maintenance.

(1) All TASS school codes must establish and maintain signature card accounts (DA Form 1687) with ATSC (ATTN: ATIC-TMSD-T).

(2) DA Form 1687 will be updated and resubmitted by 1 October of each year. A new form will be immediately submitted when personnel, address, or other changes occur which affect the DA Form 1687. ATSC must be notified immediately of changes to POC, telephone numbers, and addresses in order to ensure timely and efficient shipment of courseware.

g. Requisitioning procedures.

(1) TRADOC Form 350-18-R-E will be used to request courseware for both IDT and AT phases. A copy is provided at the back of this regulation for local reproduction.

(2) TASS regional regiment/brigade must forward out-of-cycle requisitions to ATSC, when required, 60 days prior to scheduled class start date..

(3) Requisitions for course materials should be initiated for only one phase/module at a time (i.e., for a normal two-phased course, the ADT phase should not be ordered at the same time as the IDT phase). Requirements for the second phase/module may be significantly different from initial enrollment in the first phase. For those few courses that are not packaged by phase/module, the entire course must be ordered at one time. In those cases, it is extremely important that course materials be conserved and brought to the ADT portion of the course, as a second requisition for the same class will not be honored.

(4) Instructor sets, in their entirety, are accountable/recoverable items, as are selected student materials so identified. If a course has been taught by TASS school code in the preceding 3 years, requisitions for additional instructor sets/materials and recoverable student materials must be justified on the basis of increased student load and/or additional instructors. Justification for additional or replacement recoverable materials must be forwarded with the TRADOC Form 350-18-R-E.

(5) In the event of canceled or rescheduled courses, increases or decreases in enrollment, or training site changes, ATSC should be notified by the most expeditious means available so that shipments in progress can be adjusted accordingly. Telephonic changes should be followed up with hard copy.

(a) When a change in training (delivery) location occurs and the change is not reported in sufficient time to redirect courseware shipment(s), TASS battalion commander is responsible for receiving the shipment(s) and transporting to the proper training location.

(b) If a course/requirement is canceled, but the notification is not made in sufficient time to stop shipment of courseware, TASS battalion commander will report any excess to TASS regiment/brigade.

(c) If materials requirements increase after the initial request has been processed, TASS school code must inform ATSC at least 30 days prior to the training date.

h. Inventory and cross-leveling procedures.

(1) School codes will inventory all courseware quarterly and copy furnish TASS regional regiments/brigades and TIE.

(2) All course materials not required by TASS school code for the conduct of current year training will be identified to regional TASS regiments/brigades for cross-leveling to meet other current year requirements.

(3) Regional TASS regiments/brigades will supervise the cross-leveling of courseware within their regions and will report to ATSC any excess materials for cross-leveling among other regions.

3-10. Reproduction and distribution. The TRADOC goal is to maximize technology; therefore, courseware will be provided in digital format (e.g., Compact Disk-Read Only Memory (CD-ROM), floppy disc, Internet file transfer protocol (FTP), etc.).

3-11. Test control procedures. Student Performance Measurement/Test control procedures are delineated in TRADOC Reg 350-70, chap VI-7. Test control procedures for classified material is found in AR 380-5. Testing policy is reiterated for language testing in AR 611-6.

3-12. Attendance register.

a. Purpose: To track attendance for pay and education/training.

b. ATRRS class roster and attendance record (TRADOC Form 270-R, located at the end of this regulation) will be prepared and maintained for each training site. Under no circumstances will students be permitted to complete/sign out before the end of the day for which the register is maintained.

c. Distribution:

(1) Original to TASS battalion headquarters.

(2) Copy for instructor's records.

(3) Copy in the visitor folder in each classroom.

(4) Copy for individual's unit of assignment.

d. For annual training, the ATRRS class roster will be used in lieu of TRADOC Form 270-R.

3-13. Maintenance of training support records. Training support records will be maintained at each school code site, as required by the proponent school.

3-14. Use of Title XI personnel in support of TASS.

a. Overview. Title XI is a congressionally-mandated program to provide AC support to the RC for training and education. Congress is funding Title XI assets for the specific purpose of increasing the readiness of the RC and to enhance the overall effectiveness of the Army.

b. Title XI in TRADOC. Within TRADOC, the DCSED has responsibility for TASS and for administrative support of TRADOC's Title XI personnel who support TASS. TRADOC's Title XI personnel will be utilized to assist in training development, accreditation and standardization, and instructor certification within TASS in support of RC training. The use and responsibilities of Title XI personnel will be in concert with congressional language and intent.

c. General guidance. General guidance on the use and responsibilities of Title XI soldiers in TASS remains as follows:

(1) Title XI soldiers assigned to TASS provide support to The Army Individual Training Missions and work on individual training products that are Army-specific.

(2) Administrator duties, such as day-to-day unit administration and supply, and instructor duties do not meet the intent of congressional guidance. All day-to-day activities within the TIE are in support of TASS and meet TRADOC policy.

(3) In addition to meeting all proponent instructor certification requirements (TAITC/SGITC/proponent specific requirements), Title XI personnel assigned to proponent

schools will complete the TRADOC Systems Approach to Training Basic Course (SATBC) taught at the proponent school.

d. Specific guidance. Specific guidance, based on the four possible duty locations (DCSED, TIE, training/TD (task) proponent, and TASS training battalion) remains as follows:

(1) DCSED Title XI responsibilities:

(a) Address quality assurance and accreditation issues within the capability of the DCSED and forward other issues to proponent authority.

(b) Coordinate issue resolution with other commands.

(c) Utilize ATRRS as a management tool to facilitate effective training and resolve training problems.

(d) Serve as a liaison between TRADOC and the TIE.

(e) Provide program and budget input for Title XI training programs, and Army training quality assurance programs.

(2) TASS Integration Element (TIE) will incorporate the following responsibilities/duties in the job descriptions of their Title XI soldiers:

(a) Coordinate TRADOC programs within the region(s).

(b) Coordinate the accreditation of school battalions within the region.

(c) Coordinate and provide feedback to the appropriate training/TD (task) proponent on the efficiency and effectiveness of training courseware.

(d) Maintain a database of issues, waiver requests, TO, ISE, accreditation, and DCSED trend reports of regional interests.

(e) Assist with the preparation of the budget for travel within the region.

(f) Assist with the conduct of regional workshops in cooperation with TRADOC training/TD (task) proponents.

(g) Assist with the conduct of periodic announced and unannounced training observation visits to training site classes in session.

(h) Utilize ATRRS as a management tool to facilitate effective training and resolve training problems within the region.

e. TASS training battalion will assign the following responsibilities/duties to their Title XI soldiers.

- (1) Serve as primary full-time school battalion liaison with TRADOC training/TD (task) proponent.
- (2) Serve as primary full-time school battalion liaison with TIE.
- (3) Assist training/TD (task) proponent, as required, in accreditation of TRADOC courses.
- (4) Serve as member of institutional self-evaluation team.
- (5) Conduct instructor certification program in conjunction with functionally aligned training/TD (task) proponent.
- (6) Serve as a subject matter expert (SME) and provide professional development for classroom instructors.
- (7) Critique classroom/field instruction. Provide feedback to the chain-of-command, and assist in corrective actions.
- (8) Assist with the coordination of training products with TASS training battalion to ensure availability and distribution.
- (9) Provide feedback on efficiency and effectiveness of training courseware for forwarding to the training/TD (task) proponent.

f. Training/TD (task) proponent will assign the following responsibilities/duties to their Title XI soldiers:

- (1) Evaluator functions.
 - (a) Establish and maintain a working relationship with functionally aligned regional school battalions.
 - (b) Coordinate and conduct accreditation of school battalions IAW paragraph 3-44 below.
 - (c) Serve as SME.
 - (d) Gather and analyze course accreditation information and provide to HQ TRADOC when requested, or when training/TD (task) proponent determines a need to inform TRADOC.
 - (e) Coordinate with training developers for corrections; follow up to ensure course corrections are made.

(f) Assist with ATRRS interface.

(g) Receive and make recommendations to proposed policy and doctrinal changes.

(h) Identify problem areas utilizing checklist at appendix B; take part in making a plan to resolve, suggest, assist in development of procedures; develop a training strategy; teach unit members and evaluate implementation.

(2) Training developer functions.

(a) Assist with the sustainment of RC3 (refer to TRADOC Reg 350-70, chaps VI-6-4 and VI-8).

(b) Assist in the transition of courseware to TATS courseware.

(c) Serve as SME.

(d) Coordinate training development issues with school battalions.

(e) Provide responses to questions and requests from TASS training battalions.

(f) Receive and make recommendations to proposed policy and doctrinal changes.

(g) Receive and review request for waivers of QA requirements.

g. Assumptions.

(1) The RC chain-of-command is responsible for training RC soldiers. Nothing outlined in this section of this regulation will serve to alter that responsibility. Allocation of AC personnel to support TASS training battalions in any capacity in no way modifies the authority or responsibility of the RC chain-of-command.

(2) Associated training/TD (task) proponents are responsible for training assistance and evaluation of the associated TASS training battalions.

(3) The program will be only as effective as the flow of appropriate communication between the participants, especially at the senior leadership levels.

(4) TASS training battalion personnel can improve mission performance if provided cooperative advice and assistance of qualified AC personnel.

(5) Support of the program is available using tri-component funding methodology used by HQDA.

(6) Program funding and allocation of personnel are required by law, and therefore subject to budget and personnel distribution plan decrements only in competition with other statutory programs.

(7) FORSCOM is the HQDA executive agent for the Title XI program. TRADOC is applying FORSCOM guidance to its affiliated program.

h. Policies and procedures. In all cases, except as noted below or where cross-component issues take precedence, normal policies and procedures which apply to personnel assigned to the same duty locations as Title XI soldiers, will also apply to Title XI personnel.

(1) Confidentiality, loyalty, and mutual respect among the various components are the professional foundation of the program. AC dedicated support personnel will work alongside TASS training battalion personnel but will not duplicate the functions of the full-time personnel that are already a part of the unit nor assume command responsibilities.

(2) AC personnel assigned to the Army school program are 'doers,' workers, organizers, coaches, and planners.

(3) Limitations.

(a) In order to focus efforts on the assistance mission, TASS Title XI personnel will not be permanently assigned primary duties in supported units which involve command, formal evaluations, inspections or administrative responsibilities (i.e. property book accountability, reports of survey, certification of funds for other than internal use). TASS Title XI personnel do not have document releasing authority except as permitted by the RC chain-of-command.

(b) The presence of TASS Title XI personnel does not change command relationships or staffing procedures in the support-to-supported relationship. Command and staff communications which routinely occur between commands must continue to be executed IAW accepted staffing practices.

(c) Program personnel will not be reassigned into the parent command without prior approval from this headquarters.

(d) TASS Title XI personnel may not be assigned TASS training battalion duties or functions which duplicate those currently included in staffing guides or Manpower Workload Requirements (Schedule X) for the full-time unit staff.

i. Unit evaluations. Consistent with FMs 25-100/101, TASS Title XI personnel may assist commanders in assessing the TASS training battalion.

j. State or territory emergencies. ARNG soldiers who are called into state emergencies are empowered and protected by state laws to use specific authorities and perform unique duties which are covered by state Tort Claims and emergency law enforcement statutes, as well as Declarations of Emergency. The duties vary widely between states, but usually include powers

of arrest, use of deadly force, and authority to direct dispersal. Therefore the following guidelines apply:

(1) TASS Title XI personnel assigned in support of NG TASS training battalions that are activated by the state for humanitarian emergencies should participate. These operations exercise the chain-of-command, preventive maintenance, checks, and services, training, and other functions, and usually provide an excellent opportunity to hone skills necessary for wartime mission.

(2) TASS Title XI personnel assigned to support NG units are prohibited by state and federal law (18 USC 1385) from enforcing state laws in State Declared law enforcement emergencies. AC personnel must avoid being in a situation wherein an impartial observer may construe the role of the AC soldier as enforcing state laws.

(3) In state emergency situations, TASS Title XI personnel may act in a myriad of supporting roles performing functions which are consistent with the TASS mission of contributing to the improvement of the training battalion, and which indirectly contribute to the overall restoration and maintenance of law and order. The functions may include operation of communications, situation reports, maintenance, administrative transportation, and operations planning. Mission activities which risk exposure to situations which may enmesh AC soldiers, such as reconnaissance or patrolling, must be avoided. Under no circumstances should AC soldiers be issued weapons in a state emergency.

k. TASS Title XI personnel assigned to ARNG or AR units activated in response to any Federal Declaration of Emergency are covered by the same legal protections as supported unit members. They are required to perform in support of the unit's missions as it would for any other federal mission.

l. Assignments.

(1) Personnel will be assigned in a manner that facilitates movement of household goods and families to ensure all AC soldiers transactions are properly processed.

(2) Tour length for the Army school program officers will be two years CONUS, and three years for OCONUS tours. Enlisted assignments will normally be three years.

m. Special educational requirements.

(1) Soldier must be instructor qualified or a graduate of TAITC.

(2) All Title XI soldiers utilized to conduct training observation for consideration by accreditation teams, must receive training in the accreditation process. Title XI soldiers assigned with duty at the training/TD (task) proponent must receive training identified in TRADOC Reg 350-70, part II.

(3) Orientation of newly assigned personnel.

(a) The gaining TIE for each member being assigned within its area of responsibility will provide an orientation which includes, as a minimum, mission, responsibilities and complexities unique to the RC environment in which the soldier will operate.

(b) The TASS training battalion will conduct a similar orientation which includes, as a minimum, mission, responsibilities, and particulars about the community in which the soldier and his/her family will live.

(c) The training proponent will provide training for the battalion Title XI soldier on proponent-specific accreditation issues.

(d) Personnel assigned to evaluator duties must receive training and meet the requirements delineated in TRADOC Reg 350-70, prior to commencement of duties.

n. Title XI program evaluation and feedback.

(1) Measure of effectiveness. Each TIE will conduct an annual assessment of the effectiveness of the program within their area of responsibility, noting improvements in the training of supported units. The assessment will include overall trends on accreditation issues and quality of life trends, to include results of housing surveys. The assessment is due to DCSED by 1 December, with the report as of 30 September.

(2) The Department of the Army is required to report program effectiveness to Congress. The requirement applies to other MACOM allocated program personnel. The reports should be sent to DAMO-TR. Information copies will be furnished to TRADOC, DCSED (ATTN: ATED).

o. Coordinating instructions.

(1) Authorizations for TASS Title XI spaces are documented in The Army Authorization and Documentation System, within the TRADOC table of distribution and allowances (TDA). Modifications require the same change documents (DA Form 2028) and timelines associated with any other modification table of organization and equipment (MTOE)/TDA changes. All requests for modifications should be submitted to DCSED, ATTN: ATED.

(2) Administrative workload requirements are the responsibility of the supporting commanders. Titles VII and XI program authorization documents do not contain provision for internal administrative personnel. However, workload data required to support the internal program overhead may be legitimately documented as part of the supporting headquarters TDA.

3-15. Regional Training Councils (RTC).

a. TRADOC, through the TIE, establishes RTC for the purpose of coordinating institutional training and leader development activities within TASS regional boundaries.

b. The purpose of the RTC is to integrate requirements and capabilities to conduct individual institutional training to standard in the most efficient and effective manner. The focus of the RTC is to identify and resolve individual training challenges (e.g., instructor and equipment shortfalls).

c. RTC should meet at least twice each year, sufficiently in advance of the IDT and AT periods in order to enhance training efficiency, effectiveness, and training opportunities for soldiers.

d. Request AC school representation. It is critical that the RTC include representation from all ARNG and USAR TASS battalions, state/territory plans, operations and training officers (POTO), Major United States Army Reserve Command (MUSARC) and CONUSA DCST. Representation from regional training brigades is highly desirable. The RTC must be capable of making immediate decisions based on full knowledge of requirements and resources available.

e. Within 30 days following each meeting, the TIE will prepare an after-action report (AAR) (RCS exempt IAW AR 335-15, paragraph 5-2a(4)), highlighting training solutions and unresolved issues. Copies of the AAR will be provided to NGB (NGB-ART-I), OCAR (DAAR-OP-IT), USARC (AFRC-OPT-I), USASOC (AOP-TRI), FORSCOM (AFOP-TRO), ARNG state headquarters within the region, MUSARC within the region, TASS training battalions within the region, and the appropriate proponent schools, with information copy to other TIE and HQ TRADOC (ATED).

3-16. The Regional and National Training Coordination Conference (TCC). The TIE in Regions A through G will actively participate with the ARNG and USAR to ensure the success of the SMDR. In preparation for the SMDR, the Reserve Community will conduct both Regional and National TCCs. Input agencies will verify requirements and work with schools to eliminate constraints. Proponent schools will participate in the Regional and National TCC process to assist in identifying where training can best be accomplished within TASS.

3-17. SMDR process.

a. The SMDR is an annual individual training requirement determination and confirmation process chaired by HQDA (Deputy Chief of Staff for Operations and Plans (DCSOPS) and DCSPER). The SMDR will be conducted on a by-course basis. Courses taught at the proponent schools will be presented first followed by that proponent's courses taught in TASS Regions A through G, and OCONUS and RC3 courses. The Army training requirements for a given fiscal year are compared against the training capability of the concerned TASS battalion/training center/institution. The SMDR process will cover all directed education/training to include residence and distance learning.

(1) Proponents should be prepared to recommend where, within the TASS institutions, additional training can be conducted if it cannot be accommodated in the active component resident school. Army must fully utilize the entire existing TASS training base capacity for constrained courses. If active component schools within the TASS are unable to accommodate projected load, they must recommend alternative solutions. Part of the analysis should include

the reserve institutions as a means to train the active component school untrainable load. Proponents will identify the course to be trained. The TASS institution will determine the number of iterations.

(2) The ATRRS summary sheet is the primary working document. It records the training requirements and variable course data required to develop the ARPRINT.

(3) Resources for courses that are transferred from one school to another will be moved effectively within the execution year.

b. Responsibilities. The TASS battalions/training centers/institutions will --

(1) Identify and resolve major training capability discrepancies prior to the SMDR. TASS RC institutions will resolve major training capability discrepancies with their Division (IT)/State Headquarters, TIE, and USARC/NGB.

(2) Provide school representatives throughout the TCC process who represent and speak for their commander concerning bottom-line training capability and resource requirements.

(3) Coordinate with the proponent school and identify constraints to training and excess capacity prior to the SMDR. Attempt to resolve any issues from the TCC with the proponent school, NGB, and USARC and identify, through the proponent school, any unresolved issues to HQ TRADOC, TOMA for elevation to CoC/GOIPR.

(4) Resolve all issues pertaining to training requirements; new or revised courses; course length changes; changes to maximum, optimum and minimum class sizes; instructor contact hours (ICH), instructor student ratio (ISR), and training hours.

(5) Identify all issues pertaining to training requirements; new or revised courses; course length changes; changes to maximum, optimum and minimum class sizes; ICH, ISR, and training hours to the proponent school prior to the SMDR so changes can be made in ATRRS.

(6) Provide course annual maximum capacity for update of C9 (fiscal-year-specific course administrative data) display. TASS RC/institutions provide same data at the RTCC. All courses will have school estimated maximum annual capacity. This information is required to permit ATRRS the ability to provide automated reports on those courses which are constrained and have CE, CF, or CZ entry, or those courses which are not actually constrained but are approaching or have a specific maximum capacity within the resources available. All other courses should reflect the upper limit the school can accommodate.

(7) Provide responses to all unresolved SMDR issues to proponent. Proponent will forward to HQ TRADOC, ATOM-P. Responses will provide solutions or actions initiated leading to the issue solution and will be prepared in fact sheet format. Each fact sheet will address a separate course (issue) and will be in sufficient detail to provide a "stand-alone" document to justify that issue.

3-18. Army Training Requirements and Resources System (ATRRS).

a. Introduction. ATRRS is a DA personnel input to the Training Management Information System. It is an on-line system that integrates manpower requirements for individual training with the process by which the training base is resourced and training programs executed. ATRRS is a critical automation system tool that directly supports the SMDR process. The system generates the ARPRINT which is the mission and resourcing document for the Army's training base. ATRRS provides the tool that permits personnel, resource and training managers (representing Army staff, field agencies, and training MACOM), to size the training base, schedule and reserve training seats to maintain personnel readiness.

b. AR 350-10 is the governing regulation for ATRRS.

c. The help desk numbers for ATRRS are DSN 225-2353/2060, or (703) 695-2353/2060.

3-19. Resources.

a. TASS school codes are responsible for obtaining all resources associated with conducting the course IAW TASS cross component resourcing MOU. ISA/MOU will be established to facilitate borrowing equipment or facilities.

b. When equipment to support training is insufficient for all students or teams to perform to standard, the following considerations apply:

(1) If equipment nonavailability degrades training to the point that award of the MOS cannot be justified, training will not be conducted.

(2) An exception to policy/waiver must be approved by the training/TD (task) proponent before the start of scheduled training.

c. Whenever a TASS training battalion instructor performs IDT at a class location other than the normal duty station (NDS), and outside normal commuting distance (as defined in Joint Federal Travel Regulations), the instructor is authorized travel/per diem from either the NDS or residence, depending on departure point when directed to perform duty at a site other than the NDS. The NDS for TASS training battalion instructors is defined as the primary duty location where the instructor spends the majority of his/her time teaching. If the instructor does not spend the majority of his/her time at any one location within a fiscal year, then the TASS training battalion commander must designate the NDS either as the TASS training battalion headquarters or a teaching site. This is true whether the TASS training battalion commander has designated the school headquarters or a teaching site as a NDS. If the NDS is the teaching site, then the instructor would be entitled to travel/per diem to the school headquarters. However, if the TASS training battalion commander has designated the NDS to be the school headquarters, the instructor is not entitled to reimbursement for travel to the TASS training battalion headquarters.

3-20. Funding.

a. School training missions are developed during the SMDR IAW AR 350-10. The chiefs of each component are represented at the SMDR. Schools see their future training missions prior to the SMDR and have an opportunity to comment on their resource constraints. No school is given a mission unless its component agrees to provide the resources to execute the mission. Schools will not nonconduct classes because of resource constraints in the execution year, unless all components with quotas agree to the cancellation, or it is determined by HQDA that the necessary resources cannot be made available. Schools receive no reimbursement for students, regardless of the service or component of the student. Each Army component is responsible for providing sufficient total resources to train the number of students programmed to attend its schools as identified by ARPRINT. Resources, for the purpose of this regulation, are defined as:

- (1) Manpower (staff and faculty).
- (2) Facilities (instructional, billeting, and messing).
- (3) Equipment, to include operating tempo (OPTEMPO).
- (4) Supplies: classes I, II, III, III(P), IV, VIII, and IX.

b. Class II, personal clothing (uniform) requirements, will be determined by the school and shown in the ATRRS. The school will not issue personal clothing. The students' unit of assignment will ensure they report for training with the required individual clothing and equipment.

c. Class V. HQ TRADOC is the one-source contact to HQDA (DAMO-TRO) for all POI-driven class V requirements in support of the TASS. Class V requirements will be--

- (1) Managed by TIE. The TIE in each region will act as a TRADOC installation to consolidate and report Class V requirements and obtain annual authorizations for the TASS training battalions in its area.
- (2) Based upon the approved course and guidance in TRADOC Reg 350-8 and AR 5-13.

d. Personnel.

(1) Each component must provide personnel support to the other components, within the limits of their resources and ISA, to accomplish the TASS training mission.

(2) TRADOC will host a meeting in coordination with NGB and USARC, not later than 120 days prior to the beginning of the training year, to determine manpower shortfalls and negotiate necessary personnel support agreements among the components.

(3) Reimbursement among the military pay appropriations (National Guard Pay Appropriations (NGPA) and Reserve Pay Appropriations (RPA)), for services provided by one

component in support of another component, may occur under certain circumstances. However, sufficient Funded Reimbursement Authority (FRA) must first be obtained through the normal budgetary process. In order to ensure this authority is available, local support agreements must be negotiated and reported up the chain-of-command for aggregation and incorporation into budget submissions. NGB and HQ USARC will issue instructions to subordinate activities on procedures to report locally negotiated support agreements. NGB, OCAR and HQ USARC will review and reconcile the amounts that drive the requirement for FRA and will incorporate into budget submissions. NGB and USARC must approve all MOA to ensure there are sufficient funds available in the FRA in year of execution. Once approved, the funds are locked-in for that support. NGB and USARC then provides an open allotment fund site for the orders. In addition, NGB, OCAR and HQ USARC will negotiate summary level agreement concerning overall reimbursement between NGPA and RPA. In the year of execution, a Military Interdepartmental Purchase Requests (MIPR) will be exchanged between NGB and HQ USARC to effect the reimbursement. Lower echelons will not be required to process reimbursements, but will receive adjustments to their direct funding based on support agreements. Any questions concerning reimbursement among the military pay appropriations should be presented in resource management channels.

(4) Operations and Maintenance, Army, Operations and Maintenance, Army Reserve, and Operations and Maintenance, National Guard funds may be used to pay the travel and per diem costs of borrowed instructors or other personnel, regardless of component.

e. Equipment support.

(1) Short-term loan of equipment is governed by AR 700-131.

(2) Long-term loan of equipment is governed by DoD Directive 1225.6.

(3) The borrower will pay all costs associated with the use of borrowed equipment. Costs include preparation for issue and turn-in; transportation to and from the lender; OPTEMPO; and repairs (to include parts and manpower). Borrowed equipment will be returned to the lender in the same condition as when borrowed. The borrower will transfer funds to the lender to make repairs, if the borrower does not have repair capability.

(4) Borrowed equipment will pass a technical inspection (TI) at the organizational level, prior to shipment, both to and from the borrower. The condition of borrowed and returned equipment must normally meet -10/20 standards. However, TASS organizations may agree to terms and conditions different from -10/20 standards, when it is beneficial for a school to use equipment for training purposes that does not meet the standards. A joint TI will be conducted with representatives from both the borrowing and lending units present. If a joint TI is not possible, the borrower and lender will sign a memorandum of acceptance before the equipment is shipped.

f. Facilities.

(1) The component with the school mission is responsible for providing the facilities necessary to conduct training, without reimbursement.

(2) When a school wishes to conduct a course at facilities owned by another component, it will reimburse, via DD Form 448 (MIPR), the supporting installation or facility.

(3) The components are not responsible for providing facilities and services, without reimbursement, for "walk-on" students in excess of the maximum class size shown in ATRRS. "Walk-on" students in excess of the maximum class size may be transferred to another class or returned to their units of assignment, if another class is not available. The components may agree to provide the resources necessary to accommodate "walk-on" students.

g. **Billeting.** Installation commanders will make every effort to billet students on post. Installation commanders will not require students not in a temporary duty (TDY) status to maintain a course related bachelor officer quarters/bachelor enlisted quarters for which the student must pay.

(1) Courses currently conducted with billeting provided at no cost to the students, will continue as such.

(2) Billeting will be provided to students from all components on an equal basis, regardless of training status (e.g. AT, ADT, TDY or TDY and return).

(3) If government quarters are not provided, the school will provide students a non-availability statement so indicating, and the student will be reimbursed for his costs through normal per diem claim procedures.

(4) If a school uses contract facilities, such as dormitories on a civilian education campus, and incurs a cost for such use, the school may charge students a billeting fee. Students from all components will be charged equally. Students will be reimbursed through normal per diem claim procedures. If a school chooses not to charge students, the school is responsible for payment of the billeting costs.

h. **Messing.**

(1) Schools will provide government meals to students where possible. The operating costs of providing meals will be borne by the school.

(2) Personnel entitled to meals at government expense shall be furnished such meals at no cost to the individual, regardless of the individual's component. In no case will a student from one component be required to pay a different amount than students from another component in the same or like training status.

(3) The component providing meals at government expense to personnel of the other components may obtain reimbursement. Reimbursement is accomplished at DA level.

(4) The school will provide students who are charged for meals a non-availability statement indicating such, and the student will be reimbursed through normal per diem claim procedures. In no case will students from one Army component be issued non-availability statements for the same training course in which government messing is available to students from another component.

Section II

Student Administration

3-21. Selection. AR 351-1 (until superseded by AR 350-1), NG Reg 600-200, and AR 140-158 address the selection process and criteria for resident education and training courses. DA Pam 351-4 and ATRRS address requirements and prerequisites for courses.

3-22. Orders. No student will travel or report for institutional training (IDT, ADT, or AT) without proper orders. For IDT courses, the ATRRS Automated Training Application System (AATAS) application will serve as the order. Commanders will ensure soldiers receive orders a minimum of 30 days prior to report date. Soldiers who are upgraded from wait status to reservation status on ATRRS will receive their orders at the earliest possible time.

3-23. Student orientation. All TASS training commanders will post their student orientation information under their respective school codes to the school header (SH) screen in ATRRS. Information will be current at all times. Units and students may access the student orientation material on the ATRRS homepage at: <http://www.asmr.com/atrrscc/courses.asp>. If ATRRS access is not available, student information will be mailed to the student's unit no later than (NLT) 45 days prior to course start date. Additional copies will be available for students who did not receive their orientation information. Information will include:

- a. Course scope and prerequisites.
- b. Billeting, mess, financial and support information.
- c. Clothing, equipment, documents, other items required for course attendance and a listing of prohibited items.
- d. Post and local community information including appropriate telephone numbers.

3-24. Physical fitness/weight control.

a. Soldiers attending professional development courses (OES, WOES, OCS, and NCOES) and NCO functional courses must meet body composition standards and physical fitness standards IAW TRADOC Reg 351-10.

b. Soldiers attending MOS reclassification courses must meet body composition standards of AR 600-9. The APFT is not a requirement to attend or graduate from MOS reclass courses. DA Form 705 is not required. Training institutions will verify all students' height and weight, IAW

AR 600-9, upon arrival. Students found not in compliance with AR 600-9, paragraph 3-31, will not be enrolled in the course.

c. Soldiers with a P3 (one or more medical condition which requires significant limitation of military duty) or P4 (one or more medical condition of such severity as to drastically limit military duty) profile must provide their military medical review board (MMRB) results along with their profile.

3-25. Enrollment and attachment.

a. The soldier's unit commander will ensure all soldiers, including walk-ons, enrolled in institutional training meet course prerequisites. Soldiers reporting for training must have in their possession a completed and properly signed pre-execution checklist. The purpose of the pre-execution checklist is to assist the unit in preparing soldiers for school attendance, while providing one single document, with appropriate attachments, for the training institutions. This checklist will be completed by appropriate unit personnel and verified and signed by the unit commander. Soldiers reporting for training without the checklist, signed by the soldier and unit commander, will be given 72 hours from the report date to provide the checklist with appropriate attachments. Soldiers attending IDT courses will be given until Saturday of the second multiple unit training assembly (MUTA)-4. After this time, soldiers will be returned to their unit. The pre-execution checklist is a pre-enrollment requirement for all TASS courses/institutions except OCS, CCC, CGSOC, and the resident sergeant major (SGM) course. The pre-execution checklist will be used to verify routine prerequisites such as line scores, physical capacity or stamina, upper extremities, lower extremities, hearing, ears, psychiatric (PULHES), and DA Form 1059. The unit commander can further certify the completion of prerequisite testing/evaluation (i.e., typing test). Documentary evidence of security clearance, physical profile and other non-routine prerequisites are required in addition to the pre-execution checklist. The unit commander's signature on the pre-execution checklist will suffice as certification that the soldier meets routine course prerequisites (as stated above) IAW all requirements of the course as listed in DA Pam 351-4, and the ATRRS prerequisite screen. The pre execution checklist is found at appendix H.

b. When a commander releases a student to attend TASS battalion classes, the student will be required to attend all scheduled training. Commanders at all levels will ensure that students meet all course prerequisites and are not removed from training for other duties.

c. Students will be attached, for training only, to the TASS training battalion during IDT/AT. Enrollment for TPU/man-day soldiers is accomplished by the submission of the AATAS through command channels.

d. The commanders will forward AATAS enrollment applications to the appropriate quota manager for soldiers who desire to attend TASS training battalion classes during IDT/AT.

e. Army officers serving in an active status, to include ADT for 179 days or more, may attend TASS training battalion phases of CGSOC in a TDY status.

(1) AC officers should apply for attendance using DA Form 4187 through normal AC channels to the appropriate quota issuing authority (NGB or USARC). The quota will be issued to the approving command responsible for orders. The installation assigned logistical support for the area is responsible for funding. Funds are allocated from P81 (8127861) account.

(2) USAR AGR officers will submit requests for quotas on DA Form 4187 to the USARC (AFRC-OPT-I). The USARC will forward requests to Commander, AR-PERSCOM, ATTN: ARPC-OPM-PD, 9700 Page Avenue, St. Louis, MO 63132-5200, which will issue quotas and provide fund cites to the MUSARC for publication of orders.

f. All IRR/IMA soldiers' requests for ADT phases of TASS training battalion courses and TPU officers' requests for AT/ADT phases of CCC and CGSOC will be forwarded to Commander, AR-PERSCOM, ATTN: ARPC-OPM-PD, 9700 Page Blvd., St. Louis, MO 63132-5200.

g. For IRR officers enrolling in CGSOC, TASS CGSOC battalions will assist applicant to initiate a DA Form 4651-R, IAW AR 140-10. After the form is completed by the officer, the TASS CGSOC Battalion will sign and mail the form to Commander, AR-PERSCOM: ATTN: ARPC-OPM-O, 9700 Page Blvd, St. Louis, MO 63132-5200.

h. Correspondence course students who are academically eligible and meet course prerequisites may apply through appropriate channels to attend TASS AT/ADT phases of CGSOC.

3-26. Procedures for transfer between schools. Students meeting enrollment prerequisites may transfer from one TASS training battalion to another. They will be accepted at any time to complete the remaining phase(s)/module(s) of a course, provided they submit evidence of satisfactory participation for the phase(s)/module(s) completed. Losing TASS training battalion commander will forward the student's AATAS application to the gaining TASS training battalion commander. The losing TASS training battalion will retain a copy of enrollment application for a period of 3 years IAW AR 25-400-2. Academic Evaluation Report (AER) will be forwarded by losing battalion to gaining battalion.

3-27. Academic retest.

a. TASS battalion commanders will ensure students are tested and retested IAW the student evaluation plan for the course being presented.

b. Soldiers passing retest will be awarded the minimum passing score for grade averaging and class standing purposes. However, retest scores will also be recorded in students' records to establish final proficiency level attained.

3-28. Student academic records.

a. The TASS battalion commander is responsible for ensuring all student input/output data is posted to ATRRS within 10 working days of course start date and completion date.

b. The TASS battalion will maintain individual records for each student for 12 months, containing the following documents:

- (1) The enrollment application (AATAS or DA Form 4187 for IDT).
- (2) The attachment order, if prepared.
- (3) A copy of the pre-execution checklist with appropriate signatures.
- (4) All student leadership evaluations.
- (5) All test scores.

(6) All counselings, to include initial, performance, leadership, end of course evaluations, and individual developmental action plans.

(7) Copy of course completion, DA Form 1059.

(8) Any other correspondence referencing the soldier, i.e., drop packet.

(9) DA Form 705 (maintained for professional development courses, and selected functional courses).

(10) DA Form 3349 with MMRB results (if applicable).

c. After the 12-month record retention period, the DA Form 1059 will be removed from the individual records and kept on file, IAW AR 25-400-2. Supporting documentation is destroyed.

d. The TASS battalion may prepare a certificate of training for each student (except AMEDDC&S/OCS courses) upon successful completion of all phase requirements. The certificate of training will include the student's name, course title and phase, and completion date.

e. Records for disenrolled students must be maintained for two years IAW AR 25-400-2/TRADOC Reg 351-10.

3-29. Student evaluations.

a. Instructors/facilitators will measure student performance IAW TRADOC Reg 350-70, chap VI-7, and TD (task) proponent-provided student evaluation plans and tests.

(1) Instructors will conduct developmental counseling IAW FM 22-100.

(2) Designated instructors will consolidate and analyze each student's performance evaluations near the end of the course and at intervals appropriate to course length as determined

by the commander. Evaluators will provide students documented feedback at completion of each evaluation or test. Course manager/senior instructors or other school personnel knowledgeable of course requirements will counsel students on consequences for failure on evaluations, IAW course management and student evaluation plans. Evaluators will use results to determine ratings for AER and course academic records and reports.

3-30. Academic evaluation report. The TASS battalions (except OCS) will prepare a DA Form 1059 for each student upon successful completion or disenrollment from the course or phase, IAW AR 623-1.

3-31. Student recognition.

a. Commanders/commandants will present a training proponent diploma (except CCC and CGSOC) to students who meet course completion criteria established by the student evaluation plan for a TATS course.

b. Certificates and diplomas.

(1) Certificates/diplomas containing complete course title and course identification number will be issued to all students on successful completion of courses listed in ATRRS.

(2) Certificates/diplomas will include the student's full name, grade, course or phase, and beginning and completion dates of the course.

(3) School commandants may issue locally produced certificates to students who successfully complete shorter courses. They may also issue certificates for constructive credit when proficiency has been verified by prescribed evaluations.

(4) Course completion will be entered in appropriate personnel records IAW AR 600-8-104 and NGR 600-8-104.

3-32. Notice of academic, denied enrollment or withdrawal. The TASS battalion commander/commandant will provide written notice to the first general officer in the student's chain-of-command, company commander, and to the order issuing headquarters, if appropriate, for students who:

a. Are denied enrollment due to height/weight, or have profile guidance given in DA message 081650Z Mar 95, subject: APFT and Height/Weight Requirements; and DA message 292030Z Jan 99.

b. Fail to provide adequate documentation of prerequisites to attend the course.

c. Withdraw from the course for any reason.

d. Fail to meet course standards, either academically, physically, or through misconduct.

3-33. Student dismissal. Procedures for student dismissal are outlined in AR 351-1 (AR 351-1 will be superseded by AR 350-1) and AR 623-1.

3-34. Recycle policy.

a. Academic recycles. Commandants may, after coordination with PERSCOM, AR-PERSCOM, NGB, OCAR, USARC and/or individual's unit, recycle a student once to a follow-on class, if available. Academic recycle should be limited to extraordinary circumstances when a student shows significant potential and Army needs dictate.

b. Medical or emergency recycles. Commandants may recycle students who (through illness, injury, emergency leave, or other unavoidable training absence) miss a significant portion of training after coordination with PERSCOM, ARPERSCOM, NGB, OCAR, USARC and/or individual's unit.

c. For professional development courses see TRADOC Reg 351-10.

3-35. Credit for course completion requirements. Requirements for successful completion:

a. Meet training completion requirements specified in the Student Evaluation Plan/CMP.

b. For CGSOC and CCC. Receive a satisfactory grade on all TASS training battalion tests, as specified in the Student Evaluation Plan. Also see guidance published by Commandant, CGSC.

c. For AMEDDC&S courses, the TASS training battalion must report modules successfully completed to AHS (MCCS-HSN) for preparation of course diplomas.

3-36. Constructive/equivalent/equal credit.

a. Personnel requiring constructive or equivalent credit to meet enrollment requirements in TASS training battalion courses will submit requests through command channels and the commander of the proponent service school for the course the soldier desires to enter to HQDA. USAR requests should be addressed to HQDA, Office of the Chief, Army Reserve, ATTN: DAAR-OP-IT, 2400 Army Pentagon, Washington, DC 20310-2400. ARNG requests should be addressed to Chief, National Guard Bureau, ATTN: NGB-ART-I, 111 South George Mason Drive, Arlington, VA 22204-1382. Requests should be submitted at least 90 days prior to class start date and will include justification/rationale, supporting documentation, and recommendations for approval or disapproval by the appropriate commanders and training/TD (task) proponent commandants.

b. Soldiers receive the same credit for successful completion of training conducted at a TASS training battalion or at training proponent when the conditions in (1), (2), and (3) below are met. Completion documentation information/data made on a graduate's records will not differentiate between modes of course completion. The following conditions must be in place to ensure standards of training:

(1) Individual education/training is conducted in the training proponent or proponent accredited TASS training battalion.

(2) Instructors are certified by the proponent to teach their course.

(3) Use TATS courseware.

Section III

TASS Training Courses

3-37. Introduction. To accomplish quality individual education/training to standard for soldiers, each TASS training battalion must adhere to the standards and requirements of the training/TD (task) proponent for each course. The following paragraphs outline proponenty for courses taught by TASS battalions and references governing conduct of training in those courses.

3-38. NCOES courses. NCOES course requirements, instructor qualifications, student prerequisites, and completion standards are found on ATRRS, in course CMP, and in course POI, reference TRADOC Reg 351-10, chap 5. Requirements for the NCOA training environment are addressed in AR 351-1 (AR 351-1 will be superseded by AR 350-1) and TRADOC Reg 351-10.

3-39. OES courses.

a. CGSOC, OBC, officer advanced course (OAC), and CCC. The U.S. Army Command and General Staff College is proponent for CGSOC and CCC. Most course requirements, instructor qualifications, student prerequisites and completion standards are found in ATRRS.

b. All officers are required to attend resident OBC training.

3-40. WOES courses.

a. Warrant Officer Candidate School, Warrant Officer Staff Course and Warrant Officer Senior Staff Course proponent is the Warrant Officer Career Center, Fort Rucker, AL. Course requirements, instructor qualifications, student prerequisites and completion standards are found in ATRRS.

b. Warrant Officer Basic Course and Warrant Officer Advance Course proponents are the Military Occupation Specialty Schools. Course requirements, instructor qualifications, student prerequisites and completion standards are found in ATRRS.

3-41. Functional training. Functional courses can be trained by the TASS training battalion with approval by the training proponent.

3-42. Reclassification course proponents. Appropriate training/TD (task) proponent, course requirements, instructor qualification/certification, student prerequisites, and course completion

requirements for reclassification courses are found in appropriate CMP (see TRADOC Reg 350-6).

Section IV

TASS Accreditation

3-43. Overview. This regulation provides specific policy and guidance for the conduct of accreditation of TASS institutions. Accreditation is a functional area of TRADOC Evaluation and Quality Assurance Program. Evaluation and Quality Assurance Program policy is defined in TRADOC Reg 350-70, chap III-1, to include broad, general accreditation policy and guidance.

3-44. Accreditation. Accreditation is the recognition afforded an educational institution when it has met accepted standards applied by an accepted professional accreditation agency. Accreditation is the process that measures consistency, compliance, standardization, and resourcing for implementation of training at TASS schools, as well as TASS battalions, and the formal authority to conduct (or continue to conduct) training. Specific accreditation policy and guidance are contained throughout this section. For evaluation program policy, to include general accreditation policy, see TRADOC Reg 350-70.

a. The CG, TRADOC is the Army's Executive Agent for TASS and the accreditation authority for all schools teaching TRADOC courses. The CG, MEDCOM, and CG, USASOC, are the accreditation authorities for their respective courses. The HQ TRADOC, DCSSED provides accreditation policy and delegates the responsibility to accredit TASS schools to the appropriate proponent.

(1) Accreditation is the formal authority to conduct (or continue to conduct) training. Conduct of training is the most important function of the institution. Therefore, institutions should not receive a probation or non-accredit based solely on their lack of training support unless it has a direct impact on the conduct of training, safety, health and welfare issues, any compromise of course examinations, discipline and fair treatment of soldiers or the careers of soldiers.

(2) Accreditation certifies an institution's administration, operations, and logistical support are adequate to support training to course standards. It certifies all training follows the correct training methodology and lessons sequence, and certifies resources are IAW course requirements. It also certifies, with the assistance of proponent subject matter experts (SMEs), the institution is conducting phase/modules of training IAW the appropriate training/TD (task) proponent's guidance.

(3) If institutions cannot provide quality training based on the proponent course documentation (CMP, POI, SEP) and regulations due to the higher headquarters' inability to provide adequate resources and support, the course or institution can receive a non-accredit due to higher headquarters' issues (HHI). The higher headquarters will be required to correct the identified problem in the manner and time frame outlined in subparagraph "k" before the institution can receive an accreditation reinstatement.

b. The minimum essential requirement is accreditation of the proponent school and each TASS training battalion. Training institutions will be accredited every 3 years during a single training year unless the functionally aligned proponent commandant determines a need for more frequent accreditation.

c. There are two types of accreditation: institution and course. Proponents accredit TASS institutions. Some branch-specific proponents (officer education/leadership) also accredit courses. Functionally aligned TASS training battalions will undergo institution accreditation. Multi-functional school brigades will undergo course accreditation.

(1) Institution accreditation certifies an institution's training support and conduct of training are adequate to train to course standards. Institution accreditation includes evaluation of all training being conducted to ensure training methodology, sequencing, and resources are IAW course requirements.

(2) Course accreditation certifies that instruction is conducted IAW proponent guidance and that students graduating from the course are trained to the same standard as students graduating from the same course taught at the proponent service school. Only a SME designated by the respective proponent service school is authorized to evaluate and recommend accreditation of a course. Additionally, a course cannot be accredited unless the institution is accredited.

d. Assistance and accreditation authority and responsibilities.

(1) Commander, TRADOC, delegates accreditation and assistance authority to proponent school commandants for the TASS training battalions with which they are functionally aligned.

(2) HQ TRADOC, Deputy Chief of Staff for Education (DCSED) --

(a) Orchestrates quality assurance (QA) in TASS and arbitrates QA issues between USARC, NGB, and the AC, to include proponent schools.

(b) Will assist TRADOC proponent schools which have been delegated specific accreditation authority.

(c) Resolves "higher HQ issues" identified during assistance visits or self evaluations and forwarded by training/TD (task) proponent as required.

(3) TASS Integration Elements (TIEs) --

(a) Address unresolved issues to the appropriate authority for consideration; track issues for resolution.

(b) Consolidate unresolved "higher HQ issues" and forward list to HQ TRADOC, DCSED.

- (c) Consolidate unresolved issues and forward list to HQ TRADOC, DCSSED.
 - (d) Conduct periodic announced and unannounced TO visits to training site classes in session.
 - (e) Execute TRADOC QA program within the region and arbitrate QA issues between TASS training battalions and functionally aligned TRADOC proponent school.
 - (f) Monitor QA within the region, to include corrective action and coordination/conduct of evaluation visits, to ensure a continuing program of interrelated parts; anticipate and take preemptive actions to “de-conflict” potential QA problems within the region.
 - (g) Ensure all TIE personnel are trained and qualified as QA evaluators. TIE personnel may serve as composite team members for accreditation evaluations of TASS training battalions in other regions.
 - (h) Create and maintain a database of issues of regional interest extracted from ISE reports; HQ TRADOC, DCSSED trend reports; waiver requests; and accreditation reports.
 - (i) Collect and review TO reports, ISE reports, accreditation reports, and HQ TRADOC, DCSSED trend reports to determine trends of regional significance. TIE makes appropriate recommendations to HQ TRADOC, DCSSED; TAG; and USAR Training Divisions.
 - (j) Review all requests for waivers of QA requirements; endorse as appropriate, and forward a copy of request and endorsement to HQ TRADOC, DCSSED.
 - (k) Disseminate results of QA visits to appropriate commands.
 - (l) Budget for and fund QA travel. Initiate and process travel orders for QA visits and training of evaluators.
- (4) Commanders/commandants/training proponents and other designated proponents –
- (a) Establish and maintain a working relationship with functionally aligned regional TASS training battalions.
 - (b) Conduct or coordinate accreditation of proponent school.
 - (c) Coordinate and conduct accreditations of TASS training battalions as required/coordinated between proponent school and TASS training battalions. Proponent school Directorate of Evaluation and Standardization (DOES) or equivalent function evaluate all TASS training battalions within a school brigade for accreditation during the same fiscal year.
 - (d) Provide TASS training battalions assistance as requested in the self evaluation.

(e) Determine the number of persons required to conduct assistance visits based on estimated workload. A tri-component team is not required for assistance visits.

(f) Forward to HQ, TRADOC through the appropriate TIE, a summary report of unresolved HHI identified in the TASS training battalion self evaluation and during the assistance visit. For each issue, the report will specify exactly what the problem is, what is causing the problem, impact on training or soldier welfare, actions taken to resolve the problem, and results of those actions.

(g) Maintain accreditation standards within proponent schools IAW checklists in appendix B.

(h) Fund all visits (a proponent school responsibility).

(i) Accredite as specified below:

- **Proponents** evaluate and accredit TASS institutions IAW the checklist provided in appendix B.
- **USASMA** accredits all TASS NCOAs.

Note: OCONUS TASS multifunctional brigades/regiments and all TASS NCO academies are functionally aligned with USASMA for accreditation. USASMA assembles a composite evaluation team of SMEs who can evaluate courses taught at these training sites at the optimum time, reducing training distraction caused by multiple accreditation visits. Teams will consist of CA, combat support (CS), combat service support (CSS), and others as appropriate. Each team will appoint a team chief and appropriate SMEs. Those sites/courses outside the optimum window will be scheduled for accreditation directly with the appropriate proponent school. A copy of all assistance/accreditation reports will be provided to USASMA.

- **U.S. Army Training Center and Fort Jackson** accredits all Drill Sergeant School Battalions.
- **U.S. Army Infantry Center and School** accredits Air Assault and OCS courses.

(j) Coordinate assistance visits directly between the multi-functional brigade and the proponent schools.

(k) Forward to HQ TRADOC, DCS&D completed accreditation reports, to include summary, checklists, and notes to checklists.

(l) Resolve all disputes concerning accreditation evaluations and reports. The decision of the proponent commandant is final.

(m) Determine their own tri-component team requirements.

(5) Commanders, TASS training battalions –

(a) May request assistance visits if they agree to fund the cost of the visit.

(b) Prepare for assistance visits by completing a self evaluation based on the accreditation checklist (found at app B) and the results of any command inspections or training evaluations conducted by their higher headquarters.

Note: The self evaluation will identify specific problems for which proponent assistance is requested and problems which can only be resolved by higher headquarters' action. The latter must be specific about who and what the problem is, impact on training or soldier welfare, and actions the school has taken to resolve the problem. School battalion provides the self evaluation to the aligned proponent NLT 30 days before the scheduled assistance visit. This allows the proponent time to plan for and prepare requested assistance as well as opportunity to discuss HHI with appropriate higher headquarters' staffs.

(c) Prepare and maintain a mission essential task list (METL) IAW FM 25-100. The purpose of the METL is to provide a foundation against which the institution evaluates itself. The METL and the associated ISE provide the TASS training battalion with vehicles to bring attention to training challenges in a non-threatening environment. The focus of the process is to ensure high quality, relevant training courses. When a TASS training battalion surfaces challenges, it ensures that those issues are brought to the attention of the training chain of command and the training/TD (task) proponent.

(d) Annually prepare an ISE. Purpose of the ISE is to maintain the institution's focus on quality and to establish the Army quality environment of encouraging everyone to contribute to the organization's success.

(e) Appoint a team of staff members (including Title XI AC soldiers) and instructors to evaluate the institution in comparison to the METL and accreditation standards. The ISE team --

- Meets annually to discuss findings and suggestions. Meeting format is an AAR of the previous year and projection of the future.
- Identifies challenges which preclude high quality instruction or ideas/insights which should be analyzed for implementation at all TASS training battalions.
- Prepares a written report of recommendations with appropriate references and explanatory paragraphs and forwards list to school battalion commander.

(f) Address issues as appropriate and forward unresolved issues to school brigade commander for record.

(6) Commanders, TASS training brigades consolidate school battalion reports and forward them, with comment, through DIV(IT)s or TAG to the TIE.

e. Accreditation evaluation team. All accreditation evaluations should be conducted by tri-component teams of Active Army, ARNG, and AR soldiers as determined by the proponent. Tri-component teams ---

- (1) Are determined by proponents.
- (2) Can share perspective of uniqueness of operations in one or another component.
- (3) Are formed from proponent-attached Title XI and RC soldiers.
- (4) Will include a SME for each Conduct of Training course evaluated.

f. Accreditation evaluator qualifications. Evaluators are the eyes and ears of the accrediting authority; they represent the accrediting authority wherever they evaluate training in Army schools worldwide. Accordingly, proponent service school commandants will ensure their evaluators are a credit to their command in their bearing, competence, professionalism, and commitment to excellence in training. Proponent service school commandants verify and certify the qualifications of accreditation evaluators from that training/TD (task) proponent. New accreditation evaluators will be required to perform evaluation duties under the close supervision of a fully qualified and experienced evaluator, until deemed by the DOES (or equivalent functional element) to be fully qualified to represent the proponent and perform evaluation duties without supervision. Specific requirements are as follows:

(1) The accreditation team chief must meet all evaluator criteria and be --

(a) Thoroughly familiar with regulations governing training support and conduct of training in TASS schools.

(b) Able to draw together all the findings and recommendations of accreditation team evaluators into an Accreditation Summary Report which is suitable for general officer review.

(c) Able to resolve any differences which may arise among evaluators or between evaluators and the staff of the school being evaluated.

(d) Able to assist in the resolution of discrepancies in training to standard.

(2) The accreditation team evaluator must be --

(a) Thoroughly familiar with the regulations governing training support and conduct of training in TASS schools.

(b) Familiar with the format of POIs, CMPs, lesson plans, and TSP in order to effectively use these materials in evaluating instruction.

(c) Imbued with the idea that their mission is to insist on standards being met and to assist schools in meeting those standards. In this sense, they are leaders and instructors.

(d) A graduate of an Instructor Training Course (ITC) and, if the course under evaluation is taught in the small group method of instruction, must have completed a SGI course.

(3) The SME evaluating conduct of training must --

(a) Be a graduate of the course being evaluated.

(b) Hold the CMF of the course being evaluated.

(c) Be a graduate of an ITC and, if the course under evaluation is taught in the small group method of instruction, must have completed a SGI course.

(d) Be familiar with the format of POI, CMP, lesson plans, and TSP and be able to effectively use these materials in evaluating instruction using Part II (Conduct of Training) of the Accreditation Checklist and any proponent-specific checklists.

g. Conduct of accreditation evaluation requirements. As a minimum, TASS regions (AC, RC schools) will be accredited every 3 in a single training year unless the functional proponent commandant determines a need for more frequent accreditation. At least 60 days prior to each scheduled accreditation evaluation visit, the team chief will send a message or memorandum to all concerned parties. Addressees include:

- The Commander of the TASS school to be evaluated
 - Director of Training or functional equivalent of proponent school to be accredited
 - NGB and State TAG (for ARNG school battalions)
 - FORSCOM, USARC, and DIV(IT)s (for USAR school battalions in CONUS)
 - OCONUS MACOM (as appropriate)
 - TRADOC (DCSED)
 - TIEs
 - Proponents tasked to provide SMEs
- The message/memorandum will specify the dates of the scheduled visit (this schedule should have already been agreed to in prior informal coordination between the evaluation team and the commander of the institution to be evaluated), and request ARNG and/or USAR representation. (**Note:** Make final telephonic coordination with the TASS training battalion at least 1 week before the visit to confirm training schedules and class locations).

h. TASS training battalions will be evaluated for accreditation in a single training year at both IDT and AT/ADT, as applicable, IAW plans in tables 3-1 through 3-4:

Table 3-1
Year 1 (1997, 2000, 2003, etc)

REGION	CA	CS	CSS	HS	PROF DEV
A	ALL BNs	ALL BNs	N/A	N/A	N/A
B	N/A	N/A	ALL BNs	ALL BNs	N/A
C	N/A	N/A	N/A	N/A	ALL BNs
D	ALL BNs	ALL BNs	N/A	N/A	N/A
E	N/A	N/A	ALL BNs	ALL BNs	N/A
F	N/A	N/A	N/A	N/A	ALL BNs
G	N/A	N/A	ALL BNs	ALL BNs	N/A
USARPAC	N/A	N/A	N/A	N/A	CGSC BNs
USAREUR	N/A	N/A	N/A	N/A	N/A

Table 3-2
Year 2 (1998, 2001, 2004)

REGION	CA	CS	CSS	HS	PROF DEV
A	N/A	N/A	N/A	N/A	ALL BNs
B	ALL BNs	ALL BNs	N/A	N/A	N/A
C	N/A	N/A	ALL BNs	ALL BNs	N/A
D	N/A	N/A	N/A	N/A	ALL BNs
E	ALL BNs	ALL BNs	N/A	N/A	N/A
F	N/A	N/A	ALL BNs	ALL BNs	N/A
G	N/A	N/A	N/A	N/A	ALL BNs
USARPAC	N/A	N/A	N/A	N/A	N/A
USAREUR	N/A	N/A	N/A	N/A	N/A

Table 3-3
Year 3 (1999, 2002, 2005)

REGION	CA	CS	CSS	HS	PROF DEV
A	N/A	N/A	ALL BNs	ALL BNs	N/A
B	N/A	N/A	N/A	N/A	ALL BNs
C	ALL BNs	ALL BNs	N/A	N/A	N/A
D	N/A	N/A	ALL BNs	ALL BNs	N/A
E	N/A	N/A	N/A	N/A	ALL BNs
F	ALL BNs	ALL BNs	N/A	N/A	N/A
G	ALL BNs	ALL BNs	N/A	N/A	N/A
USARPAC	N/A	N/A	N/A	N/A	N/A
USAREUR	N/A	N/A	N/A	N/A	CGSC BNs

**Table 3-4
Leadership**

REGION	98	99	00	01	02	03
A			Accredit		N/A	Accredit
B		Accredit			Accredit	
C		Accredit			Accredit	
D		Accredit			Accredit	
E	Accredit			Accredit		
F	Accredit			Accredit		
G			Accredit			Accredit
USARPAC	N/A			Accredit		
USAREUR	N/A		Accredit			

Note: High Technical/Regional Training Site-Maintenance (HT/RTS-M), Tobyhanna will be accredited as part of CS schedule in Region B. AC schools will be accredited as part of their TASS region.

i. The following rules apply to evaluating the Conduct of Training for accreditation:

(1) When instruction at all of a training institution's IDT locations cannot be evaluated due to personnel and/or fiscal constraints, the proponent will evaluate a statistically significant sample (which will be not less than 1/3 of the school battalion's IDT sites).

(2) At least eighty percent of evaluated training sites must receive a first time "GO" to receive a training battalion accreditation. For failure to receive a first time "GO", see guidelines in paragraphs j and k, below. Training courses found deficient on a second visit, if required, will receive a non-accredit and remaining classes will be non-conducted in ATRRS. The process of non-conducting classes should be coordinated with the appropriate agency, TRADOC, NGB, or USARC. The remainder of the training battalion will receive an accreditation.

(3) All courses in session at a training site will be observed/evaluated.

(4) At least one course must be observed/evaluated to accredit an institution.

(5) At least one Annual Training will be evaluated during the year of accreditation.

(6) A training site's course or a training battalion's course that does not meet accreditation standards may be non-accredited and a training site or training battalion may still receive an accredit based on the status of its remaining courses. Only the subject matter expert may recommend a course to receive a non-accredit.

j. Accreditation standards are as follows:

(1) The team chief recommends accreditation ratings based on---

(a) Input from the school battalion (ISE).

- (b) Input from the TIE (Training Observation reports).
- (c) Findings and recommendations of evaluators.
- (d) The severity of the deficiencies and how they affect the Conduct of Training.
- (e) The severity of the deficiencies and the effects they have on the soldiers' welfare, health, safety, and careers.

(2) In both major categories of the accreditation checklist (Training Support and Conduct of Training), there are items identified as "critical." The team chief will consider results of critical items more heavily than non-critical items in making an accreditation recommendation. The accreditation ratings below are determined by the following standards:

(a) **Accredit.** Accreditation of the school is authority to teach and verifies a TASS training battalion meets standards as established in applicable references and regulations. Once accredited, the institution agrees to abide by the standards of their accrediting organization and to regulate themselves by taking some responsibility for their own improvement.

(b) **Probation.** Probation may be used in two sets of circumstances:

- **Probation Level I** is an accreditation with a request for a follow-up report on specific issues to be submitted by a specific date. This level indicates the institution has a significant problem or shortfall but the training/TD (task) proponent commandant believes corrections can reasonably be implemented within 60 days or as determined by the proponent.
 - If one major category of the accreditation checklist receives an unsatisfactory rating, the team chief should strongly consider a recommendation to place an institution on probation.
 - When the Training/TD (Task) Proponent commandant probates accreditation, it is probated pending receipt of a satisfactory report of corrective actions from the school battalion commander.
 - This report is due to the accrediting authority within the prescribed time of the accrediting authority's official notification that accreditation is being probated.
 - If corrective action is not or cannot be completed within the prescribed time, the training site/school battalion becomes non-accredited.
- **Probation Level II** is a suspension of the accreditation status with a request for a follow-up report on specific issues, followed by a special visit within six months for full-time institutions or during the next AT period, not to exceed one year. Probation level II indicates a TASS training battalion, RTI, or AC school has significant

deficiencies or shortfalls and should not be teaching Army courses or a particular course. The team chief will consider this level of probation when one or more critical areas on any one checklist are determined to be a "NO-GO" or three or more non-critical areas are a "NO-GO." The team chief will also determine if the cause for the probation rating is based on HHI. An institution's accreditation is continued

- while it complies with the proponent school's request for information, additional reports, special visits, or other action.
- during an institution's appeal to DCSED of proponent school accreditation actions.

(c) Non-Accredit. If a school's accreditation is probated and the school fails to meet accreditation standards during the follow-up evaluation, the school's authority to teach TRADOC-approved proponent courses will be withdrawn. Soldiers currently attending and those in-processing to attend training may complete training.

k. School and accrediting authority actions following an accreditation, probation, and non-accreditation:

(1) Accreditation:

(a) Accrediting authority will issue a certificate of accreditation for those schools meeting accreditation standards.

(b) Schools may receive an accreditation and still have "NO GOs" on their accreditation checklists. They may also have deficiencies the accreditation team observed but were listed as "GOs" on the checklist because the school fixed the problems during the inspection. It is the school's responsibility to address these issues and insure the "NO GO" and corrected deficiencies do not recur in subsequent inspections. If the same deficiencies are found in the next inspection, they will be considered recurrent deficiencies. This is a critical area on the accreditation checklist.

(2) Probation:

(a) Accrediting authority will notify the school by memorandum of its accreditation being probated. At that time it will become official that the school, if accredited previously, will have its accreditation rescinded.

(b) Accrediting authority will establish a suspense date for the school to provide a reply by endorsement (RBE) to the accrediting authority of corrective actions.

(c) Upon receipt of a probated accreditation memorandum, schools will reply by endorsement to the accrediting authority, in the time specified, with the following:

- Corrective actions taken by the school to prevent the recurrence of deficiencies for those items listed as “NO GOs” on the accreditation checklists.
- Corrective actions taken by the school to ensure those checklist items where deficiencies were observed, but the school fixed during the accreditation, do not recur.

(d) If the accrediting authority, upon receipt of the RBE, is satisfied with the results of corrective actions, issue an accreditation certificate to the school.

(3) Non-Accreditation:

(a) The accreditation authority will notify the school by memorandum of non-accreditation. At that time, it will become official that the school, if accredited previously, will have its accreditation rescinded.

(b) The accreditation authority will schedule a follow-up evaluation at a time determined by the proponent after the school’s receipt of the non-accreditation report. The accrediting authority will mail the memorandum via certified mail and contact the school by telephone to make preparations for a follow-up visit.

(c) The school will provide to the accreditation authority, 15 days prior to the follow-up visit, a RBE providing---

- Corrective actions taken by the school to correct the deficiencies as “NO GOs” on the accreditation checklists.
- Corrective actions taken by the school to ensure those checklist items, where deficiencies were observed but which the school fixed during the accreditation, do not recur.

(d) The accreditation authority will conduct a follow-up visit to inspect those courses or areas in the school that did not meet accreditation standards. It is not necessary to inspect those courses or areas of the school that met accreditation standards during the initial accreditation visit.

(e) The accreditation authority will issue an accreditation certificate to the school if it is found that the school corrected the deficiencies.

1. Probation or non-accreditation based on HHI:

(1) The accreditation authority may issue a probation or non-accreditation of a school or course when the school is unable to meet training standards due to HHI.

(2) Schools must exhaust all efforts to rectify problems with higher headquarters, efforts must be well documented.

(3) The accreditation authority will study the documented efforts of the school to fix its problems with the higher headquarters and make an accreditation determination.

(4) The following will take place should the accreditation authority determine that a school will receive a probation or non-accreditation due to HHI:

(a) Issue a memorandum of probation or non-accreditation to the school and furnish a copy to the higher headquarters involved.

(b) Coordinate with all parties involved with the school and higher headquarters to resolve the issues affecting the accreditation.

(c) Once the issues are resolved between the school, higher headquarters, and the accreditation authority, the school and accreditation authority will follow the actions outlined in paragraph 3-44 k, above.

m. Information on team chief guidance and packaging of evaluation results follows:

(1) For any school accredited, the packet of evaluation results will contain only one checklist for Training Support.

(2) For Conduct of Training, use a separate checklist for each course evaluated.

(3) The accreditation evaluation team chief makes the overall recommendation to accredit, non-accredit, or probate accreditation based on evaluation of the organization and courses taught. Input for team chief consideration should include---

(a) All evaluation checklists and comments.

(b) The school battalion's current ISE or Training Status Report.

(c) All TO reports since the previous accreditation.

n. Active component and OCONUS TASS training battalions will typically be evaluated for accreditation during a single week. For these evaluations, the team chief should conduct an in-briefing at the beginning, an in-process review (IPR) at about halfway through the evaluation week, and an out-briefing at the end. Further description of these events follow:

(1) In-briefing. The in-briefing will include –

(a) Introduction of accreditation team members.

(b) Overview of accreditation ratings and standards for accreditation.

(c) Tentative date, time, and location of the IPR.

(d) Date, time, and location of the out-briefing.

(2) In-process review.

(a) The IPR will be conducted IAW a schedule agreed to by the team chief and the school battalion commander.

(b) The purpose of the IPR is to inform the school battalion commander of the team's findings.

(c) Each area should be briefed in detail so the commander knows exactly what is wrong/what corrective actions must be accomplished.

(d) The IPR must allow the school battalion commander the opportunity to surface differences, issues, and problems.

(e) The team chief will determine how to resolve differences, issues, and problems.

(3) Out-briefing.

(a) The out-briefing is a formal presentation of the accreditation team's findings and recommendations. It will include---

- The recommended accreditation rating.
- Evaluation results for each of the two categories on the checklist. These findings will be briefed with any corrections made since the IDT Phase of the evaluation, if applicable.

(b) Required corrective actions. If the recommended accreditation rating is Non Accredited or Probation, specify corrective measures the school must accomplish to be accredited. *Note:* Evaluation visits to TASS schools in CONUS represent a small piece of the accreditation picture and do not require in- or out-briefings. The team chief may offer to conduct an IPR for the school battalion commander as a courtesy.

o. Report Format. The accreditation report will be prepared IAW sample format at appendix C and will contain the following elements:

(1) Paragraph one – Recommended accreditation rating. This will be a simple statement of the recommended accreditation rating and listing of courses observed.

(2) Paragraph two – Other evaluation input. Include source and location of other accreditation evaluations considered in this recommendation.

(3) Paragraph three – Strengths. List significant strengths that merit general officer attention.

(4) Paragraph four – Shortcomings. List major shortcomings. If the recommendation in paragraph one is to non-accredit or probate accreditation, “Shortcomings” should immediately follow in the second paragraph.

(5) Paragraph five – Higher headquarters’ issues. Identify problems requiring corrective action by some agency beyond the control of the school battalion commander (e.g., TRADOC, FORSCOM, USAREUR, USARPAC, Eighth U.S. Army (EUSA), USARC, NGB, TAG, RSC, TIE, etc.) Do not refer a problem to higher headquarters without having an audit trail clearly showing that the chain-of-command to the higher headquarters has been unable or unwilling to correct the problem.

(6) Paragraph six – General comments. Include anything that does not fall under the first four paragraphs. This could include problems that are not yet HHI but could become such if not soon resolved.

(7) Paragraph seven – Team chief and evaluators. List names and ranks or titles.

(8) Paragraph eight – POC. Provide the name and phone number of the training/TD (task) proponent DOES POC.

p. Report routing and suspense. Interim and final accreditation report guidance is as follows:

(1) Interim accreditation reports.

(a) Interim reports are required for IDT evaluations of TASS training battalions.

(b) Upon completion of IDT evaluation, if the interim report indicates non-accreditation, the team chief will immediately send it to the appropriate addressees in table 3-5. For those that indicate accreditation, the report is forwarded to the school evaluated. All IDT evaluations are part of the accreditation report and will be distributed as outlined in table 3-5 NLT 45 days upon completion of the accreditation visit.

(c) The interim report will be mailed NLT 30 days after completion of the IDT visit.

(2) Final accreditation report.

(a) The training/TD (task) proponent will process the accreditation report, commandant’s letter of accreditation, and accreditation certificate.

(b) The training/TD (task) proponent commandant makes the final accreditation decision and signs the letter and the certificate.

(c) The evaluation team chief furnishes a copy of the letter and the report to the addressees in table 3-5.

q. Corrective actions. If a school's accreditation is rescinded and the school fails to meet accreditation standards during the follow-up evaluation, the accreditation authority will send a memorandum of non-accreditation through Commander, TRADOC to the appropriate command. Command staffs responsible for carrying the consequences of non-accreditation will receive a copy of the memorandum. The memorandum will advise them that the school (whose accreditation has been previously rescinded) failed to meet accreditation standards upon reevaluation. The memorandum will include the following:

(1) School's authority to teach TRADOC-approved proponent courses is withdrawn. Soldiers currently attending and in-processing to attend training may complete training.

(2) Proponent schools, ATSC, and other agencies will no longer provide training materials to the non-accredited school.

(3) NGB/USARC/proponent/FORSCOM/USARPAC/USAREUR will non-conduct the remaining schedule classes in ATRRS. In case of a TASS region where one of the region's RTIs failed to meet accreditation standards, when the ATRRS reflects a non-conduct of the remaining classes, the accreditation authority will provide a certificate of accreditation to the region. This authorizes the region to conduct training less the non-accredited RTI.

(4) HQ TRADOC (ATTN: ATED) will provide electronic notification of non-accreditation to the appropriate agencies and commands to ensure compliance with the above requirements.

(5) In instances where a proponent's school or course taught by the school receives a non-accreditation, DCSPER will accommodate soldiers to attend courses at other training sites authorized to teach the proponent's courses.

r. The following actions must happen for reinstatement accreditation and authorization to teach TRADOC-approved proponent courses:

(1) Commanders of non-accredited schools must request in writing, through command channels, an evaluation for reinstatement. The request must include the following:

(a) A detailed report of actions taken to correct all deficiencies.

(b) A list of not more than three courses the school proposes to conduct during the reinstatement evaluation. Schools that teach only one course, i.e., PLDC, will schedule one class with the minimum class size.

(c) Proposed course dates and request date for the reinstatement evaluation.

(d) If desired, a request for an assistance visit. (If requested, the assistance visit must take place a least 6 months prior to the reinstatement evaluation visit.)

- (e) An estimate of the number of students expected to enroll in each course.

Table 3-5
Report Distribution Table

The team chief of---	Sends the complete original packet to---	And furnishes a copy to---
AC NCOA in USAREUR	Cdr, 7th Army Training Command	Cdr, USAREUR and 7th Army Cdr, TRADOC, ATTN: ATED
AC NCOA in USARPAC	Cdr, 25th Infantry Division (Light)	Cdr, USARPAC Cdr, TRADOC, ATTN: ATED
AC NCOA in EUSA	Cdr, EUSA, ATTN: EAJC-TD	Cdr, TRADOC, ATTN: ATED
AC TRADOC NCOA	Comdt, Proponent School	Cdr, TRADOC, ATTN: ATED
AC FORSCOM NCOA	Appropriate Corps, Division, or Brigade Cdr	Cdr, FORSCOM, ATTN: AFOP-TRI Cdr, TRADOC, ATTN: ATED
Drill Sergeants School (DSS)	Installation Cdr	Cdr, TRADOC, ATTN: ATED HQ, USARC, ATTN: AFRC-OPT-I
ARNG TASS school battalions	Cdr of appropriate School Regiment	Director, Army National Guard, ATTN: NGB-ART-I (for ARNG school battalions) TAGs of states involved in the accreditation (for ARNG school battalions) Regional TRADOC TIEs Appropriate DIV(IT) Cdr, FORSCOM, ATTN: APOP-TI Cdr, TRADOC, ATTN: ATED
USAR TASS school battalions in CONUS and Puerto Rico	Cdr of appropriate School Brigade	Chief, Army Reserve, ATTN: DAAR-OP-IT Cdr, USARC, ATTN: AFRC-OPT-I Cdr of appropriate Division (IT) Cdr, FORSCOM, ATTN: AFOP-TI Cdr, TRADOC, ATTN: ATED
USAR TASS school battalions OCONUS	Cdr of appropriate School Brigade	Chief, Army Reserve, ATTN: DAAR-OP and one of the following: <ul style="list-style-type: none"> • Cdr, USAREUR, (ATTN: AEAGC-T) (for Germany-based USAR school battalions), or • Cdr, USARPAC, (ATTN: APOP-TR) (for Pacific-based USAR school battalions) Cdr, TRADOC, ATTN: ATED

(f) Coordination with NGB/USARC/proponent/MACOMs to schedule up to no more than three classes for the purpose of reinstatement evaluation.

(2) If the reinstatement evaluation request is approved, the accreditation authority will conduct an accreditation evaluation of all areas in Training Support and Conduct of Training, with particular emphasis on prior deficiencies.

(3) If the accreditation authority reinstates accreditation, all command and staffs previously notified of non-accreditation will receive a copy of the accreditation authority's Memorandum of Reinstatement of Accreditation. The memorandum will serve as the authority to rescind all adverse actions described herein. The memorandum will include the following:

(a) School's authority to teach the TRADOC-approved proponent courses is authorized.

(b) Proponent schools, ATSC, and other agencies will immediately begin to provide training materials to the school.

(c) GB/USARC/proponent/FORSCOM/USARPAC/USAREUR will schedule the school's courses in ATRRS.

(d) HQ, TRADOC (ATTN: ATED) will provide electronic notification of accreditation reinstatement to the appropriate agencies and commands to ensure compliance with the above requirements.

(4) The adverse consequences of non-accreditation take time and close coordination to rescind. When requesting a reinstatement accreditation, it is the responsibility of the commander of the non-accredited school (and the appropriate MACOM) to ensure availability of soldiers, instructors, course materials, training aids, equipment, and all other administrative, logistical, and service support required to conduct training and meet accreditation standards.

(5) Soldiers who attend courses conducted as part of a reinstatement effort will not suffer any consequences by the situation, regardless of the outcome of the reinstatement evaluation decision. Soldiers who successfully complete courses conducted during a reinstatement evaluation will graduate as though it were a normal course.

(6) Upon successful completion of a reinstatement evaluation, the accreditation authority will issue a certificate of accreditation to the school. In case of a region where one of the region's RTIs was excluded from the region's accreditation (ref para q(3) above), the accreditation authority will issue a new accreditation certificate accrediting the entire region.

TATS/RC3 EXPORTABLE INSTRUCTIONAL MATERIAL REQUEST FORM
(TRADOC Reg 350-18)

TYPE OF REQUEST (Select only one) <input type="checkbox"/> In Cycle <input type="checkbox"/> Out of Cycle <input type="checkbox"/> Follow up		TYPE OF RCTI REQUEST (Select only one) <input type="checkbox"/> TASS Bde <input type="checkbox"/> TASS Bn <input type="checkbox"/> TASS DIV <input type="checkbox"/> TIE				TRAINING (Select only one) <input type="checkbox"/> IDT <input type="checkbox"/> AT
FROM: _____ _____ _____ _____		THRU: _____ _____ _____		THRU: _____ _____ _____		
Approved by: _____		Date: _____	Approved by: _____		Date: _____	
COURSE OR MOS TITLE a	PHASE OR MOS NO. b	BRANCH (AT ONLY) c	TRAINING PACKAGES		TRAINING DATES f	
			INSTRUCTOR d	STUDENT e		
PREPARED (name, Grade, title): _____ _____		TELEPHONE NUMBER: _____ DATE: _____		AUTHORIZED SIGNATURE (DA		

TRADOC FORM 350-18-R-E ()

Previous editions are obsolete

Figure 3-1. Sample TRADOC Form 350-18-R-E

Chapter 4 Training

Section I General

4-1. General. The TASS training battalion training year (TY) is from 1 October through 30 September.

4-2. Training programs. TASS battalions will prepare and maintain yearly training plans/programs and training calendars as prescribed in FM 25-100/101 and FORSCOM/ARNG Reg 350-2.

4-3. Establishment and continuance of courses of instruction.

a. The course proponent establishes minimum, maximum, and optimum class size on appropriate TRAS document (CAD/POI). Minimum class size can be adjusted by the organization conducting the course, except when the minimum is based on a specific limiting factor (i.e., safety, SGI, etc.). Request for waiver of restricted minimum class size will be obtained from the training/TD (task) proponent. Exceeding the maximum class size also requires a waiver from the course proponent.

b. Officer students enrolling in professional development instruction for the IDT period must meet prerequisites for enrollment by 1 October of that TY.

c. Enlisted IDT classes will begin so phases will be completed prior to AT.

4-4. Instructor qualifications.

a. Every TASS training battalion instructor must meet the qualification standards established in TRADOC Regs 351-10, 350-70, and proponent school instructor certification program. Commanders will ensure no instructor assumes primary instructor duties unless certified by proponent.

b. All TASS instructors will meet body composition standards IAW AR 600-9.

c. All TASS instructors will meet AP FT standards of AR 350-41, FM 21-20 and component-specific requirements. Any medical profile which restricts an instructor from performing duties in a course will be identified and the instructor will not be assigned to instruct that course.

d. All TASS commanders/commandants will ensure:

(1) Documentary evidence of instructor qualification/certification is maintained in the instructor folder.

(2) Each training site maintains a class visitor folder, which includes a copy of those items listed in paragraph 4-5, below.

4-5. Visitor folders. Every class instructor will have at least one visitor folder at a table or desk in the rear of the classroom or field training area. These folders will include, as a minimum:

- a. Visitors sign-in log.
- b. Current class roster.
- c. TASS training battalion attendance register (TRADOC Form 270-R), IAW paragraph 3-12, above. IDT only.
- d. The current training schedule.
- e. The course POI/CMP and current lesson plan.
- f. Instructor credentials, to include--
 - (1) Copy of the instructor's proponent certification, or a copy of the memorandum to the proponent requesting certification.
 - (2) Appropriate operator's permit.
- g. Critique sheets for class visitors.
- h. Daily risk assessment worksheet.

4-6. Instructor folders. Instructor folders will be maintained by each TASS battalion and school code. Instructors directed to other TASS battalions/schools/remote training sites will report with a copy of their instructor folder. Instructor folders will be current and contain--

- a. Instructor's proponent certification/IPC.
- b. Instructor training certificate(s) (or DA Form(s) 1059) for ITC, SGI, VTTITC, as appropriate.
- c. Copy of orders or request for orders assigning ASI 5K or SQI 8 or H, as appropriate.
- d. Copy of certificates of any civilian training related to the course being taught.
- e. Documentary evidence of graduation from the course to be taught.
- f. Documentary evidence of appropriate training/experience for the level of the course being taught.

- g. Valid DA Form 705.
- h. Documentary evidence of meeting the same MOS as the students in the course (as required).
- i. Copies of instructor evaluations from the previous 12 months.
- j. Appropriate operators permit.

Section II

Annual Training

4-7. Requirements for AT/ADT.

a. The AT schedule on ATRRS identifies specific training dates for students, and the host TASS training battalion chain-of-command determines the number of days required for staff and faculty. When mission requirements dictate TASS training battalion staff and/or faculty require additional days to perform the AT mission, an exception to policy may be requested. Procedures for requesting such additional authorization are in AR 140-1, paragraph 3-16c and NGR 350-1, paragraph 2-2. Requests will be forwarded to Chief, NGB, ATTN: NGB-ART-I, 111 South George Mason Drive, Arlington, VA 22204-1382, or Commander, USARC, ATTN: AFRC-OPT, 4101 Deshler Street, Fort McPherson, GA 30330-2000, to arrive NLT 45 days prior to the start of AT.

b. Physical fitness standards. All students and faculty will meet physical fitness standards listed in AR 600-9, DA Pam 611-21 and AR 350-41, (or possess a valid profile or waiver), upon arrival and continue to do so throughout the AT period.

(1) Students will meet physical fitness standards as shown in paragraph 3-24a and b above.

(2) TASS training battalion commanders will ensure faculty meet the body composition standards of AR 600-9, and possess a current DA Form 705.

c. The TAG and DIV(IT) will --

(1) Direct AT/ADT missions for TASS training battalion staff and faculty within resources. Staff and faculty not required for AT tours may perform home station training, or fragmented AT/ADT (not to exceed 14 days), or be excused from AT. Excusal or deferral from AT will be IAW AR 140-1 or NGR 350-1.

(2) Direct AT assignments of TASS training battalion instructors to support the AT/ADT phases NLT 120 days before the AT/ADT period, and ensure all instructors are qualified and certified to teach their assigned courses.

4-8. AT/ADT guidelines.

a. The AT/ADT period of the TASS training battalion will consist of all academic instruction, including examinations, specified by the proponent. When student population dictates, more than one session should be scheduled annually.

b. Instruction will begin promptly after completion of class organization and processing.

c. Outprocessing must be completed for the TASS training battalion staff, second increment faculty, and students in time for individuals to return to their homes by the end of the AT/ADT period plus allowable travel time. In many cases it will be essential that appropriate TASS training battalion staff be placed on tour for 15-17 days.

d. Agencies issuing orders will ensure all personnel have 10 copies of their orders in their possession at least 30 days before leaving for AT/ADT/TDY. Exceptions are soldiers who are upgraded from wait status to reservation status on ATRRS. For those soldiers, orders must be placed in the soldiers' hands at the earliest possible time. Orders will include the reporting date and the earliest or latest times for reporting. TASS training battalions conducting AT/ADT will not modify the orders of the issuing headquarters except to correct names or social security numbers (SSN). Reporting date and times must be verified with ATRRS prior to issuing orders.

e. To facilitate planning and maintain the highest quality of instruction, TASS training battalion commanders or their designated representatives are authorized direct communications with instructors from other TASS training battalions that have been designated to support their battalion. AT/ADT instructor reporting dates should be determined by the host TASS battalion. Prior to requesting/issuing instructor assignment orders, the instructor's unit of assignment should confirm the instructor dates with the host TASS battalion.

f. All IDT instructors of TASS training battalions will be required to support their functionally-aligned battalion during AT/ADT.

4-9. Site selection.

a. TAG/DIV(IT) will --

(1) Select training sites to ensure required facilities, equipment, and support for each specific course are available to meet course standards. Civilian educational institutions may be used when suitable military facilities are not available. Contracts for such facilities will be on a competitive bid basis per regulations.

(2) Attend CONUSA site/date conference.

(3) Coordinate directly with--

(a) Training site commanders.

- (b) Proponent commandants.
- (c) Responsible DA staff agencies.
- (d) Civilian institutions.
- (e) Installation commander when leasing specific facilities from a civilian institution.

b. Each TAG/DIV(IT) will appoint a site representative at contract or consolidated training locations where AT/ADT phases are conducted. This individual is the direct representative of the TAG/DIV(IT) and will provide the required support for their ARNG/USAR TASS training battalion during AT/ADT. As a minimum, the representative's duties are to--

- (1) Arrive at the site in time to complete inventories and prepare materials for issue.
- (2) Report shipping shortages/overages to the appropriate distributor immediately upon receipt.
- (3) Issue each school the products needed to support AT/ADT.
- (4) Set up controls for issuing and returning accountable training products.
- (5) Set up controls for properly safeguarding tests and returning instructional aids.
- (6) Serve as the POC with FORSCOM, TRADOC, MEDCOM, USASOC, CONUSA, NGB, USARC, proponents, and TASS training battalions conducting AT/ADT.
- (7) Ensure the site is properly closed; return materials, as required, to appropriate agencies; inventory and store material at the site; and notify the appropriate agencies and the responsible control headquarters of quantities on hand and storage location.

c. Host installation commanders will --

- (1) Program and provide required installation support.
- (2) Plan and provide equipment support for formal TASS training battalion training programs based on precamp requirements.
- (3) Host precamp conferences as early as possible, preferably in the first quarter of the TY, and ensure FORSCOM (AFOP-OT) and TRADOC (ATOM-O) are apprised of training equipment and support requirements.

Section III

Inactive Duty Training

4-10. Shared training.

- a. Shared training provides students opportunities to gain experience leading soldiers by training with students in other courses (e.g. marksmanship and physical fitness training for advanced individual training (AIT) students). It provides cadre with opportunities to assess students' readiness and potential for leading soldiers as they accomplish assigned missions.
- b. Shared training that takes place during field training exercises (FTX) or situational training exercises (STX) provides the best training experience.

Section IV

Mobilization Training

4-11. Mobilization training strategy.

- a. As part of the Army mobilization strategy, branch proponents will identify and develop courses required to fill and sustain Army forces worldwide in a deployed unit environment IAW TRADOC Reg 350-70. The mobilization training strategy establishes training courses to be conducted at U.S. Army Training Centers (USATC) and service schools during mobilization. Training base graduates during mobilization are trained to a higher level than in peacetime training and must have the capability to--
 - (1) Immediately deploy to a combat zone (without additional training in a unit).
 - (2) Survive and effectively perform all duties in a unit environment under combat conditions.
- b. Conduct of training during mobilization.
 - (1) Previous planning for mobilization training base expansion centered on full mobilization. The focus of that planning has now shifted to the earlier phases of mobilization, envisioning an extended Presidential Selected Reserve Call-Up (PSRC), followed by partial mobilization, to support one or more major theater war scenarios which could occur simultaneously. Although there is a requirement to plan for full mobilization, that scenario is now considered much less likely (any full mobilization is expected to take considerable time to evolve, and would normally be preceded by progression through PSRC and partial mobilization).
 - (2) Reduction/consolidations of USAR training structure and the downsizing/redesign of remaining units is considered necessary to retain sufficient assets for support of PSRC/partial mobilization training base expansion, while also maximizing USAR contributions to peacetime training base output under TASS. Reorganization of USAR training units into seven redesigned DIV(IT), incorporating previously separate USAR training brigades/battalions, U.S. Army Reserve Forces schools, and USAR reception battalions, retained sufficient reception and training capability to accomplish projected PSRC/partial mobilization requirements.
 - (3) The mobilization training strategy for PSRC/partial mobilization is primarily directed toward refresher training for mobilized members of the IRR. Under current HQDA policy, all enlisted and NCO involuntarily-mobilized IRR personnel must process through a TRADOC reception battalion, receive pre-deployment refresher training on common military skills, and

refresher training (as required) on MOS/AOC-specific skills. Under current plans, enlisted IRR in-processing will be accomplished at seven designated USATC/sites, each of which is augmented by a USAR Division (IT), containing organic reception processing capability and capability to conduct common task refresher training. Officer and warrant officer involuntarily-mobilized IRRs do not process through a reception battalion, but report directly to their branch schools for in-processing and MOS/AOC refresher training. Prior to deployment, MOS/AOC proficiency of all IRR will be certified by the proponent.

(4) During peacetime, the TRADOC training base is resourced only to the level of the approved peacetime (ARPRINT) training program. Upon PSRC/partial mobilization, all scheduled peacetime training continues, and additional receptee processing schedules and mobilization courses for common skill and MOS-specific refresher training of IRR are also established. This will create a major unresourced requirement for receptee processors, command and control personnel, instructors, training equipment, facilities, etc. DIV(IT) are aligned with specific training base (USATC) installations to support IRR in-processing and IRR refresher training. DIV(IT) TASS (school) brigades/battalions will provide instructor support, as directed, to any TRADOC USATC or service school installation for MOS/AOC-specific refresher training of IRR.

c. Annex T (Training) to TMOPES provides detailed guidance for the conduct of individual training during mobilization.

Chapter 5

ARNG Specific Policy and Administration

(Note: Chapter 5 will be superseded by new USAR policy regulation, to be published in the near future.)

5-1. General. The ARNG is organized with each state having command and control over their state NG. State governors and TAG direct all NG actions and accomplishment of training for the state. To accomplish the TASS missions within and across state boundaries, the NGB and TAG developed the Combat Arms Training Regiments (CATR), Leadership Training Regiments (LTR), and the Regional Training Institutes (RTI). Each brigade or RTI contains functionally aligned TASS training battalions and general studies training battalions. Under the battalions are functionally aligned Combat Arms Training Companies, OCS Training Companies, and Leadership Training Companies. These organizations have coordinating authority to conduct regional TASS missions directed by the ARPRINT. The organizations will be discussed in depth later in this chapter.

5-2. ARNG specific policy and administration.

a. The objectives of this chapter are to--

(1) Explain ARNG TASS procedures and provide a TASS implementation vehicle for use by all states and territories.

(2) Establish the relationship between training brigades, training battalions and training companies/batteries.

(3) To establish the coordinating authority relationship between states to support a training battalion mission.

(4) Establish the state TASS structure and how it builds on the training battalion, brigade and regional concept.

(5) Establish functional alignment of training battalions with their proponent missions.

(6) Establish how each state participates in the ARNG T ASS organization.

5-3. Description of each type of state. Each state/territory is organized with a CATR, LTR, or a RTI. The regiment and RTI are equal; however, they have different levels of responsibility. The chart in figure 5-1 depicts that equality. The CATR and LTR are the chief integrators for QA in combat arms and leadership training battalions throughout each TASS region. A training regiment/battalion exercises "coordinating authority" to ensure training is conducted to standard in other states within the region. This includes support activities for the conduct of training. The training regiment monitors the training battalions' execution of training missions and provides assistance as necessary. These missions are conducted in concert with assets from other states within the region. The training regiment verifies and coordinates missions, personnel and equipment support in its own state. The training regiment ensures mission support in other states through coordination with the TASS structure in those states. Cross-state coordination is conducted through appropriate command channels.

5-4. Relationship of CATR and LTR to other training brigades. The CATR and LTR are two of the six TASS training regiments/brigades responsible for execution of training in each region. The CATR and LTR are under the command and control of the TAG of their respective state. Command and control for the four USAR training brigades (professional development, health services, combat support, and combat service support) resides with the DIV(IT). Figure 5-2 shows the breakout of the regiments/brigades in each RC. The CATR and LTR are annually involved in the Regional TCC with the USAR training brigades and quota managers to accurately identify and validate the training requirements.

5-5. Functions and responsibilities of training regiments, regional training institutes, and general studies battalions (GSB).

a. The training regiments will --

(1) Coordinate regional ammunition training requirements.

(2) Coordinate accreditation dates with RTI/training battalions.

(3) Ensure OPS, ADLOG support occurs for the training battalions in the state.

- (4) Coordinate instructor certification.
 - (5) Coordinate with battalion and training/TD (task) propon ent school for course waivers.
 - (6) Execute all ARNG institutional training within the state (NGB mission).
 - (7) Ensure data accuracy of ATRRS in support of all training.
 - (8) Identify cross component training problems with TIE.
 - (9) Act as regional focal point for career management field (CMF) training.
 - (10) Develop TASS METL.
 - (11) Coordinate regional courseware requirements.
- b. The Regional Training Institutes will --
- (1) Coordinate with TIE for training ammunition usage.
 - (2) Work with training regiment for accreditation dates for training battalions.
 - (3) Ensure OPS, ADLOG support occurs for the training regiment/battalion.
 - (4) Coordinate instructor certification through the battalion.
 - (5) Coordinate with training regiment for training battalion course waivers.
 - (6) Execute training missions within state.
 - (7) Utilize ATRRS to manage courses.
 - (8) Maintain instructor folders for the training battalions.
 - (9) Identify cross component training problems wi th TIE.
 - (10) Verify with the training regiment that quality training is taking place.

5-6. Relationship of CATR and LTR to all TASS training battalions. The CATR is responsible for conduct of training in field artillery, infantry, aviation, armor, and air defense artillery. The LTR training execution includes the OCS and NCOA training battalions. The USAR training brigades have training battalions that execute training missions according to their functional alignment. The battalions of the Professional Development Training Brigade include CCC and CGSOC. This training brigade also furnishes instructors to the Leadership Training Regiment and NCOA training battalion to conduct IDT, active duty training, and common leader training (CLT). The battalions within the Combat Support Training Brigade include: engineer,

signal, military police, military intelligence, chemical, and special operations. The ARNG Engineer School at Devil's Lake, North Dakota, conducts training under the CS training brigade mission in Region G. The battalions within the CSS training brigade include: personnel services, quartermaster, transportation corps, and ordnance. The states with RTS-M, or ordnance training companies under the CSS training brigade conduct ordnance training as ordnance training battalions or ordnance training companies. The NG has ordnance training battalions in TASS Regions C, D, F, and G. These remain under the C2 of the TAG of their respective states, but execute training missions for the CSS training brigade. The health services training brigade has a general medical battalion responsible for all health services related training. Figure 5-3 shows the regiment/brigade and battalion relationship.

5-7. Regional Training Institute (RTI). Each state that does not have a LTR or CATR for the ARNG has a RTI. The RTI functions as a central POC for training within the state without a TASS training regiment. All training in the state is centralized under the RTI for coordination, C2, and resource support of TASS training missions. The RTI is not responsible for TASS training being conducted outside of the state. This is the responsibility of the CATR and LTR. Figure 5-7 shows the level structure between the regiments and RTI.

5-8. TASS training battalions and NCOA training battalions (-).

a. A TASS training battalion is a functionally aligned organization that executes ADT classes and coordinates IDT/ADT classes in other states and is accredited by the proponent. The training battalion maintains accountability of instructor and student records. The TASS training battalions perform direct coordination with the training/TD (task) proponent. The training battalions maintain administration/operations accountability for accreditation through the staff. Training records will be maintained at the school code where the training occurs. The training battalions process waiver requests to the training/TD (task) proponent with a copy furnished to the training regiment and TIE. They ensure all formal actions are sent through the POTO of the state and then to the receiving agency. These training battalions employ two Title XI soldiers in each training battalion to assist with processing waiver requests, accreditation, instructor certification, quality assurance, and conduct of training. The TASS training battalions submit ammunition requests and electronic records to the training brigade. The training brigade consolidates and submits to the TIE. Figure 5-4 shows the TASS battalions in the CA and leadership areas.

b. A TASS NCOA training battalion (-) is functionally aligned with USASMA through the regional NCOA battalion. It conducts ADT courses and may conduct or assist in the conduct of IDT NCOES courses within their state. The battalion (-) maintains accountability of instructor/student records and maintains administration/operations in support of its own courses. All records are maintained at the school code.

5-9. TASS training battalion relationship to training company/battery in other states.

The training company/battery executes IDT/ADT training missions coordinated by its functionally aligned school battalion (in another state). These missions are listed on ATRRS. The execution of these missions directly affects the accreditation of the training battalion. A percentage of the IDT sites will be evaluated by the training/TD (task) proponent during the accreditation process. The results of all IDT and ADT evaluations are consolidated into the

training battalion accreditation. If a training company/battery is not conducting classes to standard, notification is made through established command channels, IAW paragraph 3-44. A reasonable period of time will be given for corrections to be made. The functionally-aligned training battalion provides help and assistance coordination to the training company/battery. Continued QA problems will be elevated to the school brigade. The training regiment will elevate these issues through command channels to the individual training branch (NGB-ART-I, TASS action team). The training company/battery's ability/inability to train, and removal of courses from ATRRS will be considered and evaluated by NGB-ART-I. Figure 5-5 outlines the relationship between NGB-ART-I, the training regiments and battalions.

5-10. General studies battalion. The general studies battalion is not functionally aligned with any proponent, but supports the leadership training company, combat arms training company, OCS training company, and ordnance training company that are functionally aligned with a proponent. The general studies battalion provides coordinating authority of regional training and TAG designated training within the state. The general studies battalion has the responsibility to ensure the TASS training mission is supported, resourced, and executed in that state (see figure 5-6 below).

- a. The general studies battalion will --
 - (1) Coordinate training ammunition with their RTI.
 - (2) Assist in preparing training companies for accreditation.
 - (3) OPS/ADLOG support for the training brigade (bde)/RTI.
 - (4) Provide instructor support.
 - (5) Provide facilities and resources for training.
 - (6) Oversee training companies.
 - (7) Coordinate administrative actions for classes conducted in state.
 - (8) Execute quality assurance checks.
 - (9) Act as the liaison with functionally-aligned training battalions to execute training.
 - (10) Work with USAR training battalions to execute training.

5-11. Relationship of CATR and LTR to the GSB. The GSB supports CATR and LTR training missions. This battalion exercises coordinating authority to ensure related training regiment training is supported and executed. Most IDT missions are conducted under the responsibility of the general studies battalion. It also is responsible for and maintains a publications library and control of classified material. Test material and test control is also the responsibility of the general studies battalion. They order and maintain course material, process

printing requests, conduct NCOPD and are responsible for conduct of other mandatory training. The GSB organization provides an overall support mechanism for all ARNG training. Figure 5-7 shows the relationship of the GSB to the regiment/RTI.

5-12. GSB relationship to TASS training company in the state. Each state/territory (LTR, CATR, or RTI) organizes a GSB to assist with cross-component instructor support and execution responsibility for conduct of IDT training requirements for those companies that fall under it, e.g., OCS training company, leader training company., or CA training company. The GSB supports all training requirements in states/territories that have RTI. Specific responsibilities in support of all TASS training regiment missions include:

- a. Utilize coordinating authority with the TASS training battalion to prepare training companies for evaluation and accreditation by the training/TD (task) proponent.
- b. Coordinate the conduct of operations, administration, and logistical support through the S 1, S3, and S4 for the CATR, LTR, or RTI. Administration includes maintenance of instructor records within the state. The TASS training battalions have letter of input for NCO evaluation report and officer evaluation report. The GSB commander is dual-hatted as the brigade executive officer or RTI S-3. This provides access to the staff in the dual position.
- c. Liaison with TASS training battalions within other states to which it has functionally aligned training companies.
- d. In the absence of the TASS training battalion, conduct QA checks of classes being conducted by training companies which are functionally aligned with training battalions in other states. Written findings of the GSB are forwarded to the TASS functionally aligned training battalion.
- e. Ensure the training company coordinates IDT training ammunition requirements with the appropriate functionally aligned training battalion.
- f. Ensure training companies utilize ATRRS to manage courses and student loads.
- g. Receives, plans, and executes missions as directed by the RTI commander or TASS training brigade commander of the respective state.
- h. Coordinate with the training companies/batteries for METL development and action of QA issues. It contributes to the functional training battalion for construction of their overall METL, and performs standardization checks through QA areas of responsibility.

5-13. Leadership training company.

- a. The leadership training company executes IDT CLT and TAG directed training missions within the state. The training battalion in another state exercises coordinating authority in execution of the IDT mission. All USAR instructors who conduct IDT BNCOC and ANCOG

courses are under operational control to this training company under the coordinating authority of the GSB for training responsibility.

b. Functional alignment. The leadership training company is functionally aligned with the NCOA training battalion which is functionally aligned with the USASMA (see fig 5-8).

c. The RTI CSM functions as the NCOES commandant.

5-14. Combat arms training companies. All IDT CA training is conducted by the CA training companies/batteries (field artillery, armor, air defense artillery, aviation). The GSB coordinates all training support. NOTE: Infantry is conducted in ADT but may be split from the infantry training battalion for NCOES and duty military occupational specialty qualification in a CA training company in another state.

5-15. Functional alignment. The CA training companies are aligned with the functionally aligned training battalions. The battalions are functionally aligned with the training/TD (task) proponents (see fig 5-9 below).

5-16. GSB relationship to TASS training battalions. The TASS training battalions are operationally aligned under a respective TASS battalion regiment and functionally aligned with a training/TD (task) proponent. The GSB is not functionally aligned with any training/TD (task) proponent. It may, however, support any of the six school brigades'/regiments' missions. The GSB operationally, administratively, and logistically supports the training companies/batteries and school battalions in a RTI as they conduct their IDT and ADT courses. The training companies/batteries are missioned, under coordinating authority, by their functionally aligned battalions. See Figure 5-10 for a graphic description of the role of TASS within an organization. Letters of input are provided to the GSB by the TASS training battalions for those personnel involved in supporting the school battalions operations. Figures 5-11 and 5-12 identify roles and missions.

5-17. OCONUS ARNG TASS multi-functional training regiments.

a. Background. The ARNG has two regions (C and G) that have multi-functional TASS training regiments. These TASS training regiments present unique situations because of their proximity to other training facilities. They must conduct most of their training on their own as opposed to the regional training concept. Multi-functional training regiments were created to accomplish this need for unique individual training. Through TAG, NGB has coordinating authority with these regiments for their training missions. See Figure 5-3 for the organizational chart.

b. Region C. Puerto Rico has the Caribbean Multi-functional Training Regiment. This organization has responsibility for both leadership and CA training. The U.S. Virgin Islands is a Regional Training Institute with an NCOES mission under the Caribbean Multi-functional Region's General Studies Training Battalion. USASMA performs the equivalent of functional alignment for the Caribbean Multifunctional Training Regiment.

c. Region G. Region G includes the Arctic Multi-functional Training Regiment (Alaska) and the Pacific Multi-functional Training Regiment (Hawaii). These organizations have the responsibility for both CA and leadership training. The Guam Regional Training Institute is responsible for NCOES instruction in coordination with the Pacific Multi-functional Training Regiment General Studies Battalion (per para 5-19). The USASMA performs the equivalent of functional alignment for both the Pacific and Arctic Regiments.

5-18. TASS training regiments, training battalions, and ARNG support organizations. The NGB organization to support the TASS concept is established with clear lines of support and the organizations that are functionally aligned with the TRADOC training/TD (task) proponents. The NGB has organized within established parameters to best accomplish the TASS training mission and fulfill the intent of establishing TASS. With NGB being organized according to 54 states/territories, there are some unique opportunities to gain assistance from each governor and TAG of each state/territory to successfully accomplish TASS implementation. Each state/territory supports the TASS mission within their particular boundary, providing for a geographical execution of functional alignment. This provides for better C2 of the TASS mission and a valid identification of the actual required training mission through ATRRS.

5-19. Coordinating authority.

a. Coordinating authority is not C2, but is coordination of training missions across state/territory boundaries of C2. It also involves coordination to execute a TASS mission across funding lines to ensure resources are available for executing training. The coordinating authority objective is to formalize coordination for--

- (1) Accreditation.
- (2) Resourcing.
- (3) Communication for training missions/sites, and establish training ownership.
- (4) Instructor support and instructor certification.
- (5) Facilities support.
- (6) Coordination of student training records.

b. Coordinating authority defines training regiment and TASS training battalion levels of responsibility based on the functions of training mission execution. It ensures functional alignment for conduct of training. Additionally, coordinating authority provides an avenue to determine who is in charge at each TASS level - from the training regiment, through the training battalion, down to the training sites (company). Implementation of regional MOA/MOU/policy and guidance letters will be the instruments that define agreements for the support and execution of training.

5-20. Equipment for TASS training battalions. Generally, major end items will continue to be borrowed from MTOE units. Equipment currently on hand under existing TDA structure is transferred to the new TASS organizations under the new TDA.

5-21. ARNG/other component relationship. USAR personnel and organizations supporting ARNG missions will remain in the other component's chain-of-command for personnel actions, pay, and Uniform Code of Military Justice. During the conduct of training, the ARNG will execute command and control over all ARNG soldiers within their states and coordinating authority over soldiers in other states or agencies to execute the mission.

5-22. Individual training management life cycle. The RTCC/NTCC and training requirements generation process within the training management life cycle (fig 5-13) is the methodology for deriving regional training requirements input into the SMDR for ARNG and USAR schools. During the RTCC/NTCC, the training regiment, battalions and training companies review the projected training missions and input any facility, equipment, and instructor constraints that will negatively effect/impact training execution. The ARPRINT is a product of the SMDR. Once the ARPRINT is approved and published, the schools develop class schedules to support the requirements identified in the ARPRINT. Schools load their class schedules 18 - 20 months from the execution year. As soon as class schedules are loaded, requirements are turned into quotas and quota managers can start scheduling soldiers for required training. Both units and soldiers can plan that far in advance. Once the schedules are in ATRRS, budget and execution year changes can further align requirements to available resources in the TRAP. During the execution year, scheduled classes are conducted and the schools post student input and graduation data in ATRRS IAW AR 350-10. The program execution analysis takes place at the end and throughout the execution year. It assesses the impact of the entire training program execution on personnel readiness. The information is used to:

- a. Provide training program execution data for budget submissions to Office of the Secretary of Defense, DA, and Congress.
- b. Provide Quarterly Army Performance Review (QAPR) statistics for the Secretary of the Army.
- c. Feed input and graduate information to several training requirements development models.
- d. Report training base attrition from courses in order to project future year readiness needs.

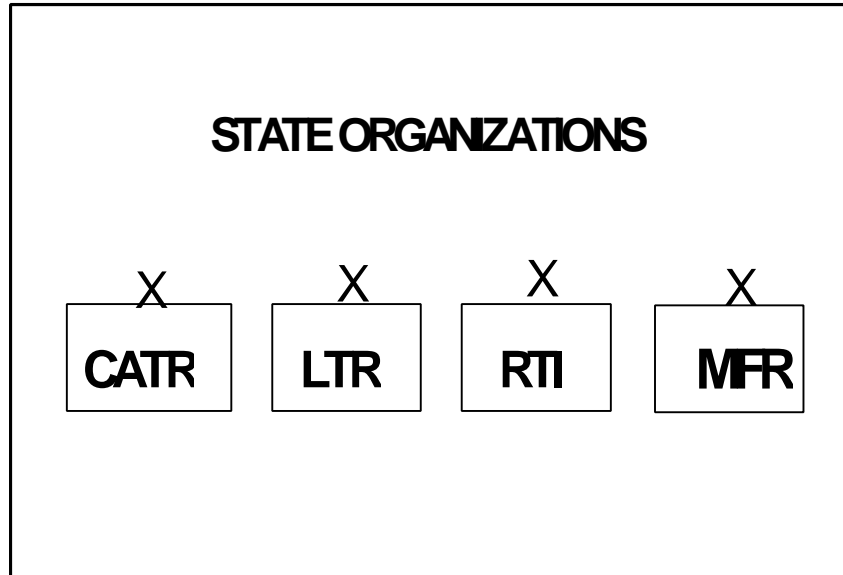


Figure 5-1. State organizations

CATR/LTR RELATIONSHIP

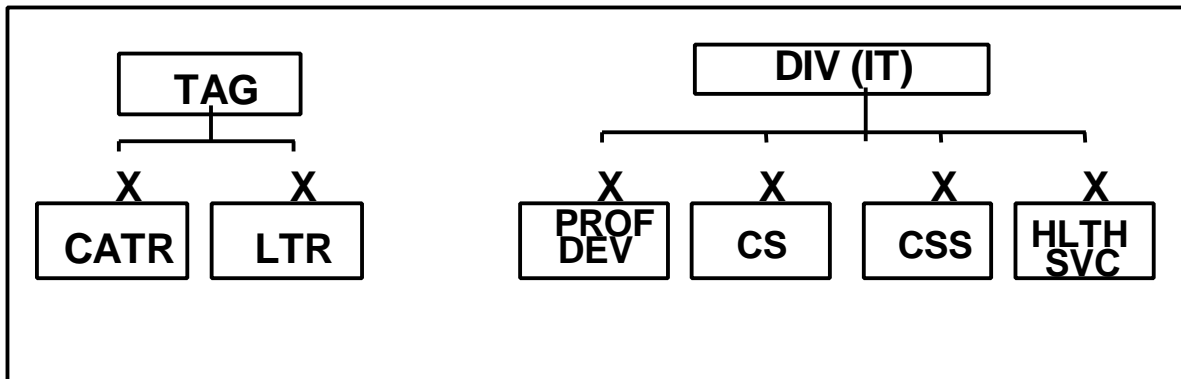


Figure 5-2. CATRL/LTR Relationship

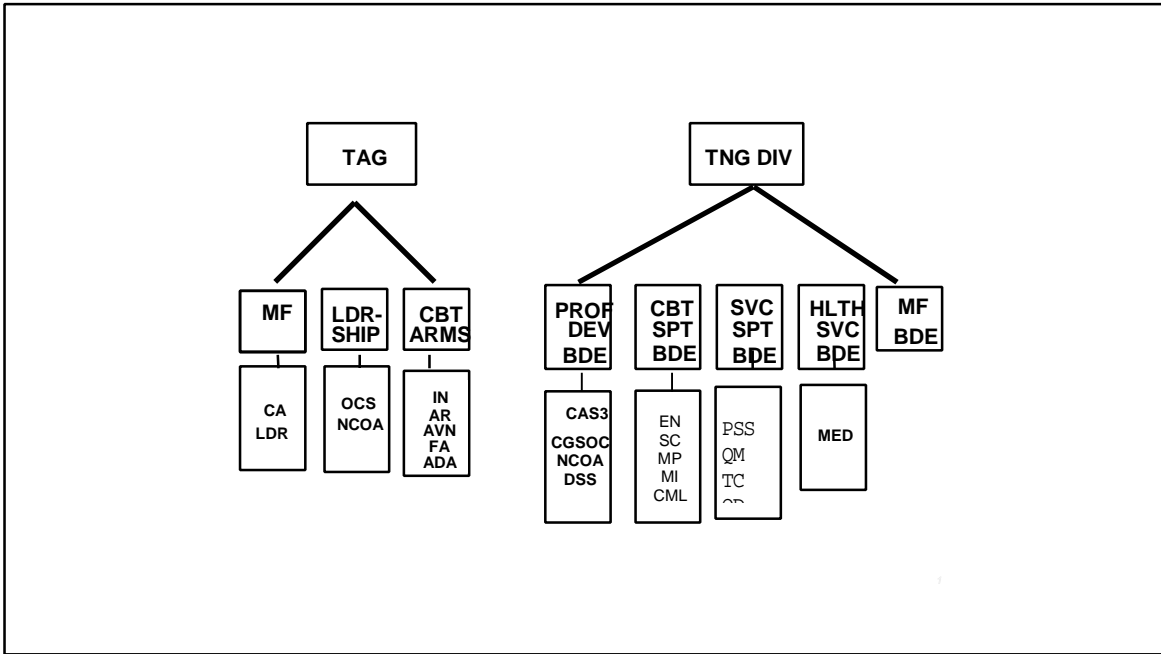


Figure 5-3. Brigade and battalion relationship

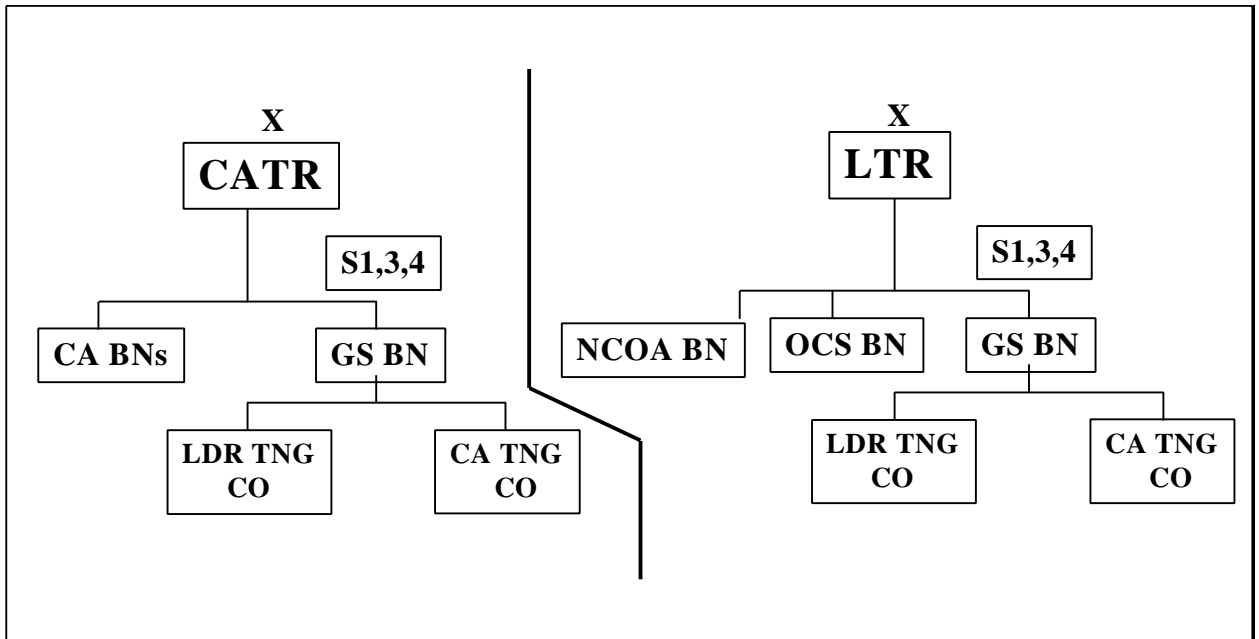


Figure 5-4. TASS Battalions in combat arms and leadership areas

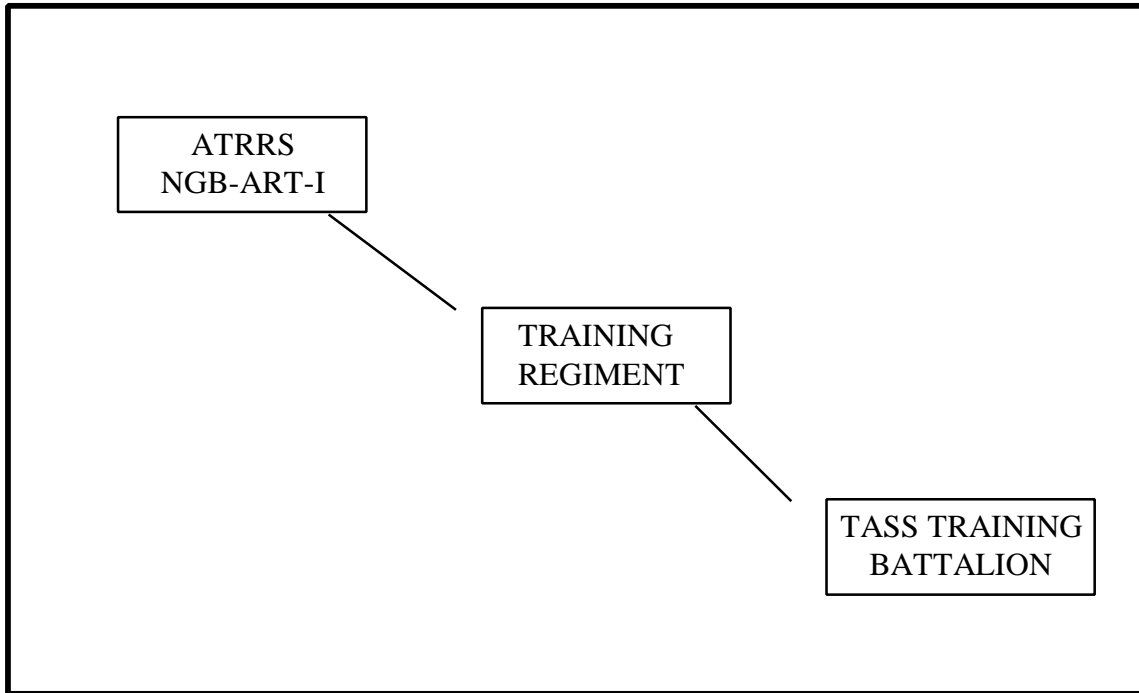


Figure 5-5. NGB-ART-I, brigade, battalion relationship

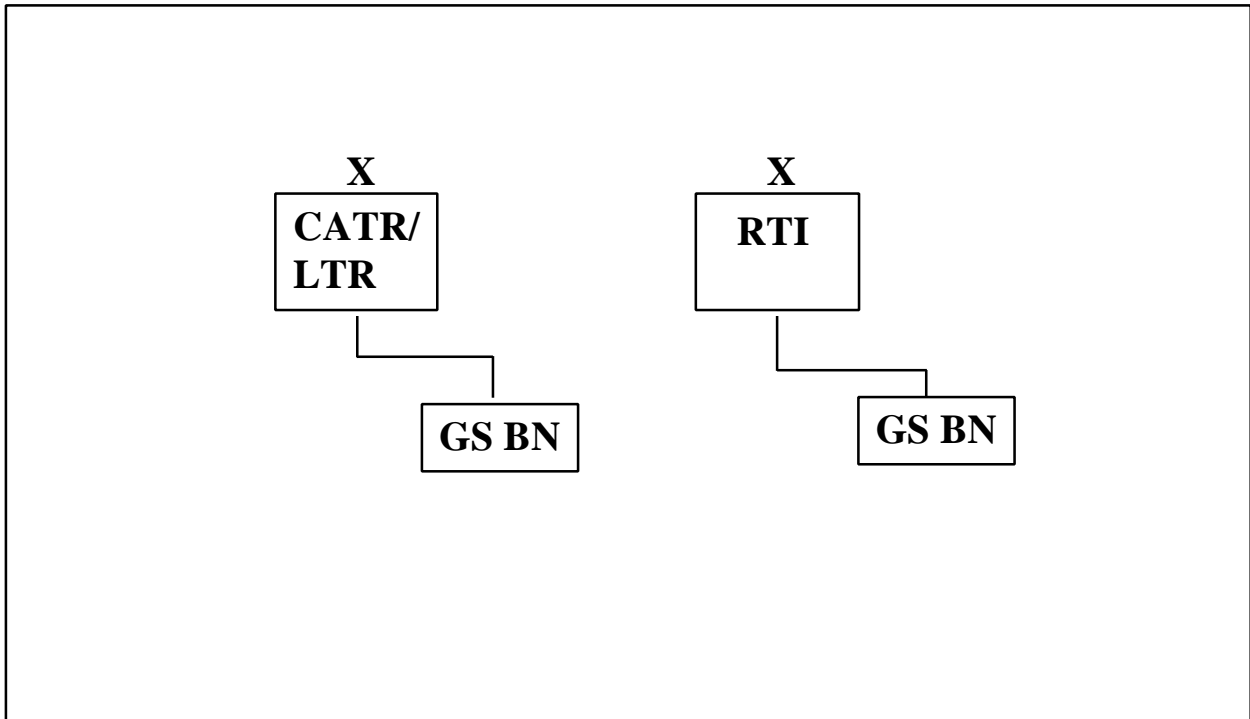


Figure 5-6. General Studies Battalion

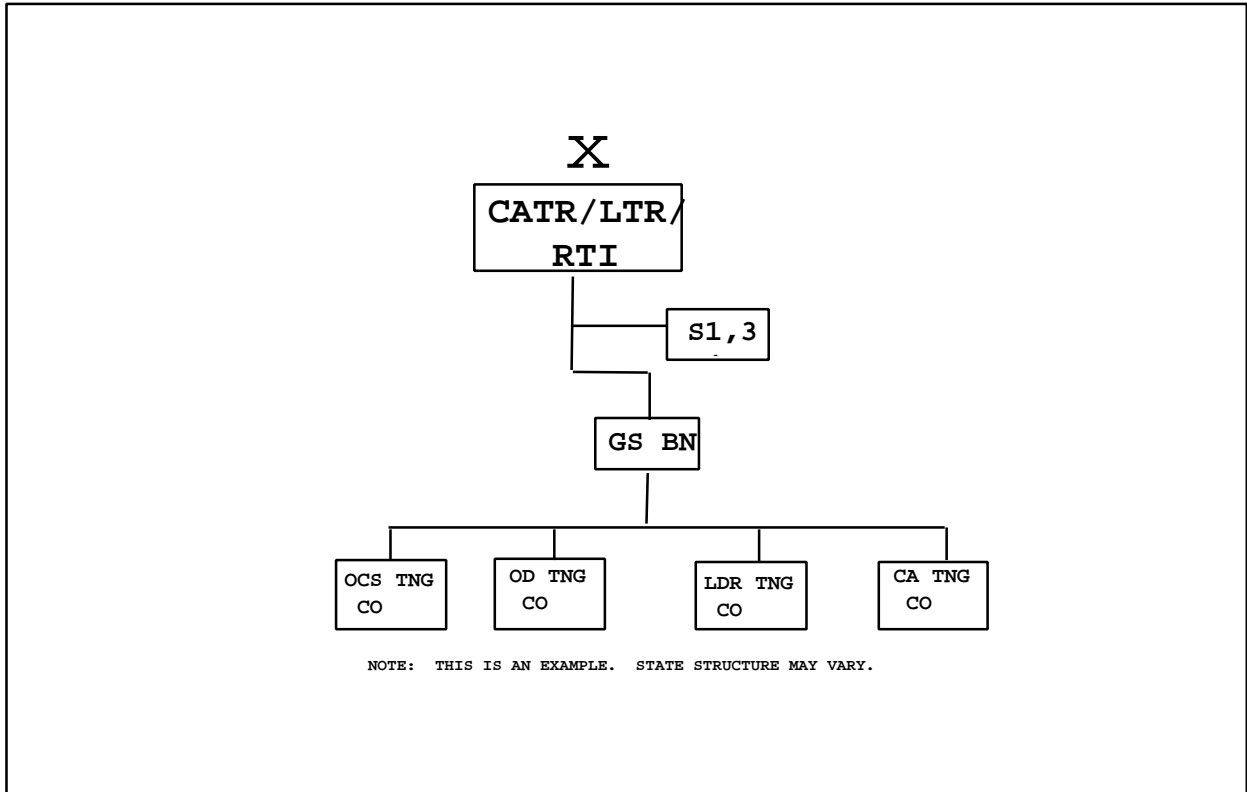


Figure 5-7. Relationship of GSB to the regiment/RTI

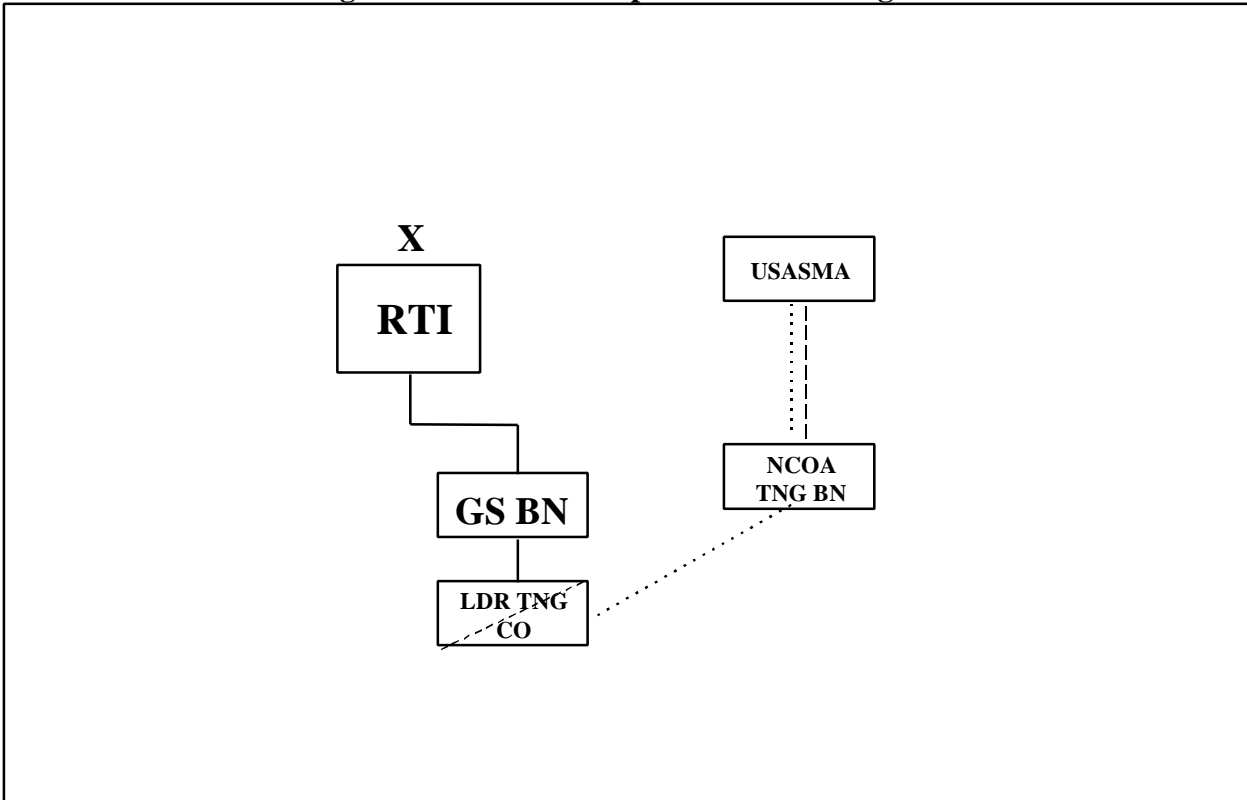


Figure 5-8. Functional alignment NCOA training battalion

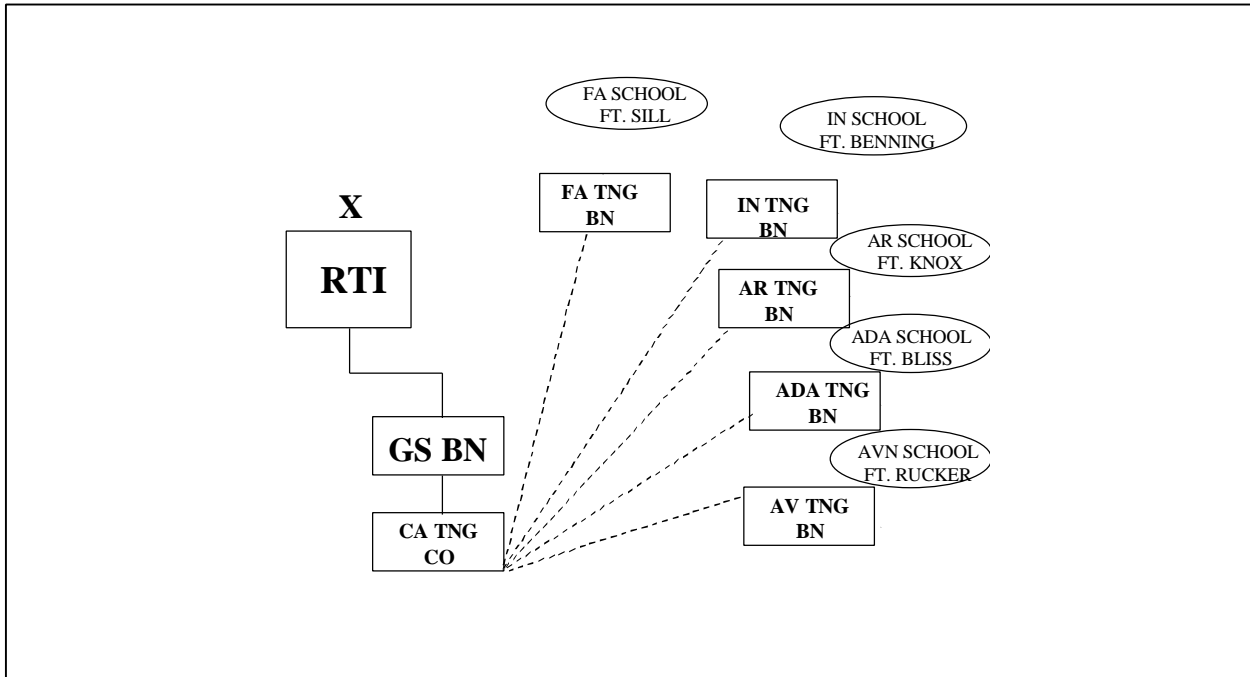


Figure 5-9. Functional alignment of combat arms training companies

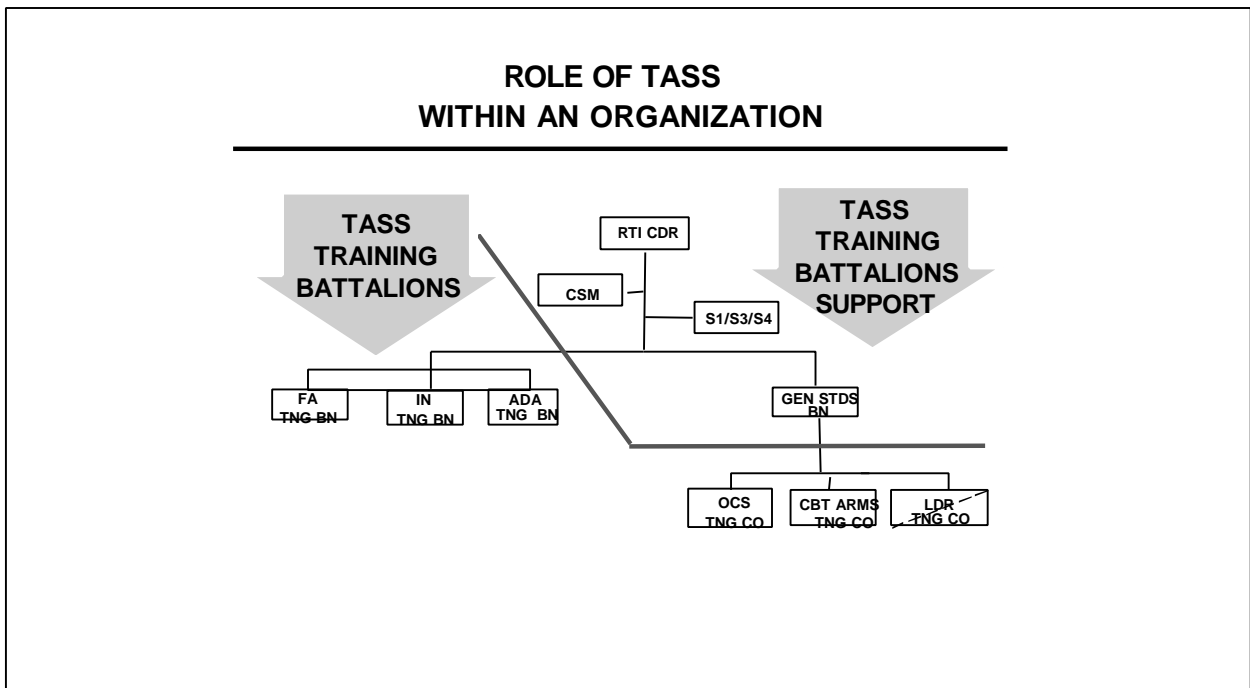


Figure 5-10. Role of TASS within an organization

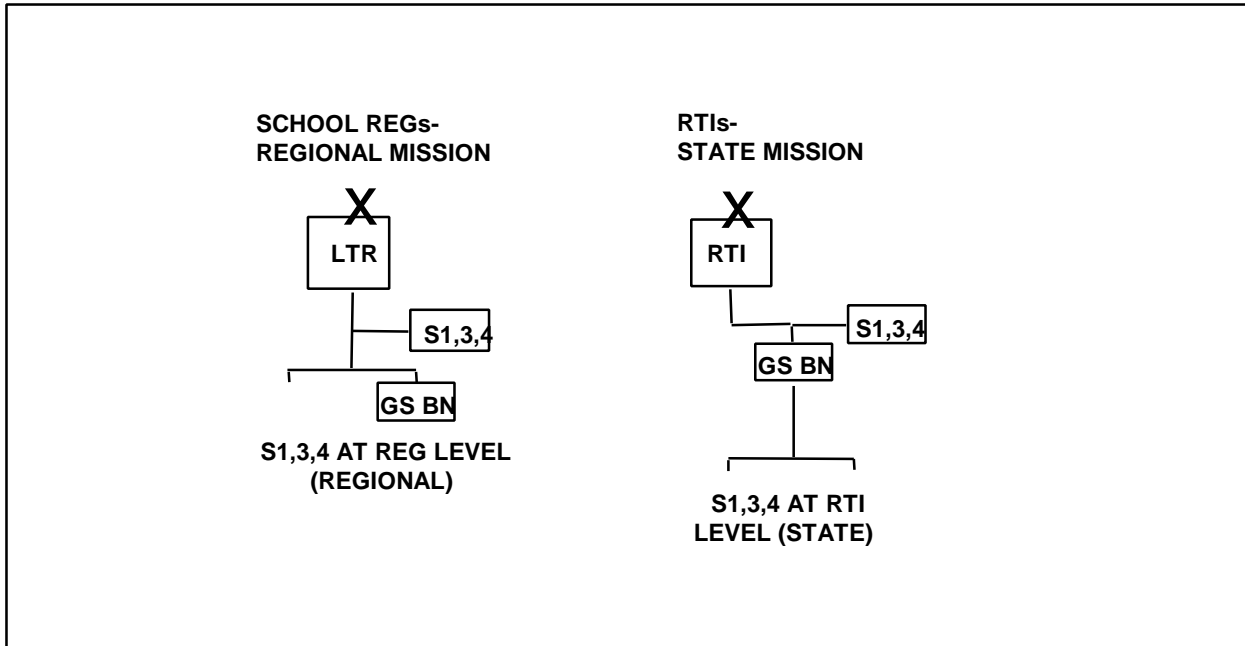
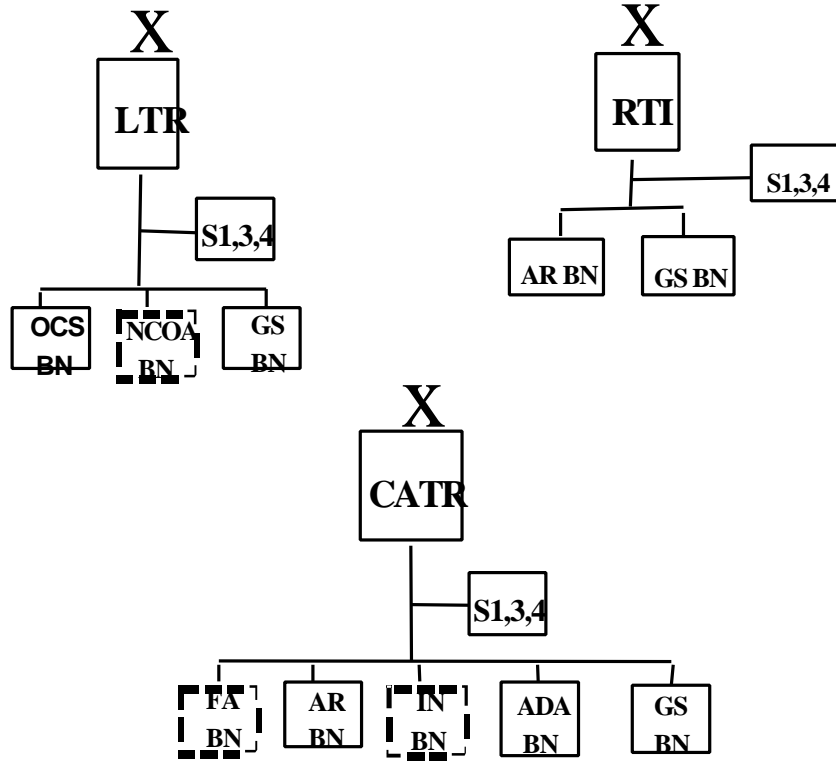


Figure 5-11. Regional and state mission



NOTE: ABOVE DIAGRAMS ARE EXAMPLES. ACTUAL RESPONSIBILITY WILL VARY FROM STATE TO STATE. THERE IS NO "COOKIE-CUTTER" TRANSFER OF RESPONSIBILITY.

Figure 5-12. Battalion responsibility

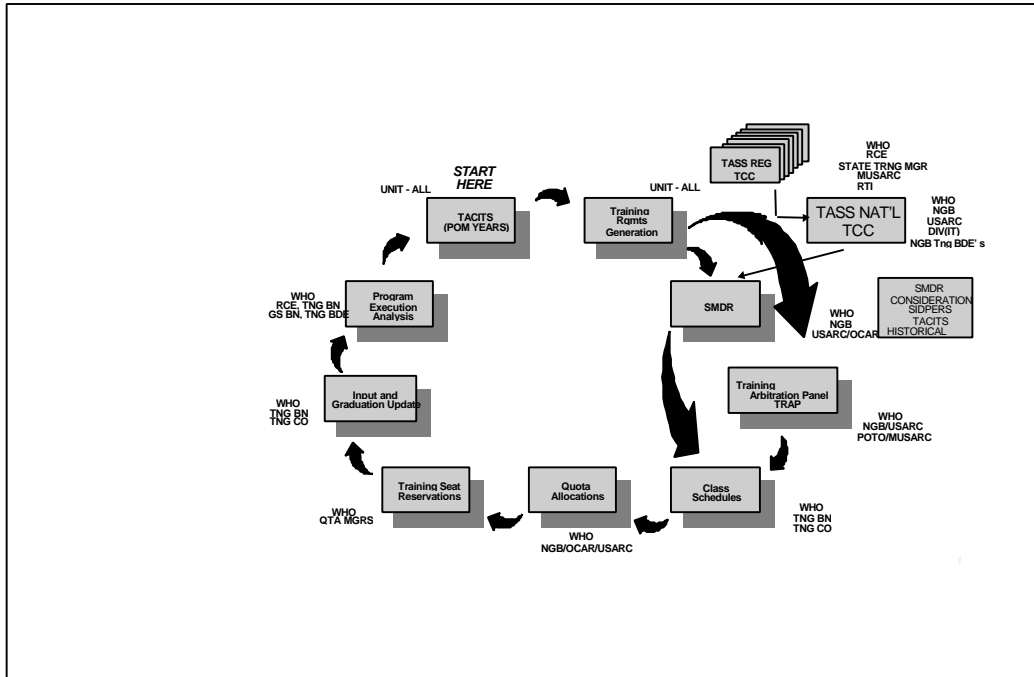


Figure 5-13. Training management life-cycle

Chapter 6
USAR Specific Policy and Administration

(Note: Chapter 6 will be superseded by new USAR policy regulation, to be published in the near future.)

6-1. General. The USARC commands and controls assigned USAR TASS training brigades and battalions through the DIV(IT). The USAR portion of the TASS is depicted under the USARC in figure 6-1. Overseas commands and their respective multifunctional brigades under the 7th and 9th Army Reserve Commands (ARCOM) remain directly subordinate to HQDA (DAAR) for resourcing. However, they will follow the operational procedures and requirements of this regulation. Requests for exception to policy will be addressed through HQDA (DAAR-OFD), to HQ TRADOC (ATED) with information copy to USARC (AFRC-OPT-I).

6-2. USAR responsibilities under TASS.

a. USAR executive agent. The USARC Deputy Chief of Staff, Operations , is the executive agent for all USAR operational matters concerning the USAR portion of TASS implementation.

b. DIV(IT). The CONUS has seven TASS regions. Each region has a DIV(IT) responsible for managing the USAR portion of the training mission. Figure 6-2 indicates regional alignments.

c. Full-Time RC Training Institution s (RCTI). USAR RTS-M and NCOA are staffed with full-time AGR personnel. Ordnance and NCOA battalions will require both AGR and TPU soldiers to meet mission. They will be organized as follows: The USAR ordnance battalions are TPU structures outside the USAR RTS-M. The USAR ordnance battalion is comprised of command, staff, an IDT instructor group with primary responsibilities for providing IDT, Phase I MOS (maintenance and ammunition) instruction, and the RTS-M that provides ADT MOS, NCOES phase 2, and sustainment training. The TPU instructors also provide ADT phase 2 instruction in support of the RTS-M or off site based on mission requirements. Organization of the battalion (see fig 6-3):

(1) Ordnance. Four TASS regions have USAR RTS-M. The USAR has ordnance battalions structured in three of these TASS regions. In the remaining four regions the ordnance battalions are assigned to the ARNG.

(a) DIV(IT) with ordnance battalions:

<u>DIV(IT)</u>	<u>TASS Region</u>	<u>Ordnance Bn</u>	<u>USAR RTS-M</u>
98 th	A	Fort Devens, MA	Fort Devens, MA
80 th	B	APG, MD	Fort Indiantown Gap, PA

84th E Fort McCoy, WI Fort McCoy, WI

(b) Divisions where the region ordnance battalion is ARNG:

<u>DIV(IT)</u>	<u>TASS Region</u>	<u>Ordnance Bn</u>	<u>ARNG USAR RTS-M</u>
108th	C	Fort Stewart, GA	None
100th	D	Camp Shelby, MS	Redstone Arsenal, AL
95th	F	Jefferson City, MO	Fort Hood, TX
104th	G	Gowan Field, ID	None

DIVIT in regions where the ARNG has the ordnance battalion has structured ordnance detachments to provide phase 1 (maintenance and ammunition) instruction. USAR RTS-M in these regions is part of the USAR ordnance detachment. For C2, these detachments are assigned to the quartermaster battalion. Organization of the ordnance detachments is as follows (see fig 6-4):

(2) Signal. The HT/RTS-M is organized in the signal battalion in the same manner as the USAR RTS-M is organized in the USAR ordnance battalions. It is affiliated with the ordnance corps (U.S. Army Ordnance Missile and Munitions Center and School, Redstone Arsenal, AL) for functional alignment, and with U.S. Army Signal Center and Fort Gordon, Fort Gordon, GA.

DIV(IT) with an HT/RTS-M: The USAR signal battalion in region G is TPU structure outside the USAR HT/RTS-M. The signal battalion is comprised of command, staff, an IDT instructor group with the primary responsibility of providing IDT MOS phase 1 instruction, and the HT/RTS-M that provides ADT MOS, NCOES phase 2, and sustainment training. The TPU instructors also provide ADT phase 2 instruction in support of the HT/RTS-M or off site based on mission requirements. Organization of the region G signal battalion is as follows (see fig 6-5):

<u>DIV(IT)</u>	<u>Reg</u>	<u>Signal Bn</u>	<u>USAR HT/RTS-M</u>
104th	G	Sacramento, CA	Sacramento, CA

(3) NCOA. The conduct of NCOES in each region is the responsibility of the NCOA battalion in that region. Three regions have USAR NCOA battalions, and four regions have ARNG NCOA battalions. For accreditation, instructor certification, missioning and conduct of training, all NCOES elements within a region, both ARNG and USAR, report to the region's NCOA battalion. C2 for all elements remain within component channels.

(a) Regions with USAR NCOA battalions:

TASS Region	<u>NCOES Bn</u>	<u>DIV(IT)</u>
A	Fort Dix, NJ	98th
E	Fort McCoy, WI	84th
G	Fort Lewis, WA	104th

(b) The USAR NCOA battalions are structured with two separate elements. One battalion (-) (TPU NCOA) is structured primarily with TPU members and supplemented with civilian, AGR, and Title XI soldiers and has responsibility for the IDT mission for NCOES. The second battalion (-) AGR, or full-time NCOA is ADT mission for NCOES. The AGR NCOA commandant will be dual responsible for the conduct of all CLT NCOES within their region. This includes PLDC, BNCOC Phase I, ANCOC Phase I, FSC, Battle Staff Course, ITC, Battle Focused Instructor Training Course, SGITC, and TAITC. The TPU instructors are responsible for providing BNCOC Phase I and ANCOC Phase I CLT instruction in the IDT option. Once approved by the NCOA battalion commander, selected TPU instructors may be used to supplement the resident courses taught by the AGR NCOA battalion (-) or to supplement Phase II MOS-specific NCOES based on mission requirements.

(c) Organization of the USAR NCOA battalions is shown in figure 6-6.

(d) Regions with ARNG NCOA battalions :

TASS Region	<u>NCOA Bn</u>	<u>DIV(IT)</u>
B	Fort Indiantown Gap, PA	80 th
F	Camp Ball, LA	95 th
D	Camp Shelby, MS	100 th
C	Fort Jackson, SC	108 th

(e) DIVIT in regions where the ARNG has the NCOA battalion will structure NCOA detachments to assist in the conduct of Phase I BNCOC/ANCOC CLT instruction in support of the ARNG leadership company. For C2, these detachments are assigned to the professional development brigade (see fig 6-7).

d. The HT/RTS-M at Tobyhanna, PA is staffed with full-time AGR personnel and utilizes SME from the Tobyhanna Army Depot workforce to meet the mission. The HT/RTS-M is a fully accredited National Training Institution organized within Communications and Electronics Command and AMC. It is affiliated with the Signal Corps (U.S. Army Signal School, Fort

Gordon, GA) and the Ordnance Corps (U.S. Army Ordnance Missile and Munitions Center and School, Redstone Arsenal, AL) for functional alignment (see fig 6-8).

6-3. USAR TASS training missions. Div(IT) are missioned to teach reclassification training for CS, CSS, and medical MOS, CCC and CGSOC. Additionally, IET and Reserve Officer Training Course (ROTC) basic and advanced camp support are DIV(IT) responsibilities.

6-4. Regional coordination. The ARNG is a major player in TASS. It is critical that Div (IT) establish a working relationship with the ARNG. The TIE is an integral part of this relationship. By its very name, it is missioned to coordinate. Coordination is not command and control, but having the ability to harmonize activities in a common effort.

6-5. Training management. The ATRRS is the linchpin and is foundational to the success of TASS. The USARC and its subordinate commands, and AR-PERSCOM will ensure that all levels of the USAR actively participate in all phases of the ATRRS process to ensure the most efficient and effective use of limited training resources. It is critical that maximum execution of training allocations, both resident and nonresident, be accurately documented through ATRRS and become institutionalized through the QAPR process.

6-6. Instructor qualification/certification. The USARC, through its chain-of-command and control, is responsible for ensuring proponent-certified instructors give quality instruction. The qualification and certification of USAR instructors is the primary responsibility of the USAR TASS training battalion commander through the functionally aligned proponent school. Instructor qualification/certification is essential to full accreditation and recognition of all institutions to teach approved courses. See TRADOC Reg 350-70, chap II-1, for instructor certification policy.

6-7. Equipment shortages. The USARC will resolve shortages of equipment required for training when those shortages cannot be resolved at the DIV (IT) level. The 7th and 9th ARCOMs will resolve equipment shortages with the MACOM that they support.

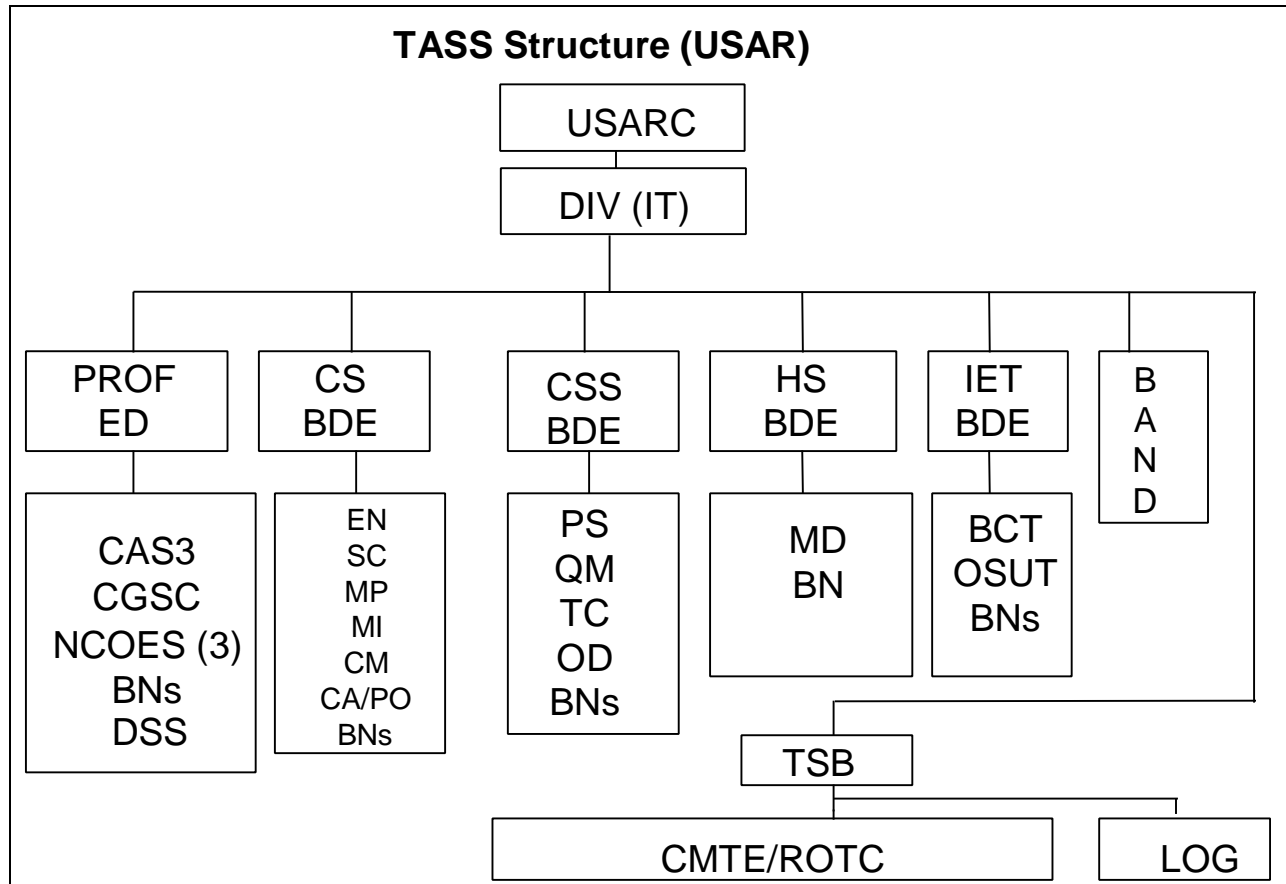


Figure 6-1. TASS structure (USAR)

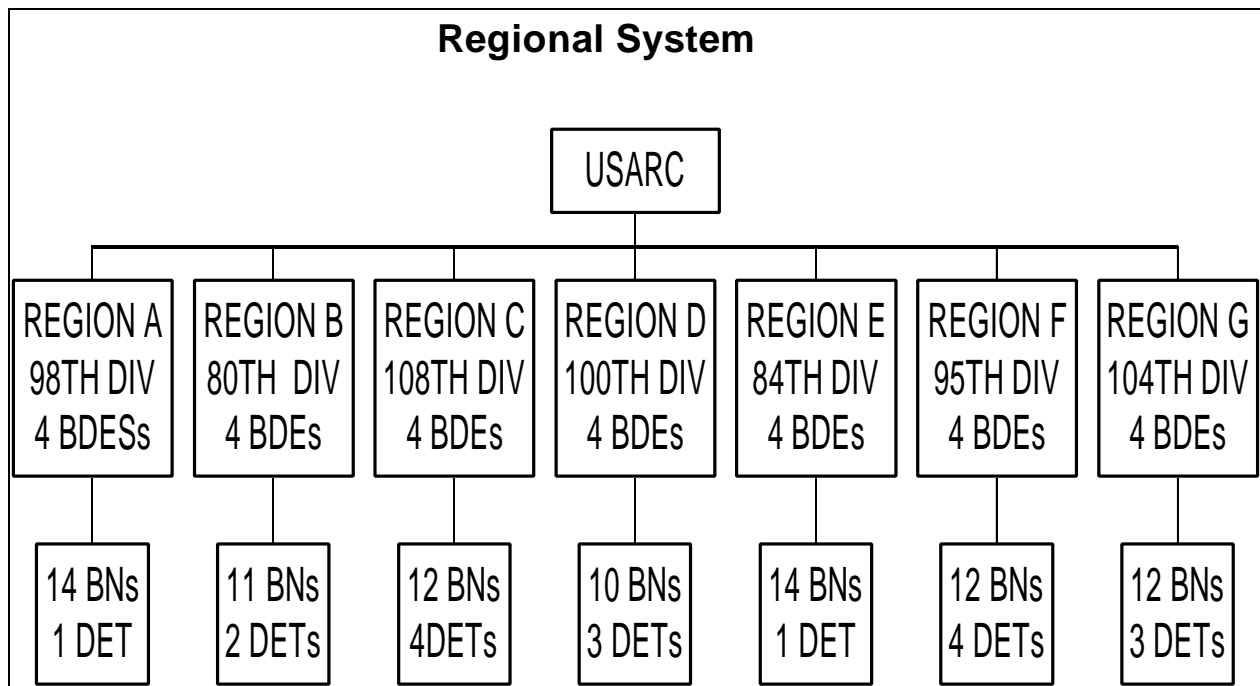


Figure 6-2. Regional alignments

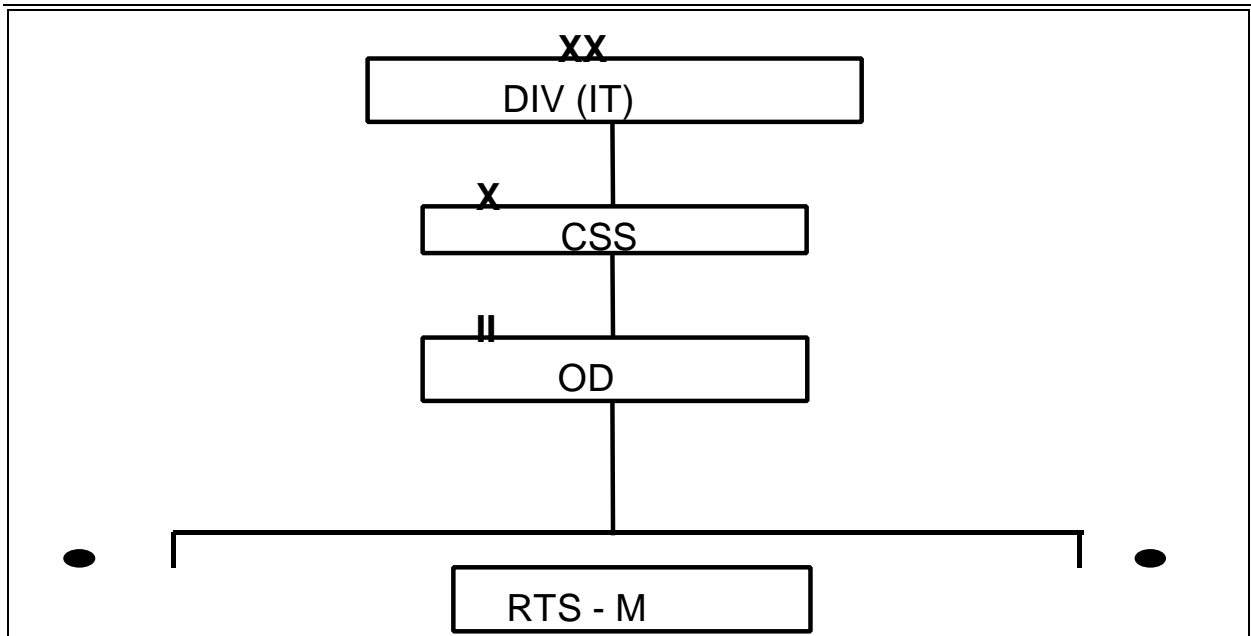


Figure 6-3. Battalion organization

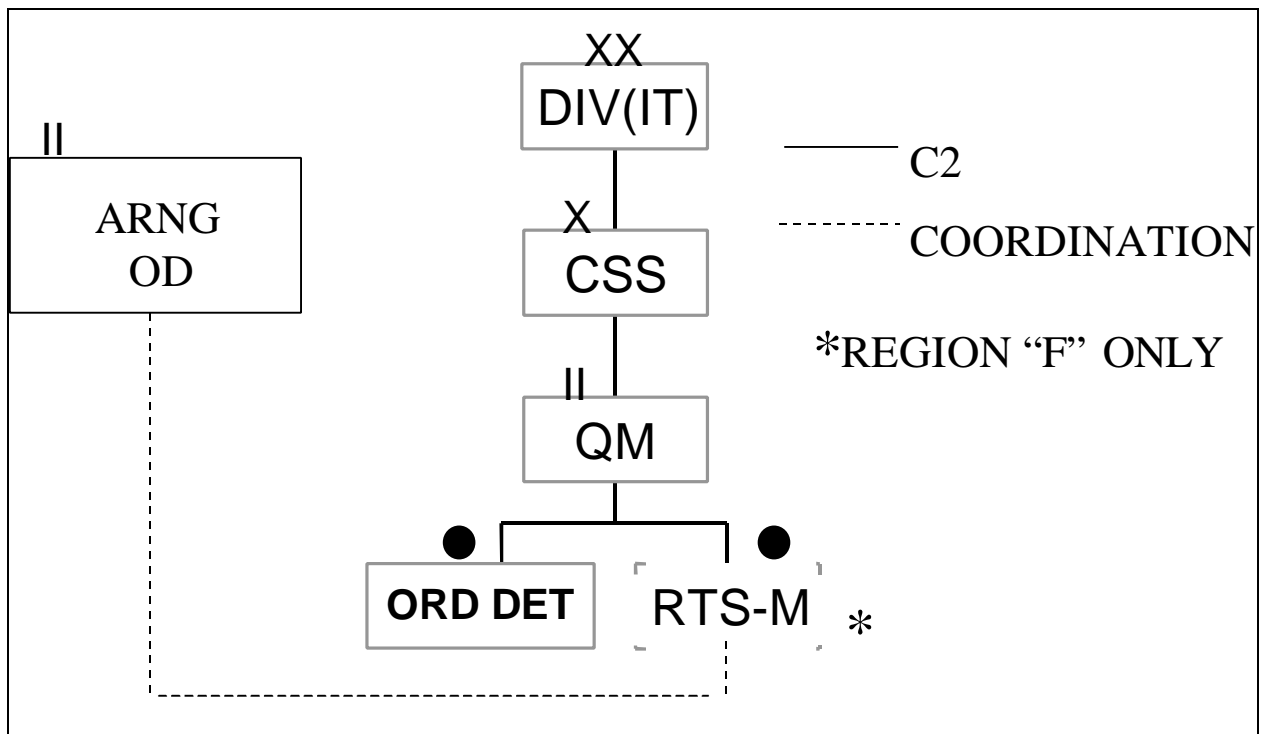


Figure 6-4. Organization of ordnance detachments

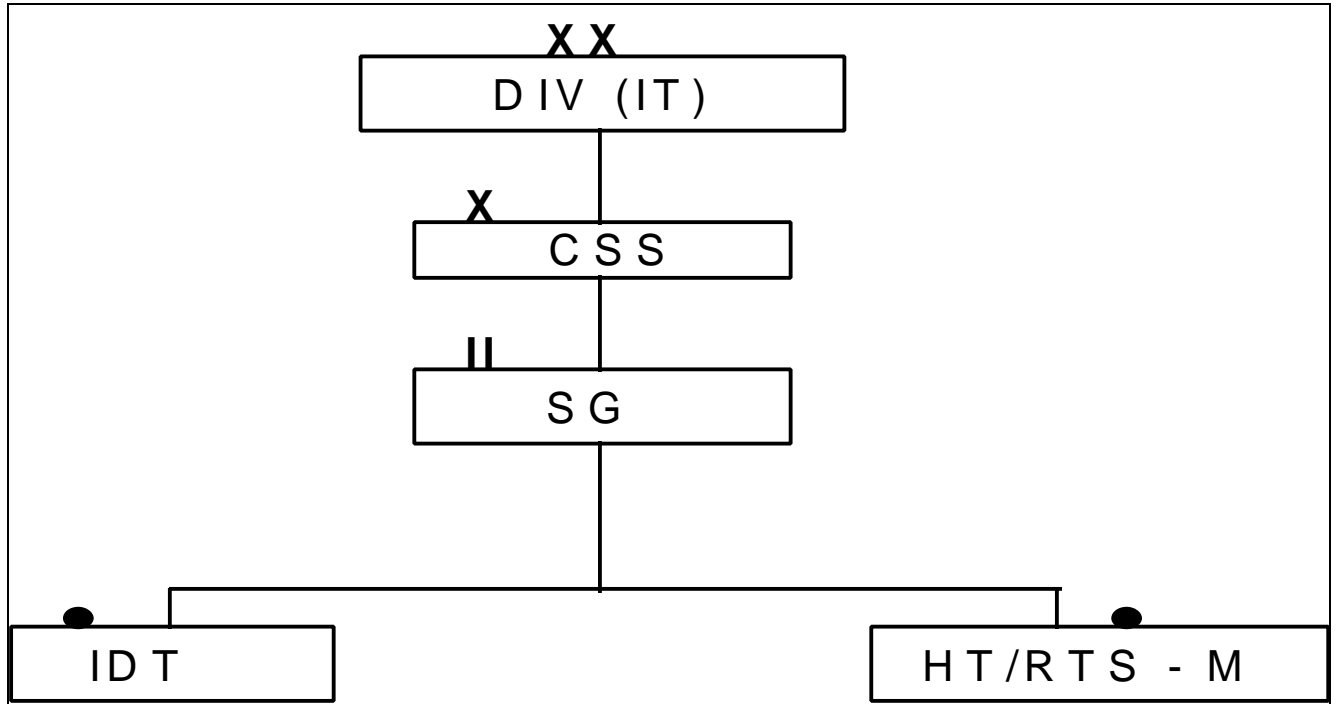


Figure 6-5. Organization of Region G

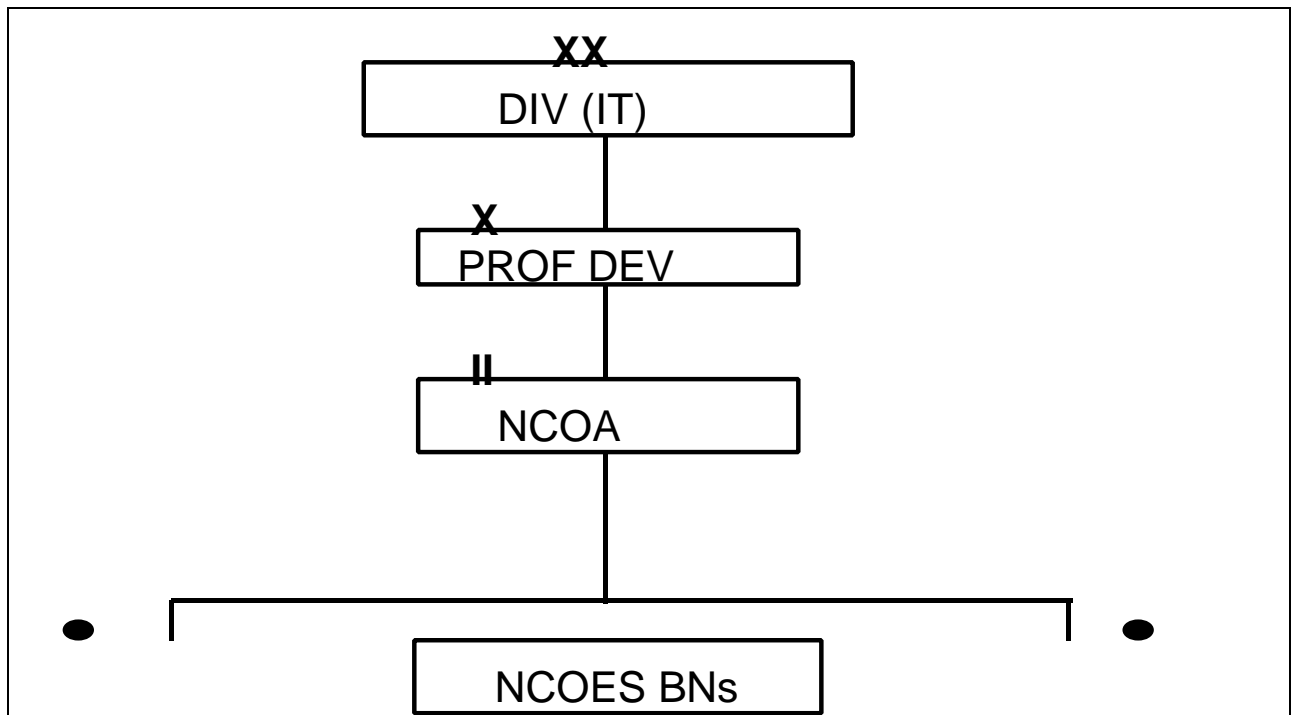


Figure 6-6. Organization of NCOES battalions

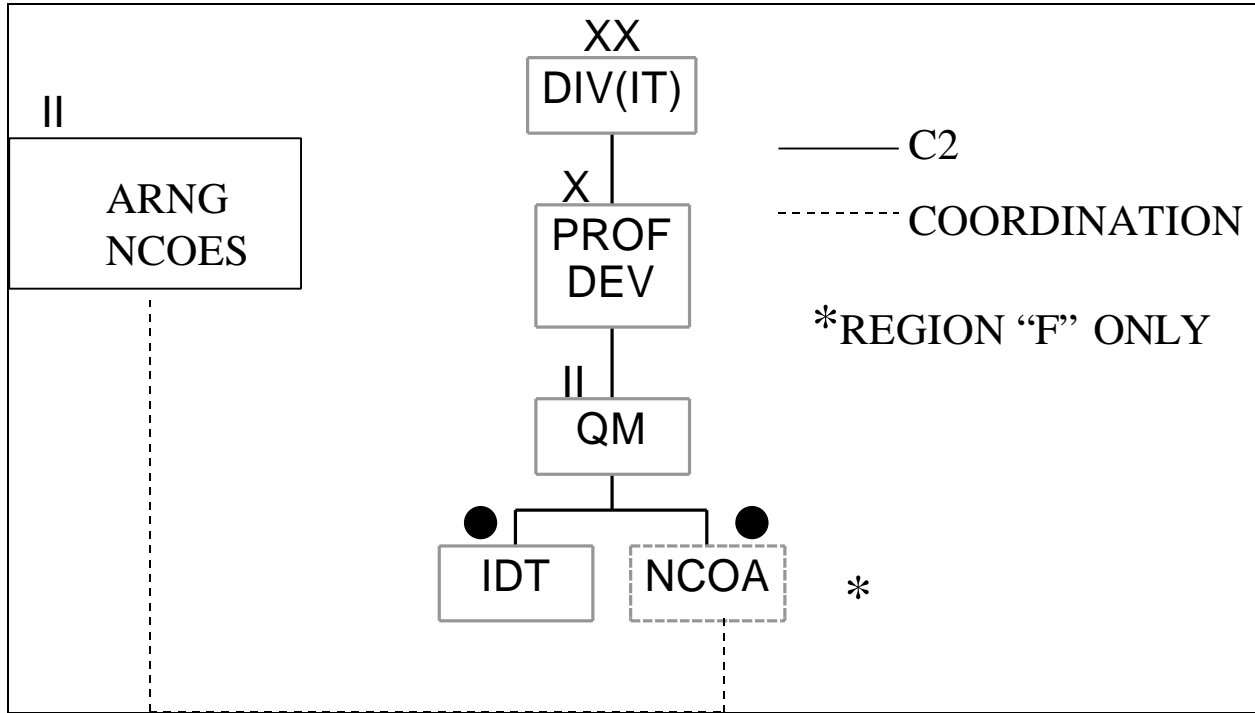


Figure 6-7. Organization of NCOA detachments

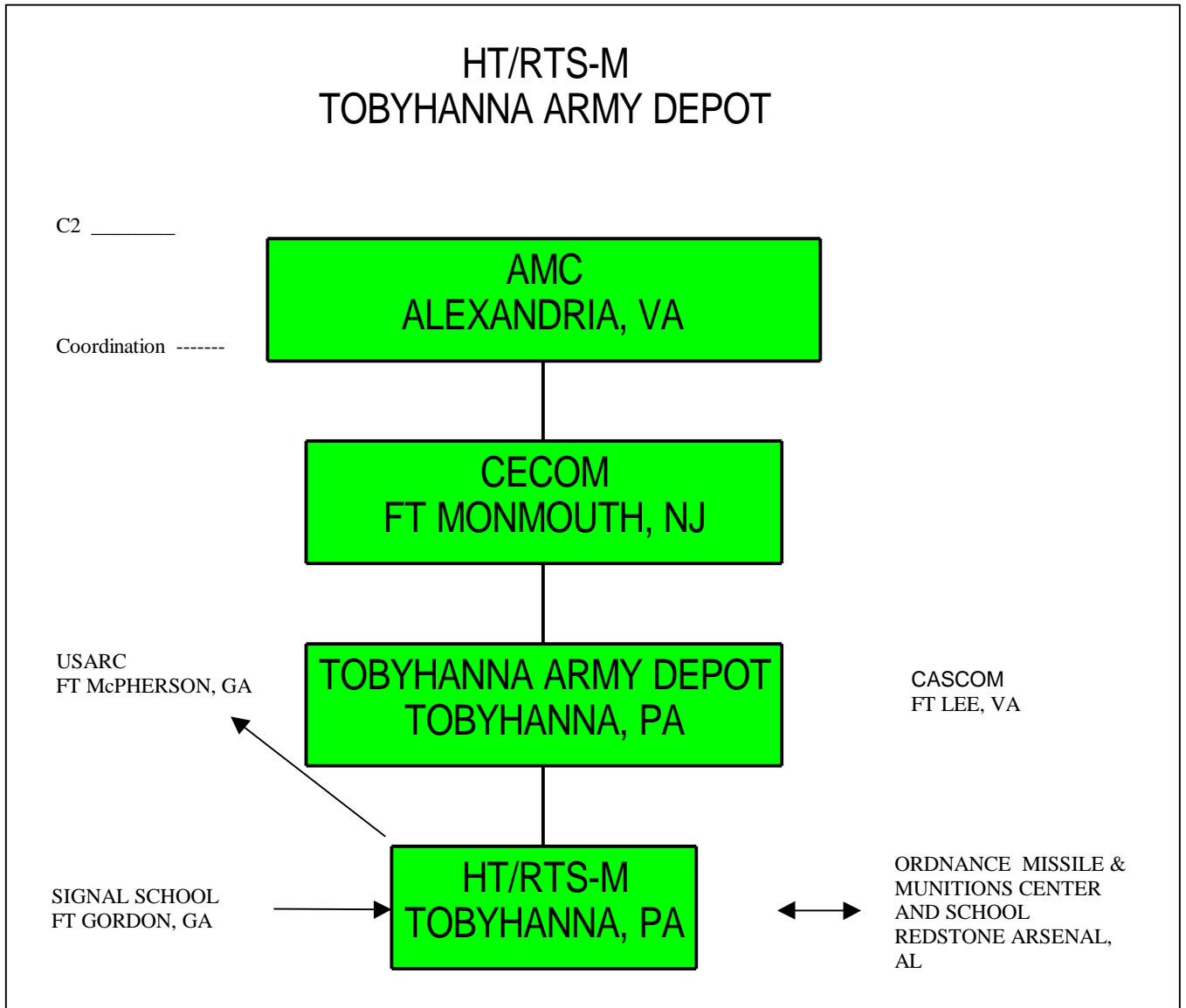


Figure 6-8. HT/RTS-M functional alignment

Appendix A References

Section I Required Publications

AR 140-10

Army Reserve: Assignments, Attachments, Details and Transfers

AR 140-158

Enlisted Personnel Classification, Promotion and Reduction

AR 210-50

Housing Management

AR 350-10

Management of Army Individual Training Requirements and Resources

AR 350-41

Training in Units

AR 380-5

Department of the Army Information Security Program

AR 351-1

Individual Military Education and Training

AR 600-8-104

Military Personnel Information Management/Records

AR 600-9

The Army Weight Control Program

AR 611-5

Army Personnel Selection and Classification Testing

AR 614-200

Enlisted Assignments and Utilization Management

AR 623-1

Academic Evaluation Reporting System

AR 670-1

Wear and Appearance of Army Uniforms and Insignia

DA Pam 25-33
User's Guide for Army Publications and Forms

DA Pam 351-4
U.S. Army Formal Schools Catalog

DA Pam 611-21
Military Occupational Classification and Structure

FM 22-100
Army Leadership

FM 25-100
Training the Force

FM 25-101
Battle Focused Training

TRADOC Reg 350-6
Initial Entry Training (IET) Policies and Administration

TRADOC Reg 350-8
Ammunition

TRADOC Reg 350-70
Systems Approach to Training Management, Processes, and Products

TRADOC Reg 351-10
Institutional Leader Training and Education

TRADOC Mobilization and Operations Planning and Execution System 1-93 (TMOPES 1-97),
Annex T (Training)

NGR 600-8-104
Military Personnel Information Management Records

NGR 600-200
Enlisted Personnel Management

Section II

Related Publications

Title 18 USC 1385
Use of Army and Air Force as posse comitatus

DODD 1225.6
Equipping the Reserve Forces

DODD 5160.41
Defense Language Program (DLP)

DODI 1322.20
Development and Management of Interactive Courseware (ICW) for Military Training

Public Law 102-190
National Defense Authorization Act for Fiscal Years 1992 and 1993, Title V, sections 414 (commonly called "Title VII") and 521; as amended by Public Law 102-484, National Defense Authorization Act for Fiscal Year 1993, Sections 511 and 1132; as further amended by Public Law 103-160, National Defense Authorization Act for Fiscal Year 1994, Section 517.

Public Law 103-160
National Defense Act for Fiscal Year 1994, Sections 515 and 521 (amending chapter 307 of title 10, United States Code).

Public Law 190-484
National Defense Authorization Act for Fiscal Year 1993, Title XI, Sections 1101-1137, known as the "Army National Guard Combat Readiness Reform Act of 1992" (commonly called "Title XI"); as amended by Public Law 103-160, National Defense Authorization Act for Fiscal Year 1994, Section 520

AR 1-201
Army Inspection Policy

AR 5-13
Training Ammunition Management System

AR 15-6
Procedures for Investigating Officers and Boards of Officers

AR 25-30
The Army Publishing and Printing Program

AR 25-400-2
The Modern Army Recordkeeping System (MARKS)

AR 34-4
Army Standardization Policy

AR 40-501
Standards of Medical Fitness

AR 135-200

Active duty for Training, Annual Training and Active Duty Special Work of Individual Soldiers

AR 310-50

Authorized Abbreviations and Brevity Codes

AR 335-15

Management Information Control System

AR 350-20

Management of the Defense Foreign Language Program

AR 350-28

Army Exercises

AR 350-35

Army Modernization Training

AR 385-10

The Army Safety Program

AR 600-3

The Army Personnel Proponent System

AR 600-20

Army Command Policy

AR 611-6

Army Linguist Management

AR 612-201

Processing, Control, and Distribution of Personnel at US Army Reception Battalions and Training Centers (RCS MILPC-17 (R1))

AR 700-131

Loan and Lease of Army Materiel

DA Pam 350-9

Index and Description of Army Training Devices

DA Pam 350-100

Extension Training Materials Consolidated MOS Catalog

DA Pam 351-4

U.S. Army Formal Schools Catalog

DA Pam 600-3
Commissioned Officer Development and Career Management

FM 21-20
Physical Fitness Training

FM 22-101
Leadership Counseling

FM 100-14
Risk Management

FM 101-5-1
Operational Terms and Graphics

TRADOC Reg 140-3
USAR Training Divisions, USAR Separate Training Brigades, and USAR Reception Battalions
Training Policies

TRADOC Regulation 350-16
Drill Sergeant Program

TRADOC Regulation 350-23
TRADOC Support to Exercises

TRADOC Pam 350-9
TRADOC Training Devices for Armywide Use

TRADOC Pam 350-70-8
The Army School System (TASS) Training Requirements Analysis System (TRAS)

FORSCOM/ARNG/USAR Reg 350-2
Reserve Component Training

FORSCOM Regulation 350-21
Visits to FORSCOM Active and Reserve Component Installation, Centers, and Units

NGR 600-100
Commissioned Officers Federal Recognition and Related Personnel

NGR 600-101
Warrant Officer Federal Recognition and Related Personnel Actions

NGR 600-200
Enlisted Personnel Management

Section III
Prescribed Forms

TRADOC Form 270-R
Institutional Attendance Register (prescribed in para 3-12)

TRADOC Form 350-18-R-E
TATS/RC3 Exportable Instructional Material Request Form
(prescribed in para 3-9b(3)(b))

Section IV
Referenced Forms

DD Form 448
Military Interdepartmental Purchase Request

DA Form 705
Army Physical Fitness Test Scorecard

DA Form 1059
Service School Academic Evaluation Report

DA Form 1687
Notice of Delegation of Authority – Receipt for Supplies

DA Form 2028
Recommended Changes to Publications and Blank Forms

DA Form 3349
Physical Profile

DA Form 3964
Classified Document Accountability Record

DA Form 4187
Personnel Action

DA Form 4651-R
Request for Reserve Component Assignment or Attachment

DA Form 5159-R
Inventory of Army Personnel Test Material

DA Form 5160-R
Test Administration Statement

DA Form 5286-R
Individual Training Record Basic Training, Advanced Individual Training One Station Unit
Training (OSUT)

DA Form 5286-1-R
Individual Training Record Basic Training, Advanced Individual Training One Station Unit
Training (OSUT) (Continuation Sheet)

DA Label 87
For Official Use Only Cover Sheet

Appendix B

Accreditation Checklist

B-1. Accreditation checklist introduction.

a. This appendix contains the checklist that is the basis for conducting formal accreditation evaluations. The checklist provides references, mandatory comments, and notes as guidance for evaluators and for training institution staffs preparing for accreditation, except CGSOC and CCC. CGSOC and CCC are accredited IAW the nonresident guidelines contained in the CGSC accreditation plan for instruction. The checklist is divided into two major categories:

- (1) Part I. Training Support.
- (2) Part II. Conduct of Training.

b. The checklist is the prescribed form for recording accreditation evaluation findings.

B-2. Checklist items.

a. Each checklist item is stated in narrative with corresponding blanks for the evaluator to record the ratings: GO, NO GO, or N/A.

b. Each category of the checklist has specific items designated as “critical.” The team chief will strongly consider a non-accreditation rating when one or more of these critical items are determined to be a NO GO. However, the most important aspect of the evaluation for accreditation is to determine if soldiers are trained to standard. Training sites will not receive a non-accreditation rating based solely on the results of the training support category of the accreditation checklist, unless it has a direct impact on the conduct of training category, safety, health and welfare, compromise of tests, discipline, fair treatment of soldiers, or the careers of soldiers.

c. The checklist item and rating blanks are followed by information to assist evaluators in determining the appropriate criteria to use in assigning a rating for that item.

(1) References are provided for the types of courses being taught and evaluated at the training institution. The list of references may not be exhaustive. Other references may be applicable.

(2) Notes are provided to the evaluator concerning what to look for, documents to use or reference, the quantity of records to review, waiver information, rating guidance, and other information.

(3) “Mandatory comments” require the evaluator to make a comment on any less-than-satisfactory finding concerning that item.

B-3. Guidance.

a. Faculty and staffs of training institutions may make on-the-spot corrections during the course of the evaluation. Satisfactory on-the-spot corrective actions should earn a GO rating for the checklist item sufficiently corrected. Evaluator and team chief will make mandatory written comments concerning deficiencies found and further corrective actions required. Mandatory comments will provide a record of the corrected shortcoming, and at the next accreditation, allow the accreditation team to determine if the shortcoming is a recurring one.

b. Waivers and exceptions to policy are valid only if they are written and signed by the appropriate authority of the requirement that is being waived.

(1) Each incidence of non-compliance requires a waiver.

(2) Any requirement may be waived unless the reference forbids waivers. (“Reference” is the authoritative document that requires or forbids something to be waived.)

(3) Requests for a waiver will be submitted prior to violating the requirement of the reference. Short suspense waiver requests can be submitted telephonically and followed by a facsimile (fax) transmission of a waiver if granted.

(4) To determine the proponent, locate the requirement in the reference, then look on the first or last page for the responsible agency. It is often listed under rules for “Supplementation” or “Suggested improvements.” For requirements found in Programs of Instruction (POI), Course Management Plans (CMP), Lesson Plans, and Training Support Packages (TSP) the proponent of the requirement is usually the training/TD (task) proponent. For requirements found in Army regulations and TRADOC regulations the proponent is often DA or TRADOC staff.

c. Standards for determining an accreditation rating, based on the results of the checklist. See paragraph 3-44.

B-4. Funding of assessments and accreditations.

a. Assessment visits.

(1) Schools may request an assessment visit of their training site from their accrediting authority.

(2) The requester is responsible for providing the accrediting authority with the necessary funds for the cost of the team's visit.

(3) The assessment results are to be left with the requester or the requester's TASS battalion.

b. Accreditation visit. All accreditation visits are budgeted and paid for by the accrediting authority.

ACCREDITATION CHECKLIST: PART I. TRAINING SUPPORT

TASS REGION: _____ **SCHOOL CODE:** _____

IDT _____ **AT** _____ (CHECK ONE)

REASON FOR VISIT: _____ (ASSESSMENT, ACCREDITATION, ETC.)

NAME OF SCHOOL EVALUATED: _____

RESULT: _____ (ACCREDIT, NON ACCREDIT, PROBATION, ETC.)

TRAINING SITE: _____ **DATE:** _____

EVALUATOR : _____ **PHONE:** _____

	GO	NO GO	N/A	CRITICAL
1. All shortcomings from the previous accreditation evaluation have been corrected.	_____	_____	_____	<u>YES</u>

References:

- a. MOSQ: Previous accreditation report.
- b. NCOES: Previous accreditation report and TRADOC Reg 351-10, para 2-15.
- c. OES: Previous accreditation report.
- d. DSSC: Previous accreditation report.
- e. WOES: Previous accreditation report.

Notes:

- The school must justify any failure to correct shortcomings identified in a previous accreditation evaluation, in writing, to the accreditation team chief before the start of the evaluation.
- Previous shortcomings found not corrected, and not justified in writing prior to the start of the evaluation, will be cause for a NO GO.
- This item must also be checked at training sites where previous shortcomings were recorded.

2. School is adequately staffed to support instructor requirements, IAW POI, and resourced to support training and provide for the health, welfare, and quality of life of soldiers, IAW approved TDA. _____

References:

- a. a. MOSQ: TRADOC Reg 350-18, para 3-5c(1) & (2), AR 351-1 (AR 351-1 will be superseded by AR 350-1), POI (instructor student ratio); and local policy or directives.
- b. NCOES: AR 351-1 (AR 351-1 will be superseded by AR 350-1), TRADOC Reg 351-10, paras 2-7d(2) and 5-11; POI (instructor/student ratio); and local policy or directives.

- c. OES: TRADOC Reg 350-18, para 3-5c(1) & (2); AR 351-1 (AR 351-1 will be superseded by AR 350-1), POI (instructor/student ratio); and local policy or directives.
- d. DSSC: AR 351-1 (AR 351-1 will be superseded by AR 350-1), POI (instructor/student ratio); and local policy or directives.
- e. WOES: TRADOC Reg 350-18, para 3-5c(1) & (2); AR 351-1 (AR 351-1 will be superseded by AR 350-1), POI (instructor/student ratio); and local policy or directives
- f. SGL/Student ratios, TRADOC Reg 351-10, para 2-13c.

Notes:

- School commandants and school battalion commanders will staff their schools with sufficient administrative, operations, and supply personnel to accomplish the mission.
- Check TDA for spaces or other coordination for cooks, medics, etc., as necessary.
- Support activities (in/out-processing, mailroom, operations, tasking, scheduling, equipment maintenance, dining facility, finance, supply, etc.) must be responsive to the needs of the school and must adequately support the training mission and the health and welfare of soldiers.
- This item must also be checked at training sites where local policy affects requirements.
- A Command Sergeant Major must command an NCOA Training Battalion or AC NCO Academy.
- Ranks of commanders of training battalions are IAW the approved TDA.
- Evaluators must compare the TDA to the Unit Manning Roster to ensure school is in compliance with its own TDA model.
- DA Pam 611-21 contains enlisted standard grade requirements for the structure of a TDA.
- Evaluators must review course for previous 12 months to determine if small group ratios are being followed per TRADOC Reg 351-10, para 2-13c. NCOA will be given a finding if more than 10 percent of NCOA's courses or 25 percent of any single course does not meet TRADOC Reg 351-10 standards.

3. School conducts an internal instructor evaluation program. _____

References:

- a. MOSQ: TRADOC Reg 350-70 and TRADOC Reg 350-18, paras 2-19f & 2-19g.
- b. NCOES: TRADOC Reg 350-70; TRADOC Reg 351-10, para 2-14a(4) & (5); and TRADOC Reg 350-18, paras 2-19f & 2-19g.
- c. OES: TRADOC Reg 350-70 and TRADOC Reg 350-18, paras 2-19f & 2-19g.
- d. DSSC: TRADOC Reg 350-16, para 3-7; TRADOC Reg 350-70; and TRADOC Reg 350-18, paras 2-19f, & 2-19g.
- e. WOES: TRADOC Reg 350-70 and TRADOC Reg 350-18, paras 2-19f & 2-19g.

Notes:

- Instructor evaluations must be on file and available to evaluators.
- Evaluate records from each type of course the school teaches (e.g., MOSQ, NCOES, and OES).
- Standards and requirements for instructor evaluation program will be IAW POI/CMP, and the instructor certification program.

4. Students meet course prerequisites. _____ **YES**

References:

- a. MOSQ: AR 600-9; DA Pam 611-21; TRADOC Reg 350-18, paras 3-5a & 3-25; TRADOC Reg 350-70; and appropriate POI/CMP.
- b. NCOES: AR 351-1 (AR 351-1 will be superseded by AR 350-1); AR 600-9; TRADOC Reg 350-70; DA message, dated 081650Z Mar 95, subject: APFT and Height/Weight Requirements; Chief of Staff Message, dated 201500Z Jun 96, subject: Proposed Change to Current APFT and HT/WT Standards in Professional Development Schools; TRADOC Reg 351-10, paras 2-7b, 5-3, and 5-5; TRADOC Reg 350-18, paras 3-5a & 3-25; POI/CMP; TRADOC Reg 350-70; and NGR 600-200, paras 11-29 thru 11-31.
- c. OES: AR 600-9; AR 350-41, para 9-8b; AR 351-1 (AR 351-1 will be superseded by AR 350-1); TRADOC Reg 350-18, paras 3-5a & 3-25; TRADOC Reg 351-10, para 2-6; TRADOC Reg 350-70; and POI/CMP.
- d. DSSC: AR 350-41, para 9-8b; AR 614-200, para 8-17; TRADOC Reg 350-16, para 2-1; TRADOC Reg 350-70; and POI/CMP.
- e. WOES: AR 600-9; AR 350-41, para 9-8b; and AR 351-1 (AR 351-1 will be superseded by AR 350-1).

Notes:

- The AATAS is a valid substitute for IDT orders.
- Enrollment of a soldier who does not meet prerequisites will constitute a NO GO.
- School collects pre-execution checklist and verifies all entries are completed, and any required attachments are present.
- Students with profiles must be screened by the school battalion to ensure compliance with references.
- Check the in-processing roster to identify students with profiles.
- Check the record of every student on-site with a profile; every record must meet the standards.
- Check in-processing weigh-in roster to identify soldiers who are overweight. At in-processing, overweight students must be denied enrollment.

Mandatory comment: For every student found not to meet course prerequisites, the evaluator will make a note of the student's unit of assignment, course, and class. Evaluators will include this information in the summary report as Higher Headquarters Issues.

5. Students who fail to maintain body composition standards are processed IAW references. _____

References:

- a. MOSQ: AR 600-9, para 20a, c & d; and TRADOC Reg 350-18, para 3-24b.
- b. NCOES: AR 600-9, para 20a, c & d; AR 350-41, para 9-8b; AR 351-1 (AR 351-1 will be superseded by AR 350-1); and TRADOC Reg 350-18, para 3-24a.
- c. OES: AR 600-9, para 20a, c & d; AR 350-41, para 9-8b; AR 351-1 (AR 351-1 will be superseded by AR 350-1); and TRADOC Reg 350-18, para 3-24a.
- d. DSSC: AR 600-9, para 20a, c & d; AR 350-41, para 9-8b; AR 351-1 (AR 351-1 will be superseded by AR 350-1); and TRADOC Reg 350-18, para 3-24.

e. WOES: AR 600-9, para 20a, c & d; AR 350-41, para 9-8b; AR 351-1 (AR 351-1 will be superseded by AR 350-1); and TRADOC Reg 350-18, para 3-24a.

Notes:

- Check records of all soldiers identified as overweight. Students identified as overweight after enrollment must be processed IAW AR 600-9.
- Check an additional 10 percent of student records at random.

6. Student records contain required documentation. _____
(MARKS FN 351a)

References:

- a. MOSQ: AR 25-400-2, table B-60, category 351, and table 3-1; AR 611-5, para 2-1e; FM 21-20, chap 14; and TRADOC Reg 350-18, para 3-28b.
- b. NCOES: AR 25-400-2, table B-60, category 351, and table 3-1; AR 611-5, para 2-1e; AR 351-1 (AR 351-1 will be superseded by AR 350-1), TRADOC Reg 351-10, para 2-8, and TRADOC Reg 350-18, para 3-28b.
- c. OES: AR 25-400-2, table B-60, category 351, and table 3-1; AR 611-5, para 2-1e; TRADOC Reg 350-18, para 3-28b, and TRADOC Reg 351-10, para 2-8.
- d. DSSC: AR 25-400-2, table B-60, category 351, and table 3-1; AR 611-5, para 2-1e; TRADOC Reg 351-10, para 2-8, TRADOC Reg 350-18, para 3-28b, FM 21-20, chap 14, and DSSC CMP, chap 2.
- e. WOES: AR 25-400-2, table B-60, category 351, and table 3-1; AR 611-5, para 2-1e; TRADOC Reg 350-18, para 3-28b, and TRADOC Reg 351-10, para 2-8.

Notes:

- As a minimum, check 10 records or 10 percent of records, whichever is greater. (Check records from each type of course the school teaches, i.e., MOSQ, NCOES, OES).
- Ninety percent of checked records must be complete.
- Required documentation includes, but is not limited to, test results, counseling records, APFT (not required for MOSQ Reclassification), physical profiles, MRB results, weight control taping results, and AER.

7. Students released from courses are processed IAW _____ **YES**
references.

References:

- a. MOSQ: AR 623-1, para 1-13; AR 351-1 (AR 351-1 will be superseded by AR 350-1), and TRADOC Reg 350-18, paras 3-28d, 3-30, 3-32 and 3-33.
- b. NCOES: AR 623-1, para 1-13; AR 351-1 (AR 351-1 will be superseded by AR 350-1), TRADOC Reg 351-10, para 2-11; and TRADOC Reg 350-18, paras 3-28d, 3-30, 3-32, and 3-33.
- c. OES: N/A.
- d. DSSC: AR 623-1, para 1-13; AR 614-200, chap 8; TRADOC Reg 350-16, para 2-4; and TRADOC Reg 351-10, para 2-11.
- e. WOES: TRADOC Reg 350-18, para 3-5c(1) & (2); AR 351-1 (AR 351-1 will be superseded by AR 350-1)

Notes:

- Evaluate records of all dismissals within past year.
- Evaluator will ensure soldiers who are released from a course receive the proper notification and referred to an AER that shows reason for being released.
- If the soldier is not available in a RC school, the school must send all requirements by certified mail, return receipt requested, to the student's home address. The school must file the record of correspondence and the student's reply (if any), with the student's record.

8. School prepares, distributes AERs and DA Form 5286-R IAW references. _____

References:

- a. MOSQ: AR 623-1, paras 1-13, 1-14, 2-2, 2-5 & 2-7; TRADOC Reg 350-18, paras 3-26, 3-29; 3-30; and POI/CMP.
- b. NCOES: AR 623-1, paras 1-13, 1-14, 2-2, 2-5 & 2-7; AR 351-1 (AR 351-1 will be superseded by AR 350-1); TRADOC Reg 350-18, paras 3-29 & 3-30; and POI/CMP.
- c. OES: N/A.
- d. DSSC: AR 623-1, paras 1-13, 1-14, 2-2, 2-5 & 2-7; and DSSC POI, chap 1.
- e. WOES: TRADOC Reg 350-18, para 3-5c(1) & (2); AR 351-1 (AR 351-1 will be superseded by AR 350-1).

Notes:

- Check a minimum of 10 AERs or 10 percent of available reports, whichever is greater. Evaluate records from each type of course the school teaches (e.g., MOSQ, NCOES, OES).
- All records must meet the standards.
- Ensure height and weight data are annotated.
- This item is not applicable to RC CGSOC or RC CCC.
- All adverse AERs must be referred to the student for acknowledgment and comment.
- Check to see if the school has a procedure to ensure proper distribution of AERs.
- All adverse AERs must be forwarded to the student with referral memorandum and student acknowledgment.
- This item is not applicable to RC CGSOC or RC CCC.

9. School has a SOP. _____

References:

- a. MOSQ: TRADOC Reg 350-18, para 3-2.
- b. NCOES: TRADOC Reg 351-10, para 2-4; and TRADOC Reg 350-18, para 3-2.
- c. OES: NA.
- d. DSSC: TRADOC Reg 351-10, para 2-4.
- e. WOES: TRADOC Reg 350-18, para 3-5c(1) & (2); AR 351-1 (AR 351-1 will be superseded by AR 350-1)

10. School follows test control procedures. _____ **YES**

References:

- a. MOSQ: TRADOC Reg 350-18, paras 3-9e(3)(c) and 3-11; and TRADOC Reg 350-70, chap VI-7, para VI-7-7-2(d)(3).
- b. NCOES: AR 611-5, chap 2; TRADOC Reg 350-18, paras 3-9e(3)(c) and 3-11; TRADOC Reg 351-10, para 2-9; POI/CMP; and TRADOC Reg 350-70, chap VI-7, para VI-7-7-2(d)(3).
- c. OES: AR 611-5, chap 2; TRADOC Reg 350-18, para 3-9e(3)(c), 3-11, TRADOC Reg 351-10, para 2-9, and TRADOC Reg 350-70, chap VI-7, para VI-7-7-2(d)(3).
- d. DSSC: AR 611-5, chap 2; TRADOC Reg 351-10, para 2-9; and DSSC CMP, chap 1.
- e. WOES: AR 611-5, chap 2; TRADOC Reg 350-18, paras 3-9e(3)(c) and 3-11; TRADOC Reg 351-10, para 2-9; and TRADOC Reg 350-70, chap VI-7, para VI-7-7-2(d)(3).

Notes:

- This item must also be checked at training sites where tests are handled, stored, administered, or scored.
- School Test Control SOP must be IAW AR 611-5, chap 2.
- Evidence of failing to control test material will be cause for a NO GO.
- All exams must be developed by the proponent.

11. School has, and complies with, Equal Opportunity/ _____ YES
Sexual Harassment Policy.

References:

- a. MOSQ: AR 600-20.
- b. NCOES: AR 600-20.
- c. OES: AR 600-20.
- d. DSSC: AR 600-20.
- e. WOES: AR 600-20.

Notes:

- School must have SOP or policy memoranda available to students and staff (i.e., posted on bulletin board). School must have a trained EO representative. Proof of completion of course must be on hand for inspection purposes.
- This item must also be checked at training sites where the policy must be enforced and must be posted.

12. School complies with data entry requirements to _____
ATTRRS.

References: AR 350-10, para 2-9; memorandum, HQDA, ODCSOPS, DAMO-TR, 1 Feb 93, subject: Individual Training Management -- RCs in ATTRRS; and TRADOC Reg 350-18, paras 3-18 and 3-28.

Note:

Commanders post current student orientation information to the SH screen in ATTRRS.

13. School forecasts instructor requirements to _____ YES

accomplish the training mission IAW established instructor/student ratios and standards of grade.

References:

- a. MOSQ: POI/TSP, TRADOC Reg 351-10, para 2-7d, DA PAM 611-21.
- b. NCOES: POI/TSP, TRADOC Reg 351-10, para 2-7d DA PAM 611-21.
- c. OES: POI/TSP, TRADOC Reg 351-10, para 2-7d.
- d. DSSC: POI/TSP, TRADOC Reg 351-10, para 2-7d), DA PAM 611-21.
- e. WOES: POI/TSP, TRADOC Reg 351-10, para 2-7d.

Notes:

- This item is not applicable to RC CGSOC or RC CCC.

14. School billets students on post whenever practical. _____

References:

- a. MOSQ: N/A
- b. NCOES: AR 210-50, para 4-4; TRADOC Reg 351-10, para 2-5.
- c. OES: N/A
- d. DSSC: CMP, chap 1, para 4b.
- e. WOES: TRADOC Reg 350-18, para 3-5c(1) & (2); AR 351-1 (AR 351-1 will be superseded by AR 350-1)

Notes:

- Installation commanders (commandants) will make every effort to billet students on post in NCOA training Battalions and Active Component NCO Academies to create the desired NCOA live-in environment.
- Priority will go to PLDC students, then BNCOC students, then ANCOC students.

15. Billets/facilities are clean and maintained to Army standards. _____

References:

- a. MOSQ: AR 210-50.
- b. NCOES: AR 210-50.
- c. OES: AR 210-50.
- d. DSSC: AR 210-50.
- e. WOES: AR 210-50.

16. Barracks provide adequate space and furnishings IAW AR 210-50, tables 4-2 and 4-3. _____

17. Study facilities are available to students after _____
duty hours. _____

References:

TRADOC Reg 350-18, para 3-5c(1).

18. School has sufficient multi-media, word processing, _____
and internet capabilities for student use after duty hours, _____
as required by the POI. _____

ACCREDITATION CHECKLIST: PART II. CONDUCT OF TRAINING

TASS REGION: _____ **SCHOOL CODE:** _____

IDT _____ **AT** _____ (CHECK ONE)

REASON FOR VISIT: _____ (ASSESSMENT, ACCREDITATION, ETC.)

NAME OF SCHOOL EVALUATED: _____

RESULT: _____ (ACCREDIT, NON ACCREDIT, PROBATION, ETC.)

TRAINING SITE: _____ **DATE:** _____

MOS TAUGHT: _____

EVALUATOR: _____ **PHONE:** _____

GO NO GO N/A CRITICAL

1. Instructor complies with techniques and methods of instruction prescribed in TSP/Lesson Plan. _____ **YES**

References:

- a. MOSQ: TSP/Lesson Plan.
- b. NCOES: TRADOC Reg 351-10, paras 2-13 & 2-14; AR 351-1 (AR 351-1 will be superseded by AR 350-1); CMP/POI; and TSP/Lesson Plan.
- c. OES: TRADOC Reg 351-10, para 2-13; and TSP/Lesson Plan.
- d. DSSC: TRADOC Reg 351-10, para 2-13; and TSP/Lesson Plan.
- e. WOES: TRADOC Reg 351-10, para 2-13; and TSP/Lesson Plan.

Notes:

- Observe, as a minimum, one ongoing class, on site, for each course currently in session to ensure school is conforming to the POI.

2. Physical fitness training is conducted IAW applicable references. _____

References:

- a. MOSQ: AR 350-41; FM 21-20;and CMP/POI.
- b. NCOES: AR 350-41; FM 21-20; AR 600-9;and CMP/POI.
- c. OES: AR 350-41; FM 21-20; and CMP/POI.
- d. DSSC: AR 350-41; FM 21-20; and CMP/POI.
- e. WOES: AR 350-41; FM 21-20; and CMP/POI.

Notes:

- The POI/CMP may dictate physical fitness training hours.
- School environment dictates how physical fitness is conducted (e.g., NCOES will have student-led PT programs).
- Check PT for each course in session, if held at different times or in different environments, for compliance.
- This item is not applicable to RC CGSOC.

3. Instructors are mentors, counselors, and role models _____ YES
 who monitor their students' progress and coordinate with
 other instructors for instruction assistance when needed.

References:

- a. MOSQ: AR 670-1, para 1-9a.
- b. NCOES: AR 670-1, para 1-9a; AR 351-1 (AR 351-1 will be superseded by AR 350-1); and TRADOC Reg 351-10, para 2-14.
- c. OES: AR 670-1, para 1-9a; and TRADOC Reg 351-10, para 2-14.
- d. DSSC: AR 670-1, para 1-9a; TRADOC Reg 351-10, para 2-14; and DSSC CMP, chap 1, para 5.
- e. WOES: AR 670-1, para 1-9a; and TRADOC Reg 351-10, para 2-14.

Notes:

- All personnel will maintain a high standard of dress and appearance.
- For NCOES, SGLs will be mentors, counselors, and role models during and after the normal academic day. They will control the students' entire duty day, either personally or through student leaders.
- SGLs must monitor their students' progress through all training.
- SGLs provide most NCOES instruction and serve as role models throughout the course.
- Check 10 counseling records or 10 percent of available records, whichever is greater. Select records randomly from different instructors.
- Ninety percent of records checked must meet the criteria.
- Schools must base NCOES counseling on the nine competencies listed in FM 22-100.
- This item must also be checked where student records are stored.

4. Instructors have the required documents available _____
 in the classroom:

- a. Current training schedule.
- b. Current ATRRS class roster.
- c. Course POI and current lesson plan.
- d. A copy of all written student materials for the class in session.
- e. Student counseling records and student attendance records (MARK FN 351a).

- f. A copy of any approved waivers for the class in session.
- g. Proof of instructor certification, and operator permit(s), if applicable.

References:

- a. MOSQ: TRADOC Reg 350-18, paras 4-5 and 4-6.
- b. NCOES: TRADOC Reg 350-18, paras 4-5 and 4-6; and AR 350-1.
- c. OES: TRADOC Reg 350-18, paras 4-5 and 4-6.
- d. DSSC: TRADOC Reg 350-18, paras 4-5 and 4-6; and CMP, para 5-9b.
- e. WOES: TRADOC Reg 350-18, paras 4-5 and 4-6.

5. Students are provided the opportunity to demonstrate their leadership, skills, and knowledge in a performance-oriented leadership environment, IAW the course material. _____

References:

- a. MOSQ: TSP/Lesson Plan.
- b. NCOES: AR 351-1 (AR 351-1 will be superseded by AR 350-1); TRADOC Reg 351-10, para 2-7 and TSP/Lesson Plan.
- c. OES: TSP/Lesson Plan.
- d. DSSC: CMP; and TSP/Lesson Plan.
- e. WOES: TSP/Lesson Plan.

Notes:

- School will place students in a challenging, performance-oriented leadership environment throughout the day. Performance-oriented training must require students to demonstrate their competency in technical, tactical, and leader skills by planning and conducting inspections and physical training, to include marching their groups to and from class when practical with cadre supervision.
- This item is not applicable to RC MOSQ, RC CGSOC, or RC CCC.

6. School has documentary evidence that risk assessments, safety hazards, and environmental considerations rules and regulations have been complied with and identified deficiencies have been adequately addressed. _____

References:

- a. MOSQ: TRADOC Reg 350-18, paras 3-3 and 3-4; TSP/Lesson Plan; FM 101-5-1, and Local Policy.
- b. NCOES: TRADOC Reg 351-10, para 2-17, 2-18; 2-19, TSP/Lesson Plan; FM 101-5-1, and Local Policy.
- c. OES: TSP/Lesson Plan, TRADOC Reg 351-10, para 2-17, 2-18, 2-19; FM 101-5-1, and Local Policy.

- d. DSSC: TRADOC Reg 351-10, para 2-17, 2-18, 2-19; CMP para 1-14; FM 101-5-1, and Local Policy.
- e. WOES: TSP/Lesson Plan, TRADOC Reg 351-10, para 2-17, 2-18, 2-19; FM 101-5-1, and Local Policy.

Notes:

- Observe at least one class for each course in session to ensure instructor addresses safety and/or environmental issues at the beginning of class.

7. Student enrollment meets POI/TSP established _____ YES
instructor to student or student to equipment ratios.

References:

- a. MOSQ: POI/lesson plans.
- b. NCOES: TRADOC Reg 351-10, para 2-13, POI/lesson plans.
- c. OES: TRADOC Reg 351-10, para 2-13; POI/lesson plans.
- d. DSSC: TRADOC Reg 351-10, para 2-13; CMP, para 1-4, and POI, page 2.
- e. WOES: TRADOC Reg 351-10, para 2-13; POI/lesson plans.

Notes:

- Observe at least one class for each course in session.
- Check waiver as required.

8. Training schedules reflect all required lessons, _____ YES
prescribed hours of instruction, and Mandatory
Training Sequence, sufficient information and
time to prepare for training.

References:

- a. MOSQ: FM 25-101, chap 3, and CMP/Mandatory Training Sequence (TRADOC Reg 350-70)/TSP/Lesson Plan.
- b. NCOES: FM 25-101, chap 3, and CMP/Mandatory Training Sequence (TRADOC Reg 350-70)/TSP/Lesson Plan.
- c. OES: FM 25-101, chap 3, and CMP/Mandatory Training Sequence (TRADOC Reg 350-70)/TSP/Lesson Plan.
- d. DSSC: FM 25-101, chap 3, and CMP/Mandatory Training Sequence, para 1-4b (TRADOC Reg 350-70)/TSP/Lesson Plan.
- e. WOES: FM 25-101, chap 3, and CMP/Mandatory Training Sequence (TRADOC Reg 350-70)/TSP/Lesson Plan.

Notes:

- Compare course map/POI/TSP against school's course training schedule.
- Observe at least one class for each course in session.
- Training schedules must reflect mandatory sequences required by CMP/Mandatory Training Sequence.
- Check training schedule for each course in session.

- Check to ensure classes are conducted IAW the training schedule.

9. Current proponent course lesson plans are available _____ and being used to teach the course. **YES**

References:

- a. MOSQ: AR 351-1 (AR 351-1 will be superseded by AR 350-1).
- b. NCOES: AR 351-1 (AR 351-1 will be superseded by AR 350-1); and TRADOC Reg 351-10, para 2-7h.
- c. OES: AR 351-1 (AR 351-1 will be superseded by AR 350-1).
- d. DSSC: AR 351-1 (AR 351-1 will be superseded by AR 350-1).
- e. WOES: AR 351-1 (AR 351-1 will be superseded by AR 350-1).

Notes:

- School must have waivers from the proponent for every change to lesson plans.
- Observe at least one class for each course in session.

10. The standards identified in the TSP/Lesson Plans _____ are used to train/evaluate training, and students are trained to that standard. **YES**

References:

- a. MOSQ: FM 25-100; FM 25-101, CMP/TSP/Lesson Plan.
- b. NCOES: FM 25-100, FM 25-101, CMP/TSP/Lesson Plan.
- c. OES: CMP/TSP/Lesson Plan, FM 25-100, and FM 25-101.
- d. DSSC: FM 25-100, FM 25-101, CMP/POI/TSP/Lesson Plan.
- e. WOES: CMP/TSP/Lesson Plan, FM 25-100, and FM 25-101.

Notes:

- Training principles include: Train-as-you-fight, use appropriate doctrine, train to challenge, and use Performance Oriented Training.
- Observe at least one class for each course in session.
- Check course POI/CMP to see if FTX or STX is required. If the POI/CMP requires an FTX and the school does not conduct the FTX, evaluator will mark NO GO.
- Observe at least one class for each course in session.

11. School conducts after action reviews (AAR) as _____ required.

References:

- a. MOSQ: FM 25-100, pages 5-1 & 2; and TSP/Lesson Plans.
- b. NCOES: FM 25-100, pages 5-1 & 2; and TSP/Lesson Plans.
- c. OES: FM 25-100, pages 5-1 & 2; and TSP/Lesson Plans.
- d. DSSC: FM 25-100, pages 5-1 & 2, and CMP para 1-4a(2).
- e. WOES: FM 25-100, pages 5-1 & 2; and TSP/Lesson Plans

Notes:

- Normally found in NCOES, OES, and TATSC/RC3 courses.
- Observe at least one AAR for each course in session.

12. School administers course tests IAW references. _____ **YES**

References:

- a. MOSQ: AR 351-1 (AR 351-1 will be superseded by AR 350-1), and TRADOC Reg 350-18, paras 3-11 and 3-27; and CMP/Student Evaluation Plan.
- b. NCOES: AR 351-1 (AR 351-1 will be superseded by AR 350-1), CMP/Student Evaluation Plan.
- c. OES: AR 351-1 (AR 351-1 will be superseded by AR 350-1), and TRADOC Reg 350-18, para 3-11; CMP/Student Evaluation Plan.
- d. DSSC: AR 351-1 (AR 351-1 will be superseded by AR 350-1), CMP/Student Evaluation Plan.
- e. WOES: AR 351-1 (AR 351-1 will be superseded by AR 350-1).

Notes:

- School must use only proponent-developed questions/test.

Mandatory comment: If the school has identified problems with proponent developed tests, the school should bring the problems to the attention of the proponent in writing (memo or DA Form 2028). The evaluator should attach a copy of the memo or DA Form 2028 to the checklist.

13. School conducts refresher/remedial training. _____ **YES**

References:

- a. MOSQ: TRADOC Reg 350-70.
- b. NCOES: TRADOC Reg 351-10, para 2-7b & 2-7g(3); TRADOC Reg 350-70.
- c. OES: TRADOC Reg 351-10, para 2-7b & 2-7g(3); TRADOC Reg 350-70.
- d. DSSC: TRADOC Reg 351-10, para 2-7b & 2-7g(3); TRADOC Reg 350-70, and CMP, chap 1-4c.
- e. WOES: TRADOC Reg 351-10, para 2-7b & 2-7g(3); TRADOC Reg 350-70

Notes:

- Remedial/refresher training must be included on the training schedule.
- Check training schedules for each course in session.
- School will not schedule refresher/remedial training during academic hours.
- Ask instructors and students.
- Review school's SOP covering refresher/remedial-training procedures.
- This item is not applicable to RC CCC.

14. School forecasts, requests and has required ranges and training areas and uses them as prescribed. _____ **YES**

References:

- a. MOSQ: POI/TSP.
- b. NCOES: POI/TSP.
- c. OES: POI/TSP
- d. DSSC: POI/TSP.
- e. WOES: POI/TSP

Notes:

- Observe at least one class for each course in session.
- If students cannot train to POI/TSP conditions and standards because of lack of training areas/ranges evaluator will mark NO GO.
- This item is not applicable to RC CGSOC or RC CCC.

Mandatory comment: If the school has followed scheduling procedures for requesting ranges and training areas, but does not receive adequate priority to ensure availability of training areas and ranges in support of POI requirements, evaluator will write full details of the training impact to include dates, times, training area/range, course, and class. Also include this information in the executive summary. Note as Higher Headquarters Issues.

15. School forecasts, requests and has required equipment in serviceable condition IAW applicable technical manual and uses the equipment for training. _____ **YES**

References:

- a. MOSQ: POI/TSP, TRADOC Reg 350-18, paras 3-19a, 3-19b(1) & (2), and 3-20e.
- b. NCOES: POI/TSP.
- c. OES: POI/TSP.
- d. DSSC: POI/TSP.
- e. WOES: POI/TSP.

Notes:

- Observe at least one class for each course in session.
- Each POI/TSP specifies the required training equipment.
- School must have waiver from the proponent to use other than POI/TSP-prescribed equipment.
- This item is not applicable to RC CGSOC or RC CCC.
- The school must have adequate equipment tasking and scheduling procedures to ensure equipment is on hand to support training.
- Required equipment listed in POI/TSP is forecast/requested from appropriate agencies/headquarters.
IAW applicable local procedures.

Mandatory comment: If the school has followed scheduling procedures for requesting equipment, but is not receiving adequate priority to ensure availability of equipment in support of POI/TSP requirements, the evaluator will write details of the training impact (to include dates, times, missing equipment, course, and class). Note as a Higher Headquarters Issue.

16. School forecasts, requests and has ammunition and pyrotechnics in the amounts and types prescribed and uses them as prescribed. _____ YES

References:

- a. MOSQ: POI/TSP.
- b. NCOES: POI/TSP.
- c. OES: POI/TSP.
- d. DSSC: POI/TSP.
- e. WOES: POI/TSP.

Note:

- If students cannot train to standard because of lack of ammunition or pyrotechnics evaluator will check for forecast request or waiver of requirement.

Mandatory comment: If the school has followed prescribed procedures for identifying required amounts of ammunition, but is not receiving the amount required by the POI/TSP, evaluator will write details of the training impact (to include dates, times, course, and class). Note as a Higher Headquarters Issue.

17. School forecasts, requests and has required training aids and uses them as prescribed. _____

References:

- a. MOSQ: POI/TSP.
- b. NCOES: POI/TSP.
- c. OES: POI/TSP.
- d. DSSC: POI/TSP.
- e. WOES: POI/TSP.

Notes:

- Observe at least one class for each course in session.
- If students cannot train to lesson conditions and standards because of lack of training aids or simulators, evaluator will check for waivers.
- All training aids listed in the POI must be available and serviceable.
- Coordinate with evaluators looking at conduct of training to see if they have found any deficiencies.

Mandatory comment: If this item is a NO GO, evaluator will write what equipment is missing, in what course, class, classroom, and on what date. If the school requested/tasked for the equipment IAW local procedures, the evaluator will attach a copy of the request/tasking and will reference the SOP/policy directive/regulation that prescribes procedures for requesting the required equipment. If the school followed all the correct procedures, and failure to obtain equipment rests with an agency not within the control of the school commandant or school battalion commander, the evaluator will include an appropriate comment in the executive summary. Note as a Higher Headquarters Issue.

18. School forecasts, requests and has required training support materials and references and uses them as prescribed. _____ **YES**

References:

- a. MOSQ: POI/TSP.
- b. NCOES: POI/TSP.
- c. OES: POI/TSP.
- d. DSSC: POI/TSP.
- e. WOES: POI/TSP.

Notes:

- Observe at least one class for each course in session.
- If students cannot train to lesson conditions and standards because of lack of training support materials or references, evaluator will check for waivers.
- The school must have forecast and ordered all POI-required training support materials and references.
- One or more instances of POI-required support materials not forecast or ordered will constitute a NO GO.
- Coordinate with evaluators looking at the conduct of training section of the checklist.
- This item is not applicable to RC CGSOC or RC CCC.
- School must have an account with DA Administrative Publications System.

Mandatory comment: If the school followed all the correct procedures, and failure to obtain TSP materials rests with an agency not within the control of the school commandant or school battalion commander, the evaluator will include an appropriate comment in the executive summary. Note as a Higher Headquarters Issue.

19. All instructors meet instructor qualifications and have evidence of proponent technical certification requirements. _____ **YES**

References:

- a. MOSQ: TRADOC Reg 350-70; TRADOC Reg 350-18, paras 2-17c, 3-7; 4-4, 4-5f, and 4-6; and course qualification and certification requirements in appropriate CMP.
- b. NCOES: TRADOC Reg 350-70; TRADOC Reg 351-10, paras 2-14a(1) thru (3), and 2-14b; TRADOC Reg 350-18, paras 2-17c, 4-4, 4-5f, and 4-6; Policy Letter, ATTG-CD, subject: Policy for Certifying Instructors, 20 Nov 95; and course qualification and certification requirements in appropriate CMP.
- c. OES: TRADOC Reg 350-70; TRADOC Reg 350-18, paras 2-17c, 4-4, 4-5f, and 4-6; Policy Letter, ATTG-CD, subject: Policy for Certifying Instructors, 20 Nov 95; and course qualification and certification requirements in appropriate CMP.
- d. DSSC: TRADOC Reg 350-16, chap 7; course qualification and certification requirements in appropriate CMP, and TRADOC Reg 350-70.
- e. Instructor grade: TRADOC Reg 351-10, para 2-14b.

f. WOES: TRADOC Reg 350-70; TRADOC Reg 350-18, paras 2-17c, 4-4, 4-5f, and 4-6; Policy Letter, ATTG-CD, subject: Policy for Certifying Instructors, 20 Nov 95; and course qualification and certification requirements in appropriate CMP.

Notes:

- Evaluate the records of all assigned and present for duty instructors who have taught, are teaching, or will teach classes during the current or previous training year.
- Instructor “qualification” refers to common requirements for all instructors. School must make the following documents available, IAW TRADOC Reg 350-18, para 4-6:
 - Instructor's proponent certification.
 - Instructor training certificate(s) (or DA Form(s) 1059) for ITC, SGI, VTTITC, as appropriate.
 - Copy of orders or request for orders assigning ASI 5K or SQI 8 or H, as appropriate.
 - Copy of certificates of any civilian training related to the course being taught.
 - Documentary evidence of graduation from the course to be taught.
 - Documentary evidence of appropriate training/experience for the level of the course being taught.
 - Valid DA Form 705.
 - Documentary evidence of meeting the same MOS requirements as the students in the course.
 - Copy of instructor evaluation from the previous 12 months.
 - Appropriate operator's permit.
- Instructor “certification” refers to criteria specified by the proponent for instructors in that discipline. Often instructor certification criteria are specified in the CMP for the course.
- Every record must contain every required document.
- Evaluators must review courses for previous 12 months to determine if SGL and instructor grade requirements are being followed per TRADOC Reg 351-10, para 2-14b. NCOA will be given a finding if more than 10 percent of NCOA's courses for 25 percent of any single course does not meet standards of TRADOC Reg 351-10.

20. Classrooms are adequate to promote learning. _____

Note:

Size, lighting, climate control, and furnishings.

References.

- a. NCOES: TRADOC Reg 351-10; and POI/TSP.
- b. OES: POI/TSP.
- c. DSSC: POI/CMP.
- d. WOES: POI/TSP.

**Appendix C
Sample Accreditation Checklist**

ACCREDITATION CHECKLIST: PART I. TRAINING SUPPORT

TASS REGION: _____ **SCHOOL CODE:** _____

IDT _____ **AT** _____ (CHECK ONE)

REASON FOR VISIT: _____ (ASSESSMENT, ACCREDITATION, ETC.)

NAME OF SCHOOL EVALUATED: _____

RESULT: _____ (ACCREDIT, NON ACCREDIT, PROBATION, ETC.)

TRAINING SITE: _____ **DATE:** _____

EVALUATOR : _____ **PHONE:** _____

	GO	NO GO	N/A	CRITICAL
1. All shortcomings from the previous accreditation evaluation have been corrected.	_____	_____	_____	<u>YES</u>
2. School is adequately staffed to support instructor requirements, IAW POI, and resourced to support training and provide for the health, welfare, and quality of life of soldiers, IAW approved TDA.	_____	_____	_____	
3. School conducts an internal instructor evaluation program.	_____	_____	_____	
4. Students meet course prerequisites.	_____	_____	_____	<u>YES</u>
5. Students who fail to maintain body composition standards are processed IAW references.	_____	_____	_____	
6. Student records contain required documentation. (MARKS FN 351a)	_____	_____	_____	
7. Students released from courses are processed IAW references.	_____	_____	_____	<u>YES</u>
8. School prepares, distributes AERs and DA Form 5286-R IAW references.	_____	_____	_____	
9. School has a SOP.	_____	_____	_____	

- | | | | | |
|---|-------|-------|-------|-------------------|
| 10. School follows test control procedures. | _____ | _____ | _____ | <u>YES</u> |
| 11. School has, and complies with, Equal Opportunity/
Sexual Harassment Policy. | _____ | _____ | _____ | <u>YES</u> |
| 12. School complies with data entry requirements to
ATRRS. | _____ | _____ | _____ | |
| 13. School forecasts instructor requirements to
accomplish the training mission IAW established
instructor/student ratios and standards of grade. | _____ | _____ | _____ | <u>YES</u> |
| 14. School billets students on post whenever
practical. | _____ | _____ | _____ | |
| 15. Billets/facilities are clean and maintained to
Army standards. | _____ | _____ | _____ | |
| 16. Barracks provide adequate space and furnishings
IAW AR 210-50, tables 4-2 and 4-3. | _____ | _____ | _____ | |
| 17. Study facilities are available to students after
duty hours. | _____ | _____ | _____ | |
| 18. School has sufficient multi-media, word processing,
and internet capabilities for student use after duty hours,
as required by the POI. | _____ | _____ | _____ | |

ACCREDITATION CHECKLIST: PART II. CONDUCT OF TRAINING

TASS REGION: _____ **SCHOOL CODE:** _____

IDT _____ **AT** _____ (CHECK ONE)

REASON FOR VISIT: _____ (ASSESSMENT, ACCREDITATION, ETC.)

NAME OF SCHOOL EVALUATED: _____

RESULT: _____ (ACCREDIT, NON ACCREDIT, PROBATION, ETC.)

TRAINING SITE: _____ **DATE:** _____

MOS TAUGHT: _____

EVALUATOR: _____ **PHONE:** _____

	GO	NO GO	N/A	CRITICAL
1. Instructor complies with techniques and methods of instruction prescribed in TSP/Lesson Plan.	_____	_____	_____	<u>YES</u>
2. Physical fitness training is conducted IAW applicable references.	_____	_____	_____	
3. Instructors are mentors, counselors, and role models who monitor their students' progress and coordinate with other instructors for instruction assistance when needed.	_____	_____	_____	<u>YES</u>
4. Instructors have the required documents available in the classroom:	_____	_____	_____	
a. Current training schedule.				
b. Current ATRRS class roster.				
c. Course POI and current lesson plan.				
d. A copy of all written student materials for the class in session.				
e. Student counseling records and student attendance records (MARK FN 351a)				
f. A copy of any approved waivers for the class in session.				
g. Proof of instructor certification, and Operator permit(s), if applicable.				
5. Students are provided the opportunity to demonstrate their leadership, skills, and knowledge in a performance-oriented leadership environment, IAW the course material.	_____	_____	_____	
6. School has documentary evidence that risk	_____	_____	_____	

assessments, safety hazards, and environmental considerations rules and regulations have been complied with and identified deficiencies have been adequately addressed.

- | | | | | |
|--|-------|-------|-------|-------------------|
| 7. Student enrollment meets POI/TSP established instructor to student or student to equipment ratios. | _____ | _____ | _____ | <u>YES</u> |
| 8. Training schedules reflect all required lessons, prescribed hours of instruction, and Mandatory Training Sequence, sufficient information and time to prepare for training. | _____ | _____ | _____ | <u>YES</u> |
| 9. Current proponent course lesson plans are available and being used to teach the course. | _____ | _____ | _____ | <u>YES</u> |
| 10. The standards identified in the TSP/Lesson Plans are used to train/evaluate training, and students are trained to that standard. | _____ | _____ | _____ | <u>YES</u> |
| 11. School conducts after action reviews (AAR) as required. | _____ | _____ | _____ | |
| 12. School administers course tests IAW references. | _____ | _____ | _____ | <u>YES</u> |
| 13. School conducts refresher/remedial training. | _____ | _____ | _____ | <u>YES</u> |
| 14. School forecasts, requests and has required ranges and training areas and uses them as prescribed. | _____ | _____ | _____ | <u>YES</u> |
| 15. School forecasts, requests and has required equipment in serviceable condition IAW applicable technical manual and uses the equipment for training. | _____ | _____ | _____ | <u>YES</u> |
| 16. School forecasts, requests and has ammunition and pyrotechnics in the amounts and types prescribed and uses them as prescribed. | _____ | _____ | _____ | <u>YES</u> |
| 17. School forecasts, requests and has required training aids and uses them as prescribed. | _____ | _____ | _____ | |
| 18. School forecasts, requests and has required training support materials and references and uses them as prescribed. | _____ | _____ | _____ | <u>YES</u> |
| 19. All instructors meet instructor qualifications and have evidence of proponent technical certification requirements. | _____ | _____ | _____ | <u>YES</u> |
| 20. Classrooms are adequate to promote learning. | _____ | _____ | _____ | |

Appendix D
Sample Final Accreditation Report

Office Symbol

Date

MEMORANDUM THRU

Commander, XXXth Division (IT) (See TRADOC Reg 350-70, para VIII-2-9, for distribution.)

Commander, Combat Support School Brigade, Region X

FOR Commander, Infantry School Battalion, Region X

SUBJECT: Accreditation of the Region X Signal School Battalion

1. The Region X Signal School Battalion is accredited. The U. S. Army Signal School Accreditation Evaluation Team evaluated the Signal School Battalion in Region X during school year 1998. The evaluation team observed the following training:

- a. 4-6 Feb 98 at location - MOSQ 12B10 - IDT.
- b. 11-13 Mar 98 at location - MOSQ 51B10 - IDT.
- c. 3-4 Jun 98 at location - ANCOC 62N40 - IDT.
- d. 16-19 Jul 98 at location - MOSQ 12C10, BNCOC 12B30, ANCOC 62N40 - AT.

2. The Accreditation Evaluation Team evaluated Training Support records at Region X Combat Support Brigade, location, 18-20 Jun 98.

3. Strengths: NOTE: Evaluators may omit paragraphs 3, 4, 5, or 6 if comments are not required.

- a. Training Support.

(1) School battalion is complying with all regulatory standards governing school administration.

(2) School battalion has all equipment and materials required to conduct and support training.

- b. Conduct of Training. School is effectively conducting training IAW established standards.

Office Symbol

SUBJECT: Accreditation of the Region X Signal School Battalion

4. Shortcomings. Billets do not comply with requirements of TRADOC Reg 351-10.
5. Higher Headquarters Issues: Billets at the annual training site do not comply with requirements of TRADOC Reg 351-10 or AR 210-50. Despite the school battalion's efforts, the post has not given high priority to Annual Training in assigning space. Therefore, the school battalion cannot adequately care for soldiers nor set the example necessary for training non-commissioned officers.
6. General Comments. If none, delete this paragraph altogether.
7. The certified evaluator serving as Team Chief for this evaluation was J. Doe.
8. Point of contact at the U.S. Army Signal School is J. Doe, DSN xxx-xxxx or commercial (xxx) xxx-xxxx, Internet: userid@school.post.army.mil.

Encl
Checklists

SIGNATURE BLOCK

CF:
HQ, TRADOC, ATTN: ATED, Fort Monroe, VA 23651
(See TRADOC Reg 350-70, para VIII-2-9, for other copies furnished.)

Appendix E
Completion Instructions for TRADOC Form 350-18-R-E

- Page__ of__ pages If additional pages are required, use the reverse side of the form first, then additional forms. Number all pages consecutively.
- Type of request Check the blocks indicating the type of request.
- Training Cycle Check the block indicating what type training material (IDT/AT) is needed. Fill out separate forms for IDT, AT, and test material. Do not combine IDT, AT, and test requirements on a single requisition.
- From Provide complete mailing address for the requesting School Code. Address provided must be capable of receiving mail or freight delivery during duty hours.
- TO Enter: Commander U.S. Army Training Support Center, ATTN: ATIC-TSMD-T, Fort Eustis, VA 23604-5168.
- a. Course or MOS List specific course name or MOS title, to include "Common Core," "Branch," or "MOS- specific," as appropriate.
- b. Phase or MOS List the specific alphanumeric MOSC skill level and phase.
- c. Branch Not applicable; leave blank.
- d. Tng Pkg--Instr Enter the number of instructor sets needed to conduct the training. For courses taught previously, order only to replace material due to fair-wear-and-tear or for an expanded number of instructors/classes.
- e. Tng Pkg--Student Enter the number of student sets needed to conduct the training.
- f. Training Dates List the training start date. This is a mandatory entry. "TAB" will be processed last.
- g. Ship to Enter the home station address of the School Code scheduled to conduct training. All instructor sets will be sent to the home station address. If different from home station, also enter the address where student material is to be shipped. All addresses provided must be capable of receiving mail or freight deliveries during normal duty hours and must include POC, telephone number, UIC, DODAAC, and other specific information as needed to ensure delivery. Post office boxes are not acceptable addresses.
- Prepared by Print or type the name, grade, and title of the person authorized to requisition material, to include telephone number and date.

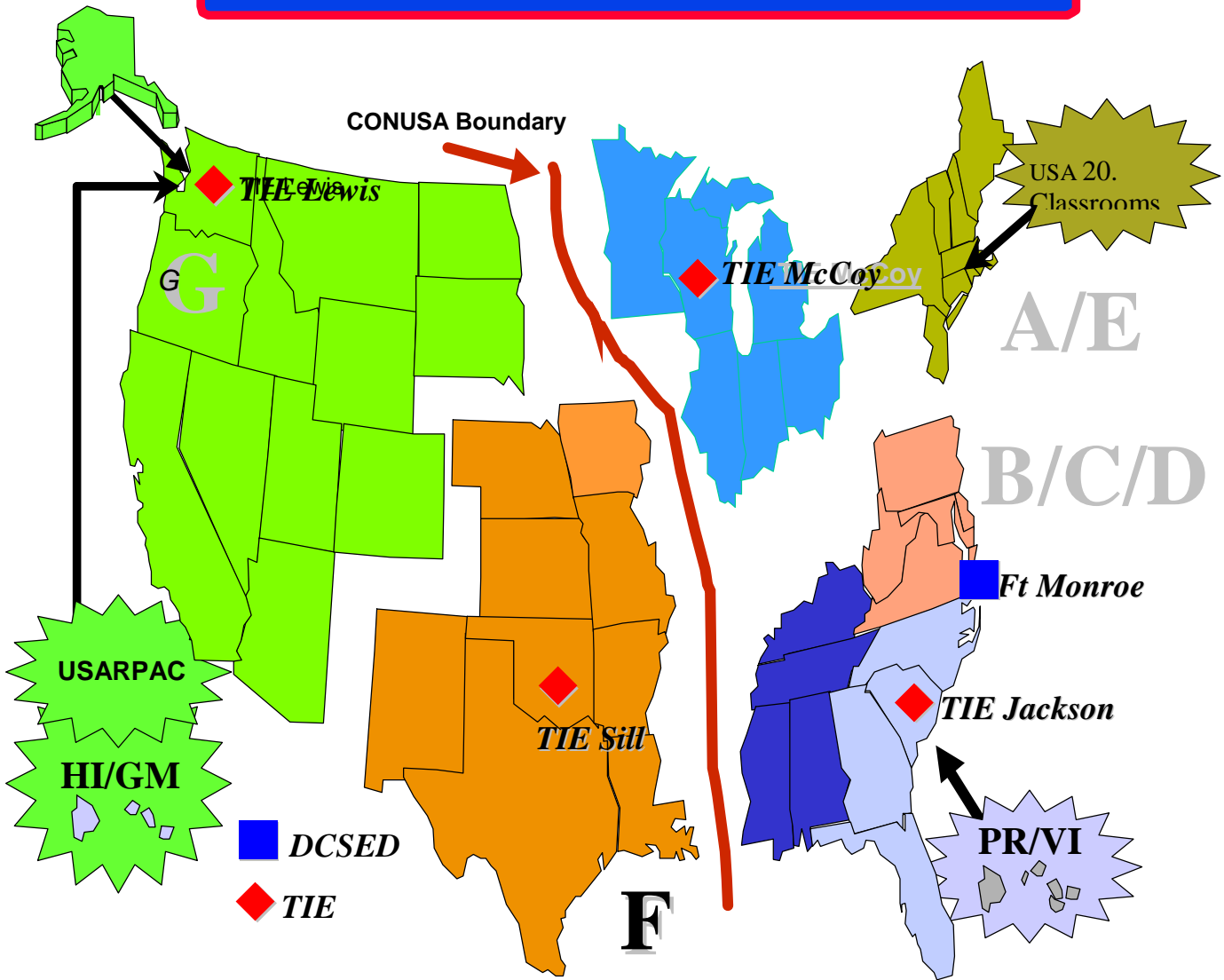
Signature Enter the signature of the person authorized to requisition material and the date signed. If different than the person in block 9, print or type the name and grade of the person signing. (The person actually signing MUST be listed on DA Form 1687.)

NOTES:

1. TATS/RC3 configured courseware requisitions must be submitted to reach ATSC not later than the close of the proper requisitioning window.
2. Out-of-cycle requisitions must be sent through TAG/DIV(IT) using TRADOC Form 350-18.
3. Copy furnish appropriate headquarters/TIE.

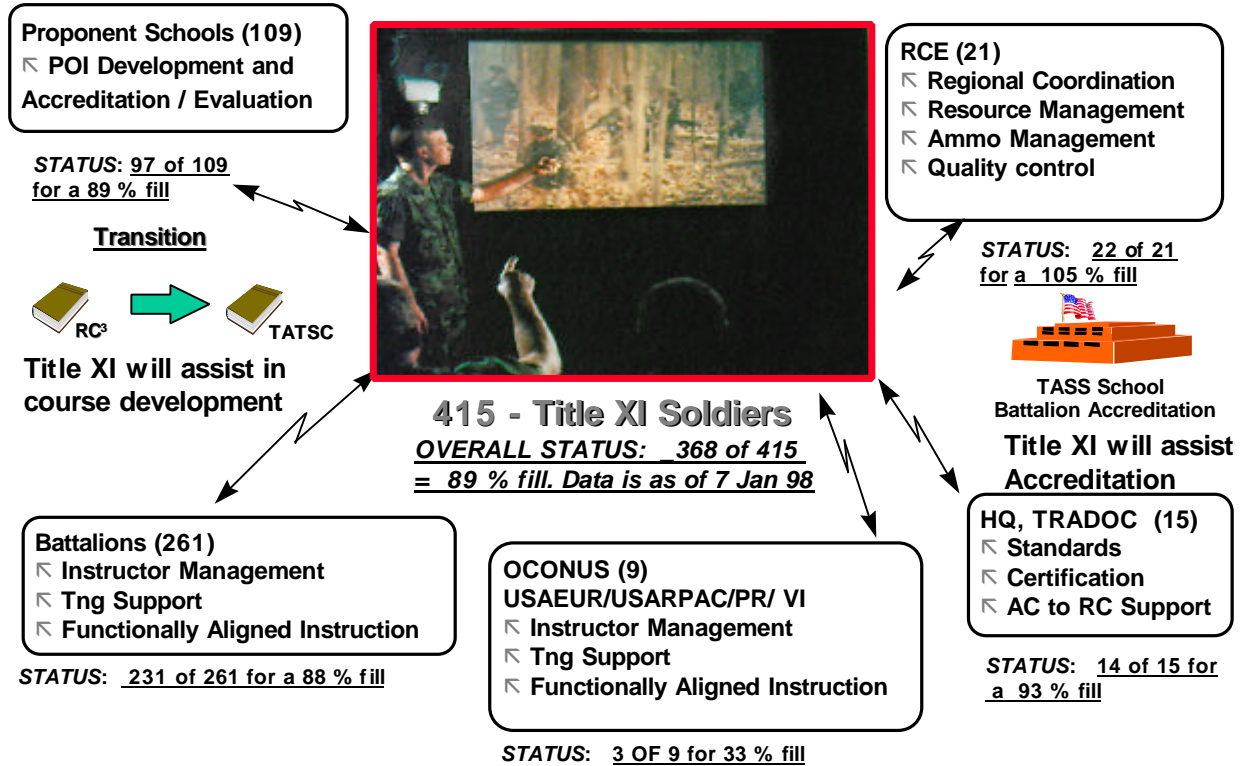
Appendix F
Map of Geographic Regions

TASS Integration Elements (TIE) Regions



Appendix G
Title XI Fielding Status

Title XI Fielding and Status



		Ten (10) copies of orders
		Transportation verified/approved (ticket picked up)
		Current/valid identification card
		ID tags (1 pair), Army Value Card/Tag
		If applicable: Soldier requiring corrective lenses has a set of military prescription eyeglasses and protective mask inserts.
		_____ Notify soldier of requirement to take APFT and be weighed, as required.
Unit POC List: CDR B: () H: () _____ 1SG: B: () H: () _____ FTM: B: () H: () _____ Unit FAX: () _____ Unit Email _____		

Army personnel must meet the prerequisites for the course stated in the Army Formal School Catalog (DA Pam 351-4) unless a waiver is obtained. In addition, Army personnel must also satisfy applicable provisions of AR 611 series, AR/NGR 350-1, ATRRS, and other pertinent Army policies and regulations.

PART II- ROUTINE PREREQUISITES												
TASK	REGULATION DATA					SOLDIER DATA						
Minimum Aptitude Score (ASVAB) (enter line score per DA Pam 611-21)	CO	CL	FA	GM	MM	CO	CL	FA	GM	MM		
	OF	EL	SC	ST	GT	OF	EL	SC	ST	GT		
Meets color vision requirements (if applicable, DA Pam 611-21)												
Physical demand rating/profile (enter PULHES per DA Pam 611-21)	P	U	L	H	E	S	P	U	L	H	E	S
DA Form 1059 for all previous required phases for phase/course attending (if applicable)	_____ School code _____ Date of completion _____ Course completed _____ Phase completed											

Soldier has current military and civilian vehicle operator license(s) (if applicable, valid through course end date, enter expiration date) (enter qualification as required per ATRRS SH screen)	
---	--

PART III REQUIRED DOCUMENTS	
Security clearance (If applicable, attach as required)	
Permanent profile attendees have copy of MRB (P3,P4) results, with DA Form 3349 signed by his/her commander, and an Army doctor-approved alternate aerobic event for APFT (if applicable)	
All required waivers (if applicable)	
Other requirements (if applicable)	
OTHER REQUIREMENTS OF DA PAM 611-21 NOT PREVIOUSLY LISTED	
Other requirements (if applicable)	
Other requirements (if applicable)	
Other requirements (if applicable)	
Other requirements (if applicable)	

I have been counseled and have read all requirements applicable to the course I'm being sent to attend. Attendance at this course and class will not pose any known hardship on me and/or my family that would detract from or prevent me from successfully completing course requirements.

Student's Signature: _____ **Date:** _____

I have reviewed the above soldier's qualifications and potential to successfully complete this course; have counseled him/her on these requirements and hereby verify his/her readiness to attend same.

Commanding Officer (typed name)

Date: _____

Signature

Unit commanders will ensure all soldiers, including walk-ons, enrolled in institutional training meet course prerequisites. Soldiers who report for training must have in their possession a completed pre-execution checklist, signed by the soldier and the unit commander. The Pre-

execution checklist will be used to verify routine prerequisites such as line scores, PULHES, and DA Form 1059. Unit commander can further certify the completion of prerequisite testing/evaluation (i.e., typing test). Documentary evidence of security clearance, physical profile, and other non-routine prerequisites are required in addition to the pre-execution checklist. The unit commander's signature on the pre-execution checklist will suffice as certification that the soldier meets routine course prerequisites (as stated above) IAW all requirements of the course as listed in DA Pam 351-4 (U.S. Army Formal Schools Catalogue), the ATRRS prerequisite screen, and DA Pam 611-21 for MOSQ courses. Soldiers reporting for training without the checklist signed by the soldier and unit commander will be given seventy-two hours from the report date to provide the checklist with appropriate attachments. Soldiers attending IDT courses will be given until Saturday of the second MUTA-4. After this time, soldiers will be returned to their unit. The pre-execution checklist is a pre-enrollment requirement for all TASS courses/institutions except OCS, CCC, CGSOC, and the resident SGM Course.

Note: To prevent proliferation of non-doctrinal terms/processes that create confusion in the TD and training environments, proponents, contractors, or government/private institutions/individuals working TD and training policy, processes, products, and procedures (to include, but not limited to Force XXI training strategy/initiatives/plans) will not incorporate terminology or processes that are not IAW this regulation and with training doctrine/training development doctrine unless approved by ODCST/ODCSDOC.

Glossary

Section I Abbreviations

AAR	after-action review/report
AATAS	ATRRS Automated Training Application System
AC	active component
ACCP	Army Correspondence Course Program
ADT	active duty for training
AER	Academic Evaluation Report
AGR	Active Guard Reserve
AHS	Academy of Health Sciences
AIT	advanced individual training
AMC	Army Materiel Command
AMEDDCS	Army Medical Department Center and School
ANCOC	Advanced Noncommissioned Officer Course
AOC	area of concentration
APFT	Army Physical Fitness Test
AR	Army Regulation/Army Reserve
ARCOM	Army Reserve Command
ARNG	Army National Guard
AR-PERSCOM	Army Reserve Personnel Command
ARPRINT	Army Program for Individual Training
ASAT	Automated Systems Approach to Training
ASI	additional skill identifier
ASVAB	Armed Services Vocational Aptitude Battery
AT	annual training
ATC	Army Training Center
ATRRS	Army Training Requirements and Resources System
ATSC	Army Training Support Center
bde	brigade
bn	battalion
BNCOC	Basic Noncommissioned Officer Course
BOS	Battlefield Operating Systems
C2	command and control
CA	combat arms
CAC	Combined Arms Center
CAD	course administrative data
CAI	computer assisted instruction
CASCOM	Combined Arms Support Command

CATR	Combat Arms Training Regiments
CATS	Combined Arms Training Strategy
CBI	computer based instruction
CBRS	Concept Based Requirements System
CBT	computer based training
CCC	Captains Career Course
CD-ROM	Compact Disk-Read Only Memory
CDR	commander
CFX	Command Field Exercise
CG	Commanding General
CGSOC	Command and General Staff Officer Course
CLT	common leader training
CMF	career management field
CMI	computer managed instruction
CMP	course management plan
COB	command operating budget
CoC/GOIPR	Council of Colonels/General Officer In Progress Review
CONUS	continental U.S.
CONUSA	continental U.S. Army
CPX	Command Post Exercise
CRC	camera-ready copy
CRI	criterion-referenced instruction
CS	combat support
CSI	computer supported instruction
CSS	combat service support
CTC	combat training center
CTT	common task test
DA	Department of the Army
DCSED	Deputy Chief of Staff for Education
DCSINT	Deputy Chief of Staff for Intelligence
DCSOPS	Deputy Chief of Staff for Operations and Plans
DCSPER	Deputy Chief of Staff for Personnel
DCST	Deputy Chief of Staff for Training
DETP	Displaced Equipment Training Plan
DIV(IT)	Division (Institutional Training)
DoD	Department of Defense
DODD	Department of Defense Directive
DODI	Department of Defense Instruction
DOES	Directorate of Evaluation and Standardization
DSS	Drill Sergeant School
DSSC	Drill Sergeant School Course
DTLOMS	doctrine, training, leader development, organization, materiel, and soldiers
EO	equal opportunity
ETC	Executive Training Council
ETM	extension training material
EUSA	Eighth U.S. Army

FM	field manual
FORSCOM	Forces Command
FRA	Funded Reimbursement Authority
FTX	field training exercise
FY	fiscal year
GOSC	General Officer Steering Committee
GSB	general studies battalion
HHI	higher headquarters' issues
HQ	headquarters
IAW	in accordance with
ICH	instructor contact hours
ICW	interactive courseware
IDT	inactive duty training
IET	initial entry training
IMA	Individual Mobilization Augmentee
IMI	Interactive Multimedia Instruction
IPR	in-process review
IRR	Individual Ready Reserve
ISE	institutional self evaluation
ISR	instructor student ratio
ITC	Instructor Training Course
ITD	Individual Training Directorate
ITP	individual training plan
ITS	individual training strategy
LFX	Live Fire Exercise
LIC	language identifier code
LO	learning objective
LTR	Leadership Training Regiments
MACOM	major Army command
MEDCOM	U.S. Army Medical Command
METL	mission essential task list
MIPR	Military Interdepartmental Purchase Request
MMRB	military medical review board
MOA	memorandum of agreement
MOS	Military Occupational Specialty
MOSQ	MOS Qualified
MOU	Memorandum of Understanding
MTOE	modification table of organization and equipment
MUSARC	Major United States Army Reserve Command
MUTA	multiple unit training assembly
NBC	nuclear, biological, and chemical
NCO	noncommissioned officer
NCOA	Noncommissioned Officer Academy
NCOES	Noncommissioned Officer Education System
NDS	normal duty station
NG	National Guard

NGB	National Guard Bureau
NGPA	National Guard Pay Appropriations
NTC	National Training Center
OAC	officer advanced course
OBC	officer basic course
OCAR	Office of the Chief, Army Reserve
OCONUS	outside continental United States
OCS	Officer Candidate School
OES	officer education system
OIP	Organizational Inspection Program
OJT	on-the-job training
OMA	Operations and Maintenance, Army
OPDE	officer professional development education
OPORD	Operations Order
OPTEMPO	operating tempo
PCC	Pre-Command Course
PDE	Professional Development Education
PE	practical exercise
PERSCOM	Personnel Command
PLDC	Primary Leadership Development Course
POC	point of contact
POI	program of instruction
POTO	plans, operations, and training officer
PSRC	Presidential Selected Reserve Call-Up
PULHES	physical capacity or stamina, upper extremities, lower extremities, hearing, ears, psychiatric
QA	quality assurance
QAPR	Quarterly Army Performance Review
RBE	reply by endorsement
RC	reserve component
RC3	reserve component configured courseware
RCTI	Reserve Component Training Institution
RF	Reserve Forces
RFI	Reserve Forces Intelligence
ROTC	Reserve Officer Training Course
RPA	Reserve Pay Appropriations
RSC	Regional Support Command
RTC	Regional Training Council
RTI	Regional Training Institute
RTS	regional training sites
RTS-M	regional training sites - maintenance
SAT	Systems Approach to Training
SGI	small group instruction
SGL	small group leader
SH	school header
SI	skill identifier

SM	soldier's manual
SMCT	Soldier's Manual of Common Tasks
SMDR	Structured Manning Decision Review
SME	subject matter expert
SOP	standing operating procedure
SQI	skill qualification identifier
SSN	social security number
STP	soldier training publication
STRAP	Systems Training Plan
STX	situational training exercises
TACITS	The Army Centralized Individual Training Solicitation
TADSS	Training Aids, Devices, Simulators, and Simulations
TAG	The Adjutant General
TASS	The Army School System
TATS	The Army Training System
TCC	Training Coordination Conference
TD	training development
TDA	table of distribution and allowances
TDY	temporary duty
TI	technical inspection
TIE	TASS Integration Element
TM	technical manual(s)
tng	training
TO	training observation
TOMA	Training Operations Management Activity
TPU	troop program unit
TRADOC	U. S. Army Training and Doctrine Command
TRAP	Training Resources Arbitration Panel
TRAS	Training Requirements Analysis System
TRR	TRADOC Readiness Report
TSC	Training Support Center
TSP	Training Support Package
TY	training year
UIC	unit identification code
USAJFKSWCS	U.S. Army John F. Kennedy Special Warfare Center and School
USAR	U.S. Army Reserve
USARC	U.S. Army Reserve Command
USAREUR	U.S. Army, Europe
USARPAC	U.S. Army, Pacific
USASMA	U.S. Army Sergeants Major Academy
USASOC	U.S. Army Special Operations Command
VTC	video teleconference
VTT	video teletraining
VTTITC	Video Teletraining Instructor Training Course
WAN	wide area network
WOES	Warrant Officer Education System

Section II

Terms

Note: This section provides standardized definitions of training and training development terms. Use these definitions in all training and training development correspondence and publications.

Accreditation

The recognition afforded an educational institution when it has met accepted standards of quality applied by an accepted, professional accreditation agency.

Accredited curriculum

Any formal military training curriculum that has been reviewed and approved by a competent accrediting agency to determine the extent to which the curriculum content can be converted to civilian academic credit.

Achievement test

A test for measuring an individual's knowledge and skill accomplishments as a result of training. The achievement measure must be directly related to the training program objectives and performance standards required during training.

Additional skill identifier (ASI) or officer skill identifier (SI)

Identification of specialized skills that are closely related to, and are in addition to, those required by military occupational specialty or areas of concentration (officers). Specialized skills, administrative systems and subsystems, computer programming, procedures, and installation management identified by the ASI or officer SI include operation and maintenance of specific weapons systems and equipment, analytic methods, animal handling techniques, and other required skills that are too restricted in scope to comprise military occupation specialty or AOC (see ARs 611-21 and 600-200).

Adjunctive material

Material that supports a program of instruction and must be used by soldiers to learn the tasks being taught in the program of instruction (i.e., adjunctive material for a lesson on map reading may include a map, compass, and protractor).

Administrative drop

The removal of a student from a formal training program for reasons other than failure to meet minimal academic standards.

After-action review/report (AAR)

A professional discussion of an event, focused on performance standards, that enables soldiers to discover for themselves what happened, why it happened, and how to sustain strengths and improve on weaknesses. It is a tool leaders, instructors, and units can use to get maximum benefit from every mission or task.

Analysis

One of five phases of the training development process. It is the process used to determine if training is required; determine who (soldiers/units) needs training; identify the critical tasks they must be able to perform for survival on the battlefield; and identify the standards, conditions, performance measures, and other criteria needed to perform each task. The five types of training analyses are:

- (1) Needs analysis
- (2) Mission analysis
- (3) Collective critical task analysis
- (4) Job analysis
- (5) Individual critical task analysis.

Annual training

The minimal period of annual active duty training a member performs to satisfy the annual training requirements associated with a Reserve Component assignment. It may be performed during one consecutive period or in increments of one or more days, depending upon mission requirements.

Answer key

A document that shows the answers to each test question and the test standard for each test.

Answer weight reference sheet

A document which provides the subcourse title and number, edition number, credit hours, and lists the test question number, the answer for each question, the assigned weight, and the page number where the answer can be located.

Army correspondence course

See "Correspondence course"

Army Correspondence Course Program (ACCP)

An overall program established by AR 350-1. The ACCP is a formal nonresident extension of the TRADOC service schools. The ACCP offers individual and group study enrollments in correspondence courses. Based on course eligibility requirements, individuals enroll at their own discretion and determine their own course of study for either correspondence courses or subcourses. The ACCP offers courses and subcourses free of charge to the US military (both active and reserve components), ROTC and military academy cadets, authorized federal civilian employees, and non-US citizens who are employed by the DoD. Correspondence materials are also available for foreign military students through the Foreign Military Sales Program. AC and RC soldiers in the grade of E4 and E5 can accrue promotion points, and reserve components soldiers can accrue retirement points through the ACCP.

Army correspondence subcourse

See "Correspondence subcourse"

Army school

Institution authorized by Headquarters, Department of the Army to conduct formal courses for individuals, collective training where required (such as crew training), and training of Army National Guard or U.S. Army Reserve units.

Army Training Requirements and Resource System (ATRRS)

The Army training management system. It projects inputs, resource requirements, and student accountability, and updates military personnel training records. It provides the data for Congressional Military Manpower Training Reports (MMTR), etc.

Army Training Requirements Analysis System (TRAS)

A management system that provides for the documentation of training and resource requirements in time to inject them into resource acquisition systems. The purpose of the TRAS is to ensure, as required by current and future proponent, Combined Arms Training Strategy (CATS) institutional strategies, students, instructors, facilities, ammunition, equipment, manpower, and funds are all at the right place and time to accomplish TRADOC's missions, and the instruction produced is consistent with TRADOC and Army training requirements.

Army training system

The concept used by the Army to develop, manage, and conduct training. System components are institutional training, forces (unit) training, and training support.

Assignment-oriented training

Training designed to qualify an individual to perform those specific functions associated with the duty position and skill level of the next assignment.

Associated school

A TRADOC school whose primary mission falls within the functional area of TRADOC and is associated with and under the tasking authority of TRADOC for combat developments, training developments, and selected training actions.

Authoring system

An interactive courseware. Software that allows an author to generate an instructional program without any explicit programming, simply by specifying the instructional content and teaching logic. It provides an actual lesson framework with an implicit or explicit teaching strategy.

Automated Systems Approach to Training (ASAT)

The automated system for developing training.

Awareness training

Training used to disseminate information that provides an individual with the basic knowledge/understanding of a policy, program, or system, not a critical task or supporting skill or knowledge. The proponent school identifies the most efficient and economical media to

disseminate the awareness training and disseminates as part of a TSP with supporting administrative information. The training may not be related to course-specific training objectives and takes place outside of scheduled POI time (although the training material may be passed out during POI time). It can be disseminated as handouts, supplemental reading, orientations, etc. It is not formally evaluated.

Battlefield Operating Systems (BOS)

The major functions occurring on the battlefield.

Branch codes (BC)

Numerical codes assigned in DA Pamphlet 600-3 to represent the branches of the Army in which all officers are commissioned or transferred, trained, developed, and promoted.

Camera-ready copy (CRC)

CRC can be in two forms: paper or electronic. Paper: material that has been composed, edited, illustrated, and is ready for entry into the printing procurement system. Electronic: the computer version of this material provided on a disk, Internet, or other electronic media.

Career management field (CMF)

A grouping of related military occupational specialties that provides visible and logical progression of a soldier's career to grade SGM.

Certification

Written verification of proficiency in a given task or tasks.

Certified Instructor

An instructor who received written certification of proficiency by the Instructor Certification Board as meeting all the requirements to instruct in a specific course. Certification normally requires: (1) Training as an instructor (through graduation from a TRADOC-approved Instructor Training Course) and eligibility to hold the instructor identifier, (2) Training in small group instruction for those assigned responsibility to facilitate small group instruction, (3) Demonstrating performance ability in course content (including being MOS/specialty qualified) or being a graduate of the course, (4) Demonstrating teaching or facilitating competence in the course the instructor will conduct.

Class frequency

The number of times a class is conducted during a fiscal year.

Class schedule

Documentation of start and end dates for one iteration of a course.

Class size

The number of students in a class.

Class training schedule

The schedule of lessons and events for a class attending a resident course. The class training schedule must reflect mandatory lesson sequence established during course design.

Clustering

A process of organizing many tasks or learning objectives into logical groups based on some criteria. Also pertains to sequencing groups of objectives within a course of instruction.

Combat readiness

A unit's ability to perform in combat. Includes the status of personnel, logistics, morale, and training.

Combat Training Center (CTC) Program

An Army program established to provide realistic joint service and combined arms training IAW Army doctrine. It is designed to provide training units opportunities to increase collective proficiency on the most realistic battlefield available during peacetime. The four components of the CTC Program are:

- (1) The National Training Center (NTC)
- (2) The Combat Maneuver Training Center
- (3) The Joint Readiness Training Center
- (4) The Battle Command Training Program

Command operating budget (COB)

The budget for the current year, budget year, and contains needed outyear data.

Command Post Exercise (CPX)

An expanded map exercise for staff and all commanders to lead and control tactical operations by using tactical communications systems. Often the CPX is driven by a simulation or is part of a larger exercise (FM 25-101). See "Exercise."

Commandant's Time

Administrative time included in a program of instruction to provide additional training, correct training deficiencies, or provide time for other requirements.

Common core

Formal training of common soldier, common skill level, or shared (i.e., common skill level task shared with one or more other skill levels) critical tasks or their supporting skills and knowledge. See "Common soldier task," "Common skill level," and "Shared task."

Common core training

Directed training requirements for specific courses, grade/skill levels, or organizational levels. It consists of tasks performed by individuals at specific grade levels, regardless of military

occupational specialty (MOS) or career field. Common core includes primarily organizational level tasks and may include some common soldier and common skill level tasks. The result is soldiers, leaders, and civilians who are prepared to perform new and more complex leadership related duties in operational units and organizations.

Common task test (CTT)

A formal hands-on test administered by the unit. The CTT measures a soldier's proficiency on common critical tasks from the soldier's manual of common tasks.

Competency-based instruction

Training organized around an agreed upon set of competencies and which provides learning experiences designed to lead the attainment of these competencies. Competencies for soldiers are the critical tasks identified for their specific job.

Computer assisted instruction (CAI)

A means of delivery by which a computer is used to actually present the instruction. There must be an interaction between the student and the computer for a lesson to be considered as CAI. See "Interactive courseware."

Computer based instruction (CBI)

A type of interactive multimedia instruction (IMI) usually referring to course materials presented or controlled by a computer and that uses multiple requirements for student responses as a primary means of facilitating learning.

Computer based training (CBT)

A type of IMI usually referring to course materials presented or controlled by a computer that uses multiple requirements for student responses as a primary means of facilitating mastery of a skill or task.

Computer managed instruction (CMI)

A type of IMI, that involves the use of computers and software to manage the instructional process. Functions of CMI can include a management administration system designed to track student performance over time, provide information concerning performance trends, record individual and group performance data, schedule training, and provide support for other training management functions. CMI functions may be used with CBT, CBI, CAI, or IMI based on need.

Computer supported instruction (CSI)

A sub-set of computer based instruction. Computers used to develop or enhance classroom training, e.g., conducting task analysis with a database, creating vu-graphs, projecting computer images while conducting a conference type lesson.

Condition

- **Learning objective condition**

The learning objective condition describes the training situation or environment under which the student must perform the learning action statement. It includes any pertinent

influence on learning objective performance, including identification of materials, facilities, and equipment the student must have to perform the objective.

- **Task condition**

The task condition describes the field conditions under which the task will be performed. The condition expands on the information in the task title by identifying when, where, and why the soldier performs the task and what materials, personnel, and equipment the soldier must have to perform the task.

- **Special condition**

A performance condition which occasionally occurs and affects soldier's ability to perform the critical task to the established standard. These special conditions include, but are not limited to, wearing of Mission Oriented Protective Posture (MOPP4), night vision devices (NVD), or self-contained underwater breathing apparatus (SCUBA) when performing the task.

Concept Based Requirement System (CBRS)

The CBRS is the TRADOC process that analyzes warfighting concepts and identifies doctrine, training, leader development, organization, and materiel for soldiers (DTLOMS) to meet battlefield deficiencies. These initiatives serve as triggering circumstances for the needs analysis process.

Conference

A method of instruction that develops the training material through an instructor-guided student discussion.

Correspondence course

A formal, centrally managed, series of self-study, self-paced instructional material prepared by TRADOC training/TD (task) proponents; identified by a course title and course number; and administered to nonresident students. A course may include phases, but usually consists of subcourses presented in a logical, progressively sequenced, and directed toward specific learning objectives. See "Army's Correspondence Course Program (ACCP)."

Coordinating authority

Coordination authority of training missions across state/territory/component boundaries of command and control or funding lines to assure resources are available for executing training.

Correspondence subcourse

The basic element of an Army correspondence course. A subcourse is a self-paced, self-contained module of nonresident instruction consisting of one or more lessons that teach a part of a critical individual task, a single critical task, or a group of related tasks. It includes a practice exercise with feedback for each lesson and an end-of-subcourse test. The subcourse may contain material extracted from Armed Forces publications or other adjunctive materials to support the training. See "Module."

Counseling

A means of assisting and developing students and subordinates. A leader/instructor counsels subordinates to: praise and reward good performance, develop teamwork, inform soldiers on how well or how poorly they are performing, assist soldiers to reach required standards, cause soldiers to set personal and professional goals, and help soldiers resolve personal problems.

Course

A complete series of instructional units (phases, modules and lessons) identified by a common title or number. It trains critical tasks required for qualification of a specific job. See “Job (or duty position).”

Course administrative data (CAD)

A resident course document that provides critical planning information used to determine student input requirements for new and revised courses.

Course documentation

Consists of the documents that show the current content of a course (instructional materials, tests, student evaluation plan, etc.), and its developmental history (job analysis, task performance specifications, training strategy, course design, etc.).

Course management plan (CMP)

A document which tells the course manager and instructors how to manage the course. It is part of a training course training support package (TSP).

Course map

A chart that depicts the designed sequence of presentation for a given course, established during course design.

Courseware

An actual instructional package (including content and technique) loaded in a computer, training device, or other instructional delivery system.

Criterion

The standard by which something is measured. In Army training, the task or learning objective standard is the measure of soldier/student performance. In test validation, it is the standard against which test instruments are correlated to indicate the accuracy with which they predict human performance in some specific area. In evaluation it is the measure used to determine the adequacy of a product, process, or behavior.

Criterion behavior

Performance required of a student described by the learning objective(s) and measured by the criterion test.

Criterion-referenced grading

A way of grading students in relation to a predetermined standard (go or no-go). The standard is based on job requirements.

Criterion-referenced instruction (CRI)

The instruction aimed at training students to perform established learning objectives (performance criteria) to the prescribed standard. CRI is the selected instructional methodology for training within the Army.

Criterion-referenced test

A test that establishes whether or not a unit or soldier performs the learning objective to the established standard. Performance is measured as a "go" or "no-go" against a prescribed criterion or set of criteria - the learning objective standard. It is scored based upon absolute standards, such as job competency, rather than upon relative standards, such as class standings.

Critical collective task

See "Task" and "Collective task."

Critical individual task

See "Task" and "Individual task."

Critical task

See "Task," "Critical collective task," and "Critical individual task."

Cross training

The systematic training of soldiers on tasks related to another duty position.

Curriculum

A course of study. An Army school curriculum consists of the course design, lesson plans, student evaluation plan, tests, course map, all other associated training material, and the program of instruction.

Demonstration

A method of instruction by which an instructor shows the students how to perform a process or procedure.

Diagnostic test

An assessment which measures soldier or civilian task competency before training. As it measures performance against a criterion, results focus training on what soldiers/civilians need to know and provide links to this prescriptive training. As a placement test, it allows for testing out of lessons, modules, or phases of a course. See "Performance test" and "Posttest."

Displaced equipment training

Training on how to operate, maintain, and employ on displaced equipment provided to the receiving unit and assigned personnel. See "Displaced Equipment Training Plan (DETP)."

Displaced Equipment Training Plan (DETP)

The plan detailing all training required to support the redistribution of equipment within a MACOM or between MACOMs as a result of a force modernization action. The DETP describes training to be provided when equipment is transferred to units that have not had previous experience on that equipment. TRADOC is responsible for preparation of all DETP for active components. HQ DA DCSOPS is the approving authority for all DETP.

Distance learning

The delivery of standardized individual, collective, and self-development training to soldiers and units at the right place and right time through the application of multiple means and technologies. DL may involve both synchronous and asynchronous student-instructor interaction. It may also involve self-paced instruction without benefit of access to an instructor.

Doctrine

Fundamental principles by which the military forces or elements thereof guide their actions in support of national objectives. It is authoritative but requires judgment in application.

Downlink

A teletraining site that only receives training. The student can see the instructor, but the instructor cannot see the student. The teletraining network is capable of only one-way video over satellite. See "Uplink."

Embedded training

Training that is provided by capabilities designed to be built into or added onto operational systems to enhance and maintain the skill proficiency necessary to operate and maintain that equipment end item.

Enabling learning objective (ELO)

A learning objective that supports the terminal learning objective. It must be learned or accomplished to learn or accomplish the terminal learning objective. It consists of an action, condition, and standard. Enabling objectives are identified when designing the lesson. A terminal learning objective does not have to have enabling objectives, but it may have more than one.

End-of-course test

A test designed to evaluate students accomplishment of all learning objectives presented in the course.

Evaluation

Measurement of the demonstrated ability of soldiers or units to perform a task, and supporting skill and knowledge; or learning objective against the established standard.

Evaluation guide

The section of the task summary in a soldier's manual that lists the pass/fail performance measures for evaluating the soldier's performance on the task.

Evaluation phase

A major phase in the training development process that assesses how effectively training objectives are achieved to standard by units and soldiers and how well they can meet job performance and mission requirements. This phase provides feedback to the other phases of the training development process to improve effectiveness and efficiency.

Exercise

Collective task training designed to develop proficiency and crew teamwork in performing the task to the established standard. It also provides practice for performing supporting individual critical tasks. Exercises may be conducted in units and resident training. Types of exercises are as follows:

(1) Command Field Exercise (CFX)

A field training exercise with reduced troop and vehicle density, but with full command and control, and combat service support elements.

(2) Command Post Exercise (CPX)

An exercise in which the forces are simulated--may be conducted from garrison locations or between participating headquarters in the unit.

(3) Field Training Exercise (FTX)

A scenario-driven tactical exercise used to train and evaluate critical collective and supporting individual tasks in a collective environment which simulates the stress, sounds, and wartime conditions. It is conducted in an austere field environment through all weather conditions and during night as well as day. The FTX should guide soldiers through a series of events exposing them to the rigors of duty performance during wartime operations. It combines combat arms, combat support, and combat service support.

(4) Live Fire Exercise (LFX)

An exercise designed to allow a unit/team to engage targets with its organic weapons and support.

(5) Situational Training Exercise (STX)

A short scenario driven mission-oriented tactical exercise that provides a vehicle to train a group of closely related collective tasks and drills together. Situational training exercises provide preconstructed, bite-sized, short-term exercises that are central to sustainment training for tactical mission proficiency.

Extension course

A course developed by a service school as part of the individual training plan but conducted in locations other than United States Army Training and Doctrine Command service schools or Army training centers.

Extension training

Individual or collective training that is structured, developed, and supported by the service schools, but normally conducted in other than institutionalized settings.

Extension training materials

Refers to all training products sent by the proponent. This includes Training Extension Course, Army Correspondence Course Program, training devices, simulators, and resident materials sent to units.

Field manual (FM)

A DA publication that contains doctrine that prescribes how the Army and its organizations function on the battlefield in terms of missions, organizations, personnel, and equipment. The level of detail should facilitate an understanding of "what" and "how" for commanders and staffs to execute their missions and tasks. FMs may also contain informational or reference material relative to conducting military operations and training.

Field training

Technical, operator, or other training conducted at operational locations on specific systems and associated direct support equipment.

Field Training Exercise (FTX)

See "Exercise."

Formal training

Training in an officially designated course conducted or administered according to an appropriate course outline and training program and appropriate training objectives. The course may be resident or nonresident.

Frequency of performance

A statistical rating collected when conducting a job analysis survey that indicates how often a task is performed.

Functional course

A course designed to train soldiers to perform the critical tasks and supporting skills and knowledge required to perform the specialty or functional job. It may provide training that qualifies soldiers for award of an additional skill identifier, special qualifications identifier, or skill identifier.

Group-paced training

A mode of instruction where soldiers move through a course as a group as they accomplish milestones together. Often, the rapid learners may assist slower ones so that they all finish at the same time.

Group trial

The tryout of a training course on a representative sample of the target population. It is used to gather data on the effectiveness of instruction based on error rates, criterion test performance, and time to complete the course.

Horizontal alignment of tasks

The identification of critical individual tasks that are performed by different ranks serving in the same organization level, e.g., The platoon SGT and the lieutenant in a platoon, the 1SG and the captain in a company.

Horizontal alignment of training

Training is horizontally aligned when tasks selected for training are relevant to duties, responsibilities, and missions assigned to soldiers at a specific organizational level, notwithstanding the rank or status of the individual being trained. For example, an officer, warrant officer, or noncommissioned officer at a given organizational level may primarily perform the task, but other leaders require the same skills and knowledge to assist or supervise task performance.

Independent learning

Usually, learning outside the classroom environment. It is similar to learning from homework but should not be confused with individualized instruction.

Independent study

Typically, a special project or assignment of selected readings for students seeking more information on a course topic.

Individual training

Training which prepares the soldier to perform specified duties or tasks related to assigned duty position or subsequent duty positions and skill level. Training which officers and NCOs (leader training) or soldiers (soldier training) receive in schools, units, or by self-study. This training prepares the individual to perform specified duties or tasks related to the assigned or next higher specialty code or skill level and duty position.” (AR 350-41)

Initial Entry Training

Training given on initial entry into the Army which provides an orderly transition from civilian to military life. For enlisted soldiers it includes traditional basic combat training, advanced individual training, one station unit training, or other individual training needed to prepare for initial duty assignments. Officer entry level training includes Military Qualification Standards (MQS) I and MQS II (officer basic courses) to prepare for first duty assignment. Note: MQS products will be phased out upon replacement by Officer Foundation Standards (OFS) products.

Instructional delivery system

A medium or combination of media (including personnel, equipment, and software) used to convey instruction to the student.

Instructional site

A physical location where specific instruction is to be accomplished (i.e., school, unit, job site). Despite semantic preferences, a recognition of basic distinction between form of training (self-study, supervised on-the-job training) and location of training (resident or job site) is important. In this context, site and setting are designations of training location, not training form. In

analysis the analyst is concerned with site (location) selection, not training form selection which is the task of the designers and developers. See "Training strategy."

Instructor

Any personnel (military or civilian) who presents instruction.

Instructor evaluation

A written evaluation report, provided by qualified observers of an instructor's teaching ability, knowledge, and skill.

Instructor training

The training of selected personnel in the techniques of teaching to qualify them as instructors.

Instrument

In testing and evaluation, a test or measuring device that is used to determine achievement (go/no-go) or the relative standing of an individual or group. Tests, rating forms, and standard interviews are all evaluation instruments.

Integrated training

Training of a critical task in a formal course of instruction by integrating or consolidating the proponent-provided TSP material into an existing lesson. The task **MAY** be one in which the performer has received prior training, i.e., it is best used to sustain/refine previously acquired skills. The training must be applicable to the block of instruction in which it is integrated; trains the task to standard; and evaluates task performance during instruction under conditions prescribed in the TSP.

Interactive courseware (ICW)

The overarching term used to describe any form of multimedia instruction in which a computer is used to enhance, deliver, or develop instruction. Computer-controlled courseware that relies on trainee input to determine the pace, sequence, and selection of content of training delivery. Consists of computer-assisted instruction (CAI), interactive videodisk (IVD) courseware, computer managed instruction (CMI), and multimedia courseware. Industry terms commonly used are "computer based instruction" (CBI), "multimedia," and "computer based training" (CBT).

Interactive instruction

Student centered performance-oriented training that requires students practice what they learn, receive immediate feedback, and be tested. The priority for interaction is between the student and the equipment/subject matter.

Interactive Multimedia Instruction (IMI)

IMI is a term applied to a group of predominantly interactive, electronically delivered training and training support products. IMI products include instructional software and software management tools used in support of instructional programs. A hierarchical representation of IMI products is provided as follows:

- Interactive courseware (ICW)
- Electronic publications
 - Electronic guides
 - Interactive electronic technical manuals
- Electronic testing
- Simulation
- Electronic management tools
 - Electronic performance support systems
 - Computer assisted instruction (CAI)
 - Computer managed instruction (CMI)
 - Electronic job aids

(DoD Instruction 1322.20.)

Joint training

Training in which elements of more than one service of the same nation participate.

Knowledge

Information or fact required to perform a skill or supported task.

Lesson

The basic building block of all training. The level at which training is designed in detail. The lesson is structured to facilitate learning. A lesson normally includes telling or showing the soldiers what to do and how to do it, an opportunity for the soldiers to practice, and providing the soldiers feedback concerning their performance. A lesson may take the form of an instructor presented lesson, a SGI-presented lesson, or a self-paced lesson, such as a correspondence course or CBI lesson.

(1) An instructor presented lesson or SGI presented lesson is documented as a lesson plan.

(2) A self-paced lesson must be of sufficient detail that the student can learn the material to the established learning objective standard on his own.

(3) An extension training lesson is a self paced instructional program developed, reproduced, and packaged for distribution to soldiers in the field. These lessons consist of a terminal learning objective, instructional text, practice, and immediate feedback to the soldier. See "Lesson outline" and "Lesson plan."

Lesson outline

An organized outline of the training material to be presented. It identifies the terminal learning objective, enabling learning objectives (optional), learning steps/activities, methods of instruction, media, references, instructor-to-student ratios, resources required, facilities required, safety factors, environmental considerations, and risk factor. The lesson outline is completed during the design phase of the training development process from training analysis data. See "Lesson" and "Lesson plan."

Lesson plan

The detailed blueprint for presenting training by an instructor or small group leader (SGL). It prevents training from becoming haphazard and provides for training standardization. It is built on the lesson outline and includes all the details required for the presentation. It must be of sufficient detail that a new instructor can teach the lesson with no decrement of training. See "Lesson outline" and "Lesson."

Mandatory release date

Refers to the date at which individual National Guard or United States Army Reserve soldiers must be released from training to return to their home station.

Maximum class size

The largest number of students in a class that can be trained with acceptable degradation in the training effectiveness due to manpower, facility, or equipment constraints.

Mean

Arithmetic average calculated by adding up all scores and dividing the total by the number of scores.

Mean score

Arithmetic mean score calculated by adding up and dividing the total of all scores by the number of scores.

Media

A means of conveying or delivering information. Examples of training media are paper, film, videotape, broadcast television, computer program.

Methods of instruction

Indicates exactly how the training material will actually be provided to the student and has an assigned instructor-to-student ratio. Examples of methods of instruction are conference, demonstration, and practical exercise.

Mission

The commander's expression of what the unit must accomplish and for what purpose (FM 101-5-1). A series of related tasks that comprise the major capabilities and/or requirements imposed on a unit by its parent organization or table(s) of organization and equipment. Examples: defend in sector, conduct a hasty attack, and delay. Missions may be imposed to support the parent unit.

Mission essential task list (METL)

A compilation of collective mission essential tasks which must be successfully performed if an organization is to accomplish its wartime mission(s).

Module

A grouping of lessons in a formal training course. Synonymous with annex and subcourse. A module could be presented by one or more training media/methods or combination thereof.

Multimedia

As a general term, multimedia is the use of more than one media to achieve a specific purpose or objective. The term is used primarily to refer to a technology combining text, still and animated images, video, audio, and other forms of computer data that can be manipulated and used to convey information in a useful, educational, entertaining, realistic, or more easily understood manner. Multimedia is delivered on a multimedia work-station/personal computer via network, hard disc, floppy disc, or CD-ROM.

Multimedia package

A self-contained instructional unit using more than one presentation medium.

National Training Center (NTC)

The Fort Irwin training center that provides a heavy combat battalion task force 2 weeks of intensive combat training on a rotational basis.

Non performer

An individual who cannot meet a specified performance standard for a designated task or a terminal learning objective.

Non-resident school

A location other than the soldier's unit and the resident school. Functions as an extension of the proponent school. Soldiers can be full-time or part-time students. Non-resident schools include the Reserve Component Training Institution.

Non-TD (task) proponent

Any organization other than the TRADOC-assigned task proponent as listed in TRADOC Reg 350-70, appendix C. Non-proponents usually are proponents for other subject areas, functional areas, or branches responsible for units that must use the assigned proponent's task to accomplish their missions.

Objective test

A test whose scoring requires no human judgment.

Objectivity

In testing, the degree to which a test is scored the same by two or more scorers acting independently.

Optimum class size (OCS)

The largest number of students in a class that can be trained with no degradation in training effectiveness. The constraining factor is the availability of equipment, facilities, and manpower. OCS serves as the basis for determining equipment and resource requirements.

Performance checklist

The breakdown of an objective into elements that must be correctly performed to determine whether each student satisfactorily meets the performance standards described in the learning objective.

Performance evaluation

A process of data collection and analysis to determine the success of students on learning to perform a specific learning objective, individual, or collective task to the established standard as a result of a training program.

Performance measures

The actions that can be objectively observed and measured to determine if a task performer has performed the task to the prescribed standard. These measures are derived from the task performance steps during task analysis.

Performance oriented training

Training in which learning is accomplished through performance or the actual doing of the tasks or supporting learning objectives under specific conditions until an established standard is met.

Performance step

A single discrete operation, movement, or action that comprises part of a task.

Performance test

A test of actual performance of an established criteria, such as a lesson learning objective, to determine if a student can perform the action under the prescribed conditions, to the established absolute standards. Example: Replace the gas mask canister on your M40-series protective mask.

Phase

A major part of a training course that may be trained at different locations. Phases are required as a necessary break-up of a course version due to time, location, equipment, and facility constraints as well as facilitation in management of different techniques of instruction. It contains one or more modules. See "Phased training."

Phased training

Training that has been compartmentalized into distinct phases to enhance training. Distance learning phases may conserve resources.

Posttest

A test administered after the completion of instruction to determine whether a student has mastered the objectives to the established standard. See "Pretest."

Practical exercise (PE)

The practical exercise is the hands-on application of the performance required in enabling or terminal learning objectives. Gives the student the opportunity to acquire and practice skills, knowledges, and the behaviors necessary to perform the training objective successfully.

Prerequisite training

That training which personnel must have successfully completed in order to be qualified for entry into training for which they are now being considered.

Pretest (diagnostic test)

An assessment which measures soldier or civilian task competency before training. As it measures performance against a criterion, results focus training on what soldiers/civilians need to know and provide links to this prescriptive training. As a placement test, it allows for testing out of lessons, modules, or phases of a course. See “Performance test” and “Posttest.”

Professional development course

A course designed to prepare commissioned officers, warrant officers, or noncommissioned officers to effectively perform the duties required in assignments of progressively greater responsibility.

Proficiency

Ability to perform a specific behavior (task, learning objective) to the established performance standard in order to demonstrate mastery of the behavior.

Programmed instruction

Self-paced training, usually printed, with frames of information and questions organized so the choices direct the student to remedial frames or advanced material, as appropriate. The material is carefully sequenced and validated to ensure the target population can perform the learning objectives to the established standard.

Programmed training

The training of a critical task (forwarded to non-proponent schools as a training support package (TSP) by including the TSP in a formal course of instruction as a stand-alone lesson with a separate lesson number (program of instruction (POI) file number) and specific learning objectives. It is conducted in a structured manner; trained to standard; essential as it serves as the foundation for other training in the course; a qualification training requirement; and evaluated during instruction. It may require use of specific equipment.

Program of instruction (POI)

The POI covers a course/phase. The program of instruction is a requirements document that provides a general description of course content, duration of instruction, types of instruction, and lists resources required to conduct peacetime and mobilization training in an institutional setting. See TRADOC Reg 351-1.

Progressive training

Training which is sequenced to require increased levels of performance proficiency.

Proponent agency

An Army organization or staff that has been assigned primary responsibility for materiel or subject matter experts in its area of interest.

Proponent school

The TRADOC school designated by the CG, TRADOC or other appropriate MACOM as training/TD (task) proponent to exercise management of all combat/training development aspects

of a materiel system, functional area, or task. It analyzes, designs, develops, implements, and evaluates training/training products for proponent area.

Quality control indicators

Checkpoints used to ensure the quality of each step of a process or function.

Random selection

A process of choosing people or objects at random rather than through some systematic plan. A selection is random when all elements available for selection have the same chance of selection.

Rank order

The relative standing of an individual on a given trait with reference to other members of the group. Example: When all members of a group of 10 are arranged in order from lowest to highest, the number 1 may be assigned to the one who stands highest, 10 to the lowest.

Rating scale

A measurement device in which a rater must choose a response from choices arranged in a continuum such as from low to high or good to bad.

Reclassification training

A soldier may be reclassified into a new job due to organizational restructure, mission or new/revised systems, etc. Reclassification training is training provided to an individual that qualifies them to perform in a newly assigned job (MOS, AOC, etc.).

Refresher training

Used to reinforce previous training and/or sustain/regain previously acquired skills and knowledge. The training --

(1) Is related to course-specific training objectives, performed under prescribed conditions, and must meet prescribed performance standards.

(2) May take place in a course during or outside of POI time.

(3) Usually takes place in the unit to sustain or retrain a previously required proficiency level; may be trained to prepare an individual for institutional training, i.e., meet prerequisite training requirements.

Reserve Component Course Configuration (RC3) Program

A program that provides RC resident exportable training courses designed for use by RC training institutions as formal instruction. The program includes enlisted, warrant, and commissioned officer training. RC training institutions function as extensions of the TRADOC proponent school. RC training institutions include the Army National Guard (ARNG) academies, Reserve Forces (RF) schools, Reserve Forces intelligence (RFI) schools, and regional training sites - intelligence. In addition, the program provides--

(1) Sustainment and transition courses for presentation in regional training sites -maintenance (RTS-M).

(2) Institutional quality resident training programs and supporting materials for Reserve Forces schools conducting annual training at TRADOC school locations.

Reserve Component Training Institution

An organization whose mission is to conduct institutional training for the U.S. Army. An RCTI can be a Division (Institutional Training (DIV(IT))), TASS brigade, battalion, NCO academy, training detachment, RTS-maintenance, or any other reserve training institution.

Resident school

A training location other than the soldier's unit where the soldier is a full-time student. Resident schools include noncommissioned officer academies; service schools; training centers; and The Army School System (TASS) schools (battalions), an extension of TRADOC proponent schools.

Resident training course

Training presented to students usually in a formal training environment by trained instructors. The training may be presented by conventional methods such as conference, by advanced technology such as computers, by distributed training methods, or could involve a combination of methods.

Risk

Risk is characterized by the probability and severity of a potential loss that may result from hazards due to the presence of an enemy, an adversary, or some other hazardous condition. (FM 100-14).

Risk assessment

The identification and assessment of hazards (first 2 steps of risk management process) (FM 101-5-1). It is the process used to identify potential hazard(s) associated with training, set values on the risk elements, compare risks against training benefits, and eliminate unnecessary risks. It is an expression of potential loss in terms of hazard severity, accident probability, and exposure to hazard.

Risk assessment code

A code, representing the risk assessment output, assigned to training products such as lessons and mission training plan.

Safety-in-training

The integration of safety requirements and risk management into the training development process. It involves hazard (risk exposure) identification and prevention (risk control techniques) into individual training products, e.g., lesson plans, STPs, and TSPs.

Self-study

Individual study by which a soldier learns or reinforces previous learning, on his/her own.

Sequential training

The ordering of training so that the learning of new or more complex skills/knowledge is built upon and reinforces previously learned material.

Simulation

Any representation or imitation of reality. Simulating part of a system, simulating the operation of a system, and simulating the environment in which a system will operate are three common types.

Simulator

- (1) A device, computer program, or system that performs simulation.
- (2) For training, a device that duplicates the essential features of a task situation and provides for direct practice.
- (3) A physical model or simulation of a weapons system, set of weapons systems, or piece of equipment which endeavors to replicate some major aspect of the equipment's operation.

Skill

The ability to perform a job related activity that contributes to the effective performance of a task performance step.

Skill level

Identifies task proficiency, or ability typically required for successful performance at the grade with which the skill level is associated. The skill levels by grade are shown below:

Skill levels	-->	1	2	3	4	5	
Enlisted	E	1/2	3/4	5	6	7	8/9
Warrant	W	1/2	3		4	5	
Officer	O	1/2	3	4	5	6	

Small group instruction (SGI)

A means of delivering training which places the responsibility for learning on the soldier through participation in small groups led by small group leaders who serve as role models throughout the course. SGI uses small group processes, methods, and techniques to stimulate learning.

Small group leader (SGL)

An instructor who facilitates role modeling, counseling, coaching, learning, and team building in SGI.

Small group trial

In training development, the determination of the effectiveness of lesson material based on performance of a small representative sample (three to five) of soldiers from the target population.

Soldier's manual (SM)

Army Doctrine and Training Literature Program (ADTLP) publications that contain critical tasks and other training information used to train soldiers. They also serve to standardize individual training for the whole Army; provide information and guidance in conducting individual training in the unit; and aid the soldier, officer, noncommissioned officer, and commander in training critical tasks. They consist of SMs and SM/TGs.

Soldier Manual of Common Tasks (SMCT)

A document that contains the critical tasks which every soldier must be able to perform in order to fight and win on the battlefield. It provides the conditions, standards, and performance measures for each common soldier critical task.

Soldier training publication (STP)

Publications that contain critical tasks and other training information used to train soldiers and serve to standardize individual training for the whole Army; provide information and guidance in conducting individual training in the unit; and aid the soldier, officer, noncommissioned officer (NCO), and commander in training critical tasks. They consist of Soldier's Manuals, trainer's guides, Military Qualification Standards manuals, and Officer Foundation Standards system manuals.

Standard

A statement that establishes criteria for how well a task or learning objective must be performed. The standard specifies how well, completely, or accurately a process must be performed or product produced.

(1) The task standard reflects task performance requirements on the job.

(2) The learning objective standard reflects the standard that must be achieved in the formal learning environment.

Standardization

As applicable to Army training –

(1) The development and implementation of performance standards which the Army employs in training and in combat.

(2) Units and soldiers performing the same task will be trained to perform that task to the same standard.

(3) Training products are produced in one format by the training proponent and used by other training activities.

Student evaluation plan

A plan that details how the proponent school will determine if the student has demonstrated a sufficient level of competency to pass the specified course or training. It specifically identifies

course completion requirements to include the minimum passing score (or go/no go) for each written or performance examination, final grade requirement, minimum course attendance requirements (if applicable), and specific tests that must be satisfactorily completed to graduate. It very specifically identifies how the student's performance will be evaluated. Specific lessons tested in each test are identified. Counseling and retesting policy are delineated. Other evaluations, such as the Army Weight Control Program and Army Physical Fitness Test, that impact on graduation are identified, and their requirements are included.

Student performance counseling

As related to training, communication which informs soldiers/students about their training and the expected performance standards and provides feedback on actual performance.

Soldier/student performance includes appearance, conduct, learning accomplishment, and the way learning is being carried out.

Study guide

A document that guides the student through the process of studying a lesson or series of lessons. The student can use it for recording notes.

Subject matter expert (SME)

An individual who has a thorough knowledge of a job (duties and tasks). This knowledge qualifies the individual to assist in the training development process (i.e., consultation, review, analysis, etc.). Normally, a SME will instruct in his area of expertise.

Supervised on-the-job training (OJT)

Structured training accomplished while a person is working in a particular skill level and military occupational specialty. The training is closely monitored by the soldier's supervisor because of equipment, safety, or skill requirements. Training support products such as training extension course lessons, interactive courseware, and correspondent subcourses may be integrated into supervised on-the-job training.

Supporting schools

Those schools who have responsibility for training particular jobs in support of a new system but are not the proponent for the system itself. Supporting schools provide input to the STRAP in their areas of responsibility.

Systems Approach to Training (SAT)

The Army's training development process. It is a disciplined, logical approach to making collective, individual, and self-development training decisions for the Army. It determines whether or not training is needed; what is trained; who gets the training; how, how well, and where the training is presented; and the training support/resources required to produce, distribute, implement, and evaluate those products. The SAT involves all five training related phases: analysis, design, development, implementation, and evaluation.

Target audience description

A description of the quantity and qualifications of the personnel to be trained. They are the job holders, and perform all the tasks associated with the specific job. They will operate, maintain,

and support a system or equipment, perform critical tasks and lead the unit. It describes the range of individual qualification and all relevant physical, mental, physiological, biographical, and motivational dimensions.

Target population

The persons for whom the instructional or training materials are designed. Samples from this population are used in evaluating training materials during their development. Also called target audience.

Task

A clearly defined and measurable activity accomplished by individuals and organizations. It must be specific--usually has a definite beginning and ending, may support or be supported by other tasks, has only one action, and is described using only one verb. It is generally performed in a relatively short time (however, there may be no time limit or a specific time limit), and it must be observable and measurable. The task title must contain an action verb and object and may contain a qualifier. Types:

(1) Collective task

Derived from unit missions. Requires group participation for its accomplishment (e.g., operate an M105 Howitzer). It may also be a mission requirement, such as secure a bridgehead, which can be broken down into supporting individual tasks. It describes the exact performance a unit must perform in the field under actual operational conditions.

(2) Common/collective task

A collective task that is trained and performed in the same way by every unit in the Army. See "collective task" and "critical task." Example : Set up a personnel decontamination station.

(3) Common skill level task

An individual task performed by every soldier in a specific skill level regardless of MOS or branch, e.g., a task performed by all captains.

(4) Common soldier task

An individual task performed by all soldiers regardless of rank. Example : All soldiers must be able to perform the task, "Perform mouth-to-mouth Resuscitation."

Note: There are common soldier tasks that apply to all Army civilian employees as well, e.g., maintain security of classified information and material.

(5) Critical collective task

A collective task that is critical. See "collective task" and "critical task."

(6) Critical common collective task

A common collective task which is critical. See "common collective task" and "critical task."

(7) Critical common skill level task

A common skill level task that is critical. See "common skill level task" and "critical task."

(8) Critical common soldier task

A common soldier task that is critical. See "common soldier task" and "critical task."

(9) Critical individual task

An individual task which is critical. See "individual task" and "critical task."

(10) Critical shared task

A shared task which is critical. See "shared task" and "critical task."

(11) Critical task

A collective or individual task a unit or individual must perform to accomplish their mission and duties and to survive in war or military operations other than war (MOOTW). Critical tasks must be trained.

(12) Individual task

The lowest behavioral level in a job or duty that is performed for its own sake. It should support a collective task; and usually supports another individual task.

(13) Organizational level critical task

Common skill level task shared by other skill levels, e.g., captains and company first sergeants may perform the same tasks.

Shared task

Individual: An individual task performed by soldiers from different jobs and/or different skill or organizational levels. Shared tasks are usually identified when conducting an analysis of a specific job. Example: The lieutenant and sergeant in the same platoon perform some of the same tasks.

Collective: A task that may apply to some units that have different proponents or to different echelon/TOE units within a single proponent's authority. The task, conditions, standards, task steps, and performance measures do not change.

Task-based training

Training developed and implemented to train units and soldiers to perform critical tasks and supporting skills and knowledges to established performance standards. Critical tasks focus training on what really needs to be trained.

Task condition

See "Condition"

Task proponent

See "Training /TD (task) proponent"

TASS Integration Element (TIE)

The TRADOC office in the CONUS subgeographical region that coordinates Army training instructors, students, training devices, equipment, and facilities for Reserve Component individual soldier training.

TASS Training Battalion

A functionally aligned organization that executes ADT classes and coordinates IDT/ADT classes in other states and is accredited by the proponent.

TASS Training Institution

The education/training environment of the Army (Active Army, Reserve Component, and Civilians) which encompasses all Army sites where a soldier and civilian can receive training, to include proponent schoolhouses, TASS training battalions, TASS training sites, Army Training Centers, RTI/RTS, DL classroom, and Classroom XXI.

Technical manual (TM)

A publication that describes equipment, weapons, or weapons systems with instructions for effective use. It may include sections for instructions covering initial preparation for use and operational maintenance and overhaul.

Techniques

The general and detailed methods used by troops and/or commanders to perform assigned missions and functions, specifically, the methods of using equipment and personnel. Example: A tactic of covering an obstacle with direct and indirect fires may be executed by emplacing machine guns on the flanks to place direct fire down the length of the obstacle and using mortars to place indirect fire on the obstacle. Both types of fires can be shifted beyond the obstacle to cut off withdrawal of an opposing force.

Technique of delivery

Process or manner of delivering instruction that includes one or more methods. For example, group-paced instruction could use conference, discussion, demonstration, and practical exercise. A technique of delivery may involve a whole course, a phase, or a module.

Teletraining

Training delivered via communication links such as satellite or cable links.

Test

A device, technique, or measuring tool used to determine if a student or group can accomplish the objective to the established standard. Determine if training does what it is designed to do efficiently and effectively. Measure the skill, knowledge, intelligence, abilities, or other aptitudes of an individual or group. Collect data as a basis for assessing the degree that a system meets, exceeds, or fails to meet the technical or operational properties ascribed to the system.

Criterion-referenced test

A test that establishes whether or not a unit or soldier performs the learning objective to the established standard. Performance is measured as a "go" or "no-go" against a prescribed criterion or set of criteria - the learning objective standard. It is scored based upon absolute standards, such as job competency, rather than upon relative standards, such as class standings.

Norm-referenced test

A test that grades a student based on performance of other students taking the same test. Is scored based upon relative standards, such as class standings, rather than upon absolute standards, such as job competency.

The Army School System (TASS)

A composite school system comprised of the AC, ARNG, and USAR institutional training systems. TASS, through the Army's training proponents, provides standard training courses to America's Army, focusing on three main points of effort--standards, efficiencies, and resources. The TASS is composed of accredited and integrated AC/ARNG/USAR schools that provide standard institutional training and education for the Army. TASS training battalions are arranged in regions and functionally aligned with the training/TD (task) proponents.

TASS school battalions

The training institution of both the ARNG (state military academies, National Guard Bureau (NGB) Regional NCOA/schools, etc.) and USAR (U.S. Army Reserve Forces schools/USARC NCOA, etc.). TASS school battalions comprise all NCOAs and schools of the Reserve Component.

The Army Training System (TATS) course

A course designed to train the same MOS/AOC skill level or ASI, LIC, SQI, SI within the Army. The course ensures standardization by training all course critical tasks to task performance standard. It may be trained at different sites and may involve use of different media/methods to train the various phases/modules/lessons.

The Army Training System (TATS) POI

A requirements document that provides a general description of The Army Training System Course content, duration of instruction, and methods of instruction and media. It lists critical tasks taught and resources required to conduct peacetime and mobilization training. Note: This is the objective TATS POI; currently being automated.

Total task inventory

A listing of all the individual tasks performed as part of a job. Critical tasks for the job are derived from this inventory. See "Task."

Training course

Structured, sequenced training designed to train a student to perform identified learning objectives to the prescribed standard. The training may be presented by advanced technology, such as computers; by conventional methods, such as conference using trained instructors; by

distance learning techniques, such as distributed print or interactive courseware (ICW) modules; or by a combination thereof.

Training device

Three-dimensional object and associated computer software developed, fabricated, or procured specifically for improving the learning process. Categorized as either system or nonsystem devices.

System device

Device designed for use with a system, family of systems, or item of equipment, including subassemblies and components. It may be stand-alone, embedded, or appended.

Nonsystem device

Device designed to support general military training and nonsystem-specific training requirements.

Training equipment

Items of tactical or nontactical equipment or components used for training purposes in which the pieces of equipment do not lose their identity as end items for operational purposes, e.g. rifles, vehicles, communication equipment, and aircraft.

Training facility

A permanent or semipermanent facility, such as a firing range (range towers, scoring benches, lane markers, range signs), confidence course, military operations on urbanized terrain (MOUT) complex, aircraft mock-up, jump school tower, or training area. Training facilities are construction projects and are not considered items of TADSS.

Training management

The process commanders and their staff use to plan training and related resource requirements needed to conduct and evaluate training. It involves all echelons and applies to any unit in the Army regardless of strength, mission, organization, or equipment assigned.

Training materials

Those materials developed as a result of training design and provided to teach or evaluate training. They include, but are not limited to; computer based instruction, correspondence courses, training literature products, student handouts, and other products used to train to a prescribed standard.

Training method

The procedure or process for attaining a training objective. Examples include lecture, demonstration, discussion, assigned reading, exercise, examination, seminar, and programmed instruction.

Training objective

A statement that describes the desired outcome of a training activity in the unit. It consists of the following three parts: task, condition(s), standard.

Training plan

A detailed description of the actions, milestones, and resources required to implement a training strategy. The detail depends upon the plan type and level.

Training program

An assembly or series of courses or other training requirements organized to fulfill a broad overall training goal.

Training/TD (task) proponent

There are two basic organizational functions as described below:

(1) Training proponent

Organization responsible for managing and presenting training of a materiel system, functional area, or task. May or may not also be the TD (task) proponent.

(2) TD (task) proponent

The organization responsible for managing and conducting development of training for a materiel system, functional area, or task as well as managing the development thereof. May be a school or another activity. May or may not also be the training proponent. See "Proponent school" and "Non-TD (task) proponent."

Training Requirements Analysis System (TRAS)

The management system that provides for the documentation of training and resource requirements in time to inject them into resource acquisition systems. The TRAS uses three types of documents--the individual training plans (ITP), Course Administrative Data (CAD), and programs of instruction (POI).

Training resources

Those human, physical, financial and time resources used to conduct and support training.

Training safely

Achieved by identifying task performance safety hazards and integrating safety in training procedures during training design, development and implementation. Safety in training and training safely are not one and the same.

Training site selection

See "Training strategy."

Training strategy

The general description of the methods and resources required to implement a training concept. It lays out the who, what, where, when, why, how, and cost of the training. The development of a training strategy includes determining the training site and media selected to train each critical task.

- **Combined Arms Training Strategy (CATS)**

The Army's overarching concept or plan used to attain and sustain desired levels of training proficiency on mission essential or critical tasks. Its basis is a series of branch proponent unit and institutional strategies describing training events, frequencies, and resources required to train to standard. These strategies describe how the Army will train the total force to standard in the institutions and unit and through self-development. CATS also documents the quantity, and justification for all training resources required to execute the training.
- **Unit training strategy**

The training design (plan) to attain and sustain the desired level of performance proficiency on mission essential or critical collective tasks. These strategies are based on mission and critical collective analysis data and evaluation feedback. They establish the need to produce collective training products and materials. Unit strategies are prepared in the form of a gunnery, maneuver/collective, and soldier matrix.
- **Individual training strategy (ITS)**

A cradle-to-grave description of the methods and resources required to develop and implement individual training. It describes, who (soldier), what (task), where (training site), when, and at what cost the training will be developed and implemented. There are long-range and short-range individual training strategies.
- **Long-range training strategy**

The long-range estimation of who, how, when, and where training will be provided. The time period extends from the third year following the execution year and beyond. Long-range training strategies are developed/updated after needs analysis determines a training requirement(s) exists. Long-range plans, e.g., ITP, document future training requirements. Example: Needs analysis determines a requirement to develop training to support a new MOS or system. Strategy development determines the best way to train these tasks is by a training device. This requirement is entered in the ITP for the affected MOS skill level(s).
- **Short-range Training Strategy**

The short-range determination of who, how, when and where tasks will be trained. The time period includes the execution plus the two budget years. Short-range training strategies are developed following the critical individual task analysis. They are supported by updated long-range plans (e.g., ITP) and development/update of short-range training plans/models. Example : Strategy development determines that CBI is the best way to train several of the approved critical tasks. Developers then develop a CBI project management plan and design the CBI product.
- **Soldier training strategy**

A CATS training strategy that reflects individual tasks unit commanders must ensure their soldiers can perform in the accomplishment of unit missions.

Training support

The provision of the materials, personnel, equipment, or facilities when and where needed to implement the training. It includes such functions as the reproduction and distribution of training products and materials, training scheduling, student record maintenance.

Training Support Center (TSC)

An authorized installation activity with area responsibility to provide storage, instruction, loan/issue, accountability, and maintenance for TADSS.

Training Support Package (TSP)

A complete, exportable package integrating training products, materials, and/or information necessary to train one or more critical tasks. Its contents will vary depending on the training site and user. A TSP for individual training is a complete, exportable package integrating training products/materials necessary to train one or more critical individual tasks. A TSP for collective training is a package that can be used to train critical collective and supporting critical individual tasks (including leader and battle staff). There are various uses of TSP that fall under these categories:

- **Common or shared individual task TSP.** This is a TSP for one or more common or shared tasks.
- **Lane Training TSP.** A package of material used to plan, execute, and assess lane training.
- **RC3 TSP.** A package of course training material configured (redesigned) from AC resident courses.

Note: TATS course TSPs will replace RC3 TSPs.

- **TADSS TSP.** A complete package integrating all training products/materials necessary to train one or more individuals in the operational use and/or maintenance of a TADSS. A TADSS TSP may be an exportable package for use in units to "train-the-trainer" or a package exclusively used within an institution to train instructors or students on the utilization of the TADSS. The primary TADSS TSP development is an approved, validated TSP containing all material required to implement the training at the unit or institution. Its contents will vary depending on its type/use.
- **Training/TATS course TSP**
Contains all guidance and materials needed to train all critical tasks of a particular course to the Army:
- **TSP for collective task(s) trained in the unit.**
TSP prepared or approved by the proponent school for unit training of critical collective task(s).

- **TSP for individual task trained in unit.** A TSP prepared by the proponent school for a critical individual task selected during the media selection process for training at the unit. It contains all guidance/material needed to train the task.

Uplink

The teletraining site that broadcasts the training. There is only one uplink site in a teletraining network capable only of one-way video over satellite. In a network capable of two-way video all sites are uplinks. See "Downlink."

Validation

An evaluation of the training products and materials. It is the process used to determine if training accomplishes its intended purpose. Validation and revising training are continuous actions in the teaching/revising process of training improvement. Validate products and materials to--

- (1) Verify their training effectiveness in training the objective.
- (2) Determine beneficial improvements in the quality of training products and materials.
- (3) Identify training product deficiencies.

(4) Improve efficiency and effectiveness of training objectives, sequence, products, and materials. In the "testing" context, it is the process of determining the degree of validity of a measuring instrument (e.g., skill qualification test, end of module test, and end of course comprehensive test). In the "technical manual context, it is the process used by a contractor to test an equipment publication for completeness, compliance with contractual requirements, and technical accuracy.

Vertical alignment of tasks

Tasks are vertically aligned when a task identified for a specific skill or organization level supports a task at the next higher skill level. Tasks in the same category (subject area) must be progressive, i.e., they show an increase in performance required at the next higher skill level, the conditions and standard are more exacting, or there are increased supervisory responsibilities when compared to supporting tasks. The task should indicate the increase in required performance or supervisory responsibilities.

Vertical alignment of training

Training is vertically aligned when tasks for a particular skill level are built upon skills, knowledge, and behaviors gained during previous training and/or operational assignments. If tasks are in the same general categories, then their training must be progressive -- they must show an increase in the skill level required to accomplish them, the conditions and standards must be more exacting, or the tasks represent increased supervisory responsibilities when compared to related tasks trained earlier. Task statements should indicate the increase in required skill level or supervisory responsibility.

Video teletraining
See "Teletraining."

FOR THE COMMANDER:

OFFICIAL:

CHARLES W. THOMAS
Major General, GS
Chief of Staff

A handwritten signature in black ink, appearing to read "Thom E. Tuckey". The signature is written in a cursive style with a long, sweeping underline that extends to the right.

THOM E. TUCKEY
Colonel, GS
Deputy Chief of Staff
for Information Management

**INDIVIDUAL
BASIC TRAINING (BT),
BASIC TRAINING (BT), ADVANCED INDIVIDUAL TRAINING (AIT),
ONE STATION UNIT TRAINING (OSUT)**

For use of this form, see AR 351-1 (AR 351-1 will be superseded by AR 350-1);

1. TYPE OF TRAINING

2. NAME <i>(Last, First, MI)</i>	3. SSN	4. ORGANIZATION	5. INSTALLATION
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6. RECYCLE	UNIT (a)	DATE (b)	TRAINING WEEK (c)	REASON (d)
FIRST RECYCLE				
SECOND RECYCLE				

7. POR, PROFICIENCY TESTS, AND WEAPONS QUALIFICATION

SUBJECT	DATE COMPLETED	SCORE
a. M16A1 RIFLE QUALIFICATION		
b. HAND GRENADE QUALIFICATION		
c. ARMY PHYSICAL READINESS TEST		
d. CODE OF CONDUCT		
e. LAW OF LAND WARFARE/SAEDA		
f. EQUAL OPPORTUNITY		
g. ALCOHOL AND DRUG ABUSE PREVENTION		
h. MILITARY JUSTICE		
i. END-OF-COURSE TEST		
j. CIVIL DISTURBANCE TRAINING <i>ING</i>)		

8. BASIC SKILLS EDUCATION PROGRAM (BSEP)/ENGLISH AS A SECOND LANGUAGE (ESL)

SELECTABLE SCORES:	READING	VOCABULARY	SPELLING	NUMERICAL OPS	MATH	PROB SOLVING
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
ATTENDED BSEP:	YES	<input type="text"/>	ATTENDED ESL:	YES	<input type="text"/>	
ENGLISH COMPREHENSIVE LEVEL TEST (ECLT) SCORE		<input type="text"/>	POST ECLT TEST		<input type="text"/>	

9. COMMENTS *se reverse of this form if more space is needed*)

ASI: _____

10. INDIVIDUAL HAS SATISFACTORILY COMPLETED TRAINING PROGRAM [Except as noted on this form]

SIGNATURE OF TRAINING OFFICER OR COMMANDER
DA FORM 5286-R, JAN 84

INSTRUCTIONS

ITEMS 1-7, 9 and 10-Self explanatory.
ITEM 8-Enter information on test scores, BSEPIESL attendance, if applicable.
ITEM 11 -Listed tasks tested.

REVERSE OF DA FORM 5286-R, JAN 84

USAPPC VI.00

11. TESTED TASKS

POI: _____

TGISM: _____

INDIVIDUAL TRAINING RECORD (CONTINUATION SHEET)
BASIC TRAINING (BT), ADVANCED INDIVIDUAL TRAINING
(AIT), ONE STATION UNIT TRAINING (OSUT)

1. TYPE OF TRAINING

For use of this form, see AR 351-1 (AR 351-1 will be superseded by AR 350-1)- the proponent agency is DCSOPS.

2. Name (Last, First, Last, MI)

3. SSN

4. Organization

5. Installation

Item No.	INFORMATION

