



# ***CBRNS TRAINING AND EDUCATION SOP***

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Approved:

  
Assistant Commandant USACBRNS

19 June 2019  
Date

## *SUMMARY of CHANGE*

### CBRNS Enterprise Standard Operating Procedure (SOP)

This revision of the SOP, dated 15 March 2019

- Makes changes to table of contents.
- It incorporates the CBRNS reorganization that makes realignment changes to the 3<sup>rd</sup> Chemical Brigade, and the Directorate of Training & Leader Development (DOT&LD).
- Updates organization, and responsibilities of all CBRNS organizations (throughout).
- It incorporates new Army learning concepts, updates policy, and standardizes requirements to comply with United States Army Training and Doctrine Command Regulation 350-70.
- Updates current policies and courses posted by CAC and ATSC in reference to instructor certification and development.
- Adds responsibilities for the Training Support Division (TSD) (para 2-3b).
- Adds responsibilities for the CBRN Compliance Division (para 2-3d).
- Updates regulations throughout document and Appendix A: REFERENCES).
- Modifies charts for Student Status Review (SSR) (para 24-3).Modifies waiver authority in appendix G.
- Adds Waiver Authority chart (Enclosure 1) in appendix G, and Example Waiver Format (Enclosure 2) in appendix G.
- Adds appendix H, Student Status Review (SSR) Examples.
- Adds appendix I, Memorandum Templates and TRAS Staffing Locations.
- Adds appendix J, QAE MEP and Forms.

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## **Chapter 1**

### **Introduction**

**1-1 Purpose.** The purpose of this SOP is to define the roles and responsibilities carried out on behalf of the Commandant, USACBRNS in the areas of Training Development, Training Management, and Training Execution in a clear, concise manner.

**1-2 References.** Appendix A lists required references used in the development of this SOP and the content contained within. References are also annotated throughout this SOP where applicable.

**1-3 Applicability.** This SOP applies to all Soldiers and Civilians assigned to the USACBRNS. Entities that support CBRNS training are also held to the standards of conduct contained within this SOP.

**1-4 USACBRN School Mission.** (What we do through the CBRN School)

To ensure the Army is postured to fight and win in a CBRN environment, Design, Acquire and Build the Army's future CBRN capability and to constantly improve it using the Doctrine, Organization, Training, Materiel, Leadership and Education, Personnel and Facilities (DOTMLPF) process.

**1-5 Functional Alignment.** For the purpose of this SOP functional alignment is the direct relationship between training development, training management, and training execution. Whereas there are clearly roles and responsibilities in each area specifically assigned to departments within the CBRNS, there are also many shared responsibilities for maintaining the highest standards of quality instruction.

## **Chapter 2**

### **Responsibilities**

**2-1 Commandant,** USACBRNS serves as the approval authority for all Programs of Instruction (POIs), Course Administrative Data (CADs), Individual Training Plans (ITPs) Individual Critical Task Lists (ICTLs), and any deviations to training. However, the Commandant has delegated approval and signature authority to the Assistant Commandant on this SOP and training products listed in the Staffing Paper Coordination and Approval Matrix contained in Appendix I.

**2-2 Assistant Commandant,** USACBRNS serves as the approval authority for Course Management Plans (CMPs) and is the executive agent for the implementation of training development processes and procedures. The Assistant Commandant has been delegated as the approval and signing authority for this SOP and training products listed in the Staffing Paper Coordination and Approval Matrix contained in Appendix I.

**2-3 Directorate of Training & Leader Development (DOT&LD)** serves as the executive agent for training requirements; current and future for the USACBRNS. DOT&LD manages the production of vital and relevant training, education and professional products, which enable the USACBRNS to develop world renowned professional CBRN operational experts, unsurpassed tactically and technically. All requirements are vetted through DOT&LD for analysis and possible implementation into CBRNS courseware. No training will be executed until properly vetted through DOT&LD. DOT&LD also serves as the executive agent for all distributed learning products for the CBRNS.

a. Training Development Division (TDD) develops and manages the proponent Training Requirements Analysis System (TRAS) documents, to include course administrative data (CADs) and programs of instruction (POIs), for AC and RC units. Staffs applicable TRAS documents with the RC and NG, and submits to the proponent school for approval. Coordinates with TRADOC Training Operations Management Activity (TOMA) for the validation of POIs. Conducts job analysis, produces and manages individual critical task lists, and prepares individual task analysis with the assistance of subject matter experts (SMEs) from the training organizations. Coordinates and conducts Critical Task Site Selection Boards (CTSSB). Maintains the Commandant/Assistant Commandant- approved Individual Critical Task Lists (ICTL). Ensures vertical and horizontal integration of all proponent training programs. Determines the training site, the media selection, and the training sequence for tasks contained on the critical task list. Designs and develops common tasks and common task training as directed by HQTRADOC and develops critical individual tasks and lessons using the Training Development Capability (TDC) database. Serves as proponent school POC for the American Council on Education (ACE). Analyzes, designs, develops, and reviews collective tasks relevant to CBRN organizational missions and used in Combined Arms Training Strategies (CATS) and other training products. Develops and manages the USACBRNS collective training development products using TDC. Coordinates with MSCoE on multi-proponent products. Coordinates with CAC and FORSCOM on the development of training event matrixes.

b. Training Support Division (TSD) serves as direct interface for CBRN-specific training issues between DA, TRADOC, MSCoE, FLW, and training departments. TSD develops and manages DL products, schedules all CBRNS course schedules, evaluates training, monitors student loads, course management and class statistics. TSD also coordinates and reviews SMDR constraint/information papers, processes un-programmed training requirements in response to Training Requirements Arbitration Panel (TRAP) and Mobile Training Teams (MTT) requests. They develop Memorandums of Agreement and Memorandums of Understanding (MOAs/MOUs) between MSCoE and organizations outside of the CBRNS. TSD manages the Army Credentialing Programs which directly impact army readiness by establishing and implementing programs to validate Soldier's Professional skills, training, and work experiences, and to bolster military-technical competence within the Army Total Force. They also manage the Cooperative

Degree Program to include Academic Articulation Agreements (AAA).

c. Department of Instruction (DOI) contains three departments; Technical Training Department (TTD), Hazmat Dismounted Recon (HDR) Department, and System Training Integration and Devices (STID) Department. TTD and HDR are responsible for conducting cutting edge training that assures success in current and future operational environments in accordance with approved POIs and policies and procedures contained within this SOP. Furthermore, instructors are responsible for the subject matter expertise of their courses, and in coordination with TSD and TDD are charged with keeping materials relevant and up-to-date. Department Chief will certify by signature that all training on their training schedules is in accordance with the POI and any deviations are approved by signature on a revised training schedule or change to training schedule memo. STID is responsible for Force Modernization Training Development to include Training Requirements Development, Development and Sustainment of Training Aids, Devices, Simulators and Simulations (TADSS), Doctrine and Tactics Training (DTT) for New and Displaced Systems, Technical Manual (TM) Development, and Approval of New Equipment Training (NET). The goal of STID is to provide the Commander with an immediate combat capability following Fielding and Training.

d. CBRN Compliance Division serves as the primary point of contact for all matters concerning DOD certification processes and policies. Manages the USACBRNS Hazardous Materials Responder and Technical Rescuer certification program at Fort Leonard Wood, Missouri and Camp Dawson, West Virginia. Ensures testing program is compliant with International Fire Service Accreditation Congress (IFSAC), Fire Service Professional Qualifications System (Pro-Board), DOD Fire and Emergency Services Certification Program (FESCP), and the Air Force Civil Engineer Center (AFCEC). Under NFPA 1072, (*Standards for Hazardous Materials/Weapons of Mass destruction Emergency Response Personnel Professional Qualifications*), accredited to issue the following certifications: Hazardous Materials Awareness, Hazardous Materials Operations, Hazardous Materials Technician, Hazardous Materials Operations with Personal Protective Equipment (PPE), and Hazardous Materials Operations with Mass Decontamination. Under NFPA 1006, (*Standards for Technical Rescuer Professional Qualifications*), accredited to issue the following certifications: Rescue Technician Job Performance Requirements (JPR), Rope Rescue I and II, Confined Space Rescue I and II, Trench Rescue I and II, Structural Collapse Rescue I and II, Vehicle Rescue I and II, and Machinery Rescue I and II.

**2-4 QAE** is the executive agent for ensuring that the execution of education and training along with training development programs, processes, products, and guidance are in line with DA and TRADOC regulations. QAE is also charged with supporting the leadership of the CBRNS with collection, analysis, and distribution of user feedback concerning; quality of education and training education and training products, training of current doctrine, and assessment of student learning.

## Chapter 3

### The Analysis, Design, Development, Implementation, and Evaluation (ADDIE) Process

**3-1 Purpose.** This Chapter provides the general principles of education using analysis, design, development, implementation, and evaluation (ADDIE). ADDIE is a process used to conduct instructional system design.

a. This process is applicable to all training products developed and maintained by the DOT&LD.

b. References:

(1) TRADOC Regulation 350-70, Army Learning Policy and Systems, 10 July 2017.

(2) TRADOC Pamphlet 350-70-7, Army Educational Processes, 4 October 2018.

(3) TRADOC Pamphlet 350-70-14, Training and Education Development in the Support of the Institutional Domain, 27 March 2015.

### 3-2 ADDIE Process.

a. The ADDIE process provides for effectiveness and efficiencies by developing continuous awareness of the relationships among the component parts, rather than a sequential and linear approach. The five phases of ADDIE enable the creation of integrated, mission essential products that support any type of learning and professional growth. ADDIE is the basis of a systematic, cyclic, interactive approach to conceiving, planning, organizing, and documenting all unit and individual learning products. Developing institutional domain learning products requires awareness that the five ADDIE phases can be repeatedly applied at many levels, on a broad or narrow scope. The ADDIE process is accomplished by all training developers and instructors within DOT&LD.

b. Each ADDIE phase may be entered individually when needed to revise the product. A developer must determine at what point to enter the process and ensure the learning product is produced efficiently and effectively.

**3-3 ADDIE Five Phases.** The ADDIE process contains five phases that guide training developers through the development process.

a. The **analysis** phase is used for defining learning requirements and ways to measure success. Conducting a thorough analysis is essential for making training/instruction relevant. Analysis provides information about what skills or knowledges need to be trained, the conditions under which the skills should be performed, and to what standard of performance the skill or knowledge must be trained. The results of analysis form the basis for creating and/or revising learning products. During analysis, a developer primarily focuses on comprehending the expected outcome of the development efforts while determining what information to draw upon. In determining the need for a new or revised learning product, the triggering circumstance may come from a variety of sources in the form of a problem to be resolved. Once the circumstance is provided, the developer must draw upon relevant information to create a new learning product or revise an existing learning product. The primary analysis processes used to identify the learning products to be designed (revised or created), developed, implemented, and evaluated are needs analysis, mission analysis, target audience analysis, and job analysis. To successfully create a product that meets all requirements at the appropriate level, the developer must maintain focus on the learning objective(s), with approved course outcomes and General

## Learning Outcomes (GLOs).

b. The developer moves into the **design** phase after the problem is analyzed. In the design phase, the developer must identify the objective(s), which vary according to the type of instruction to be implemented. Once the developer confirms the learning objectives with the proper authority, the developer plans what the training/instruction should look like when it is complete, and the context in which the task or learning will successfully occur. The goal is to create a learning situation that helps people move from what they already know to gaining mastery of new material. In the design phase, the developer determines learner assessment methods, lesson sequence, methods of instruction, media and/or other criteria needed for learning.

c. The **development** phase involves translating the previously determined design plan into instruction and/or instructional products. The developer chooses the structure and methods to form a comprehensive strategy to help the intended audience achieve the learning objectives. The development strategy includes identifying all materials that support the implementation of a learning product. Once institutional products are identified, designed, and developed, appropriate management processes are needed to implement and evaluate these products.

d. The **implementation** phase is the execution of the training/education. Training/education is implemented after the learning product has been designed, developed, validated, and formally approved for use. Each proponent institution develops detailed standard operating procedures to meet instructional needs and resources for implementation.

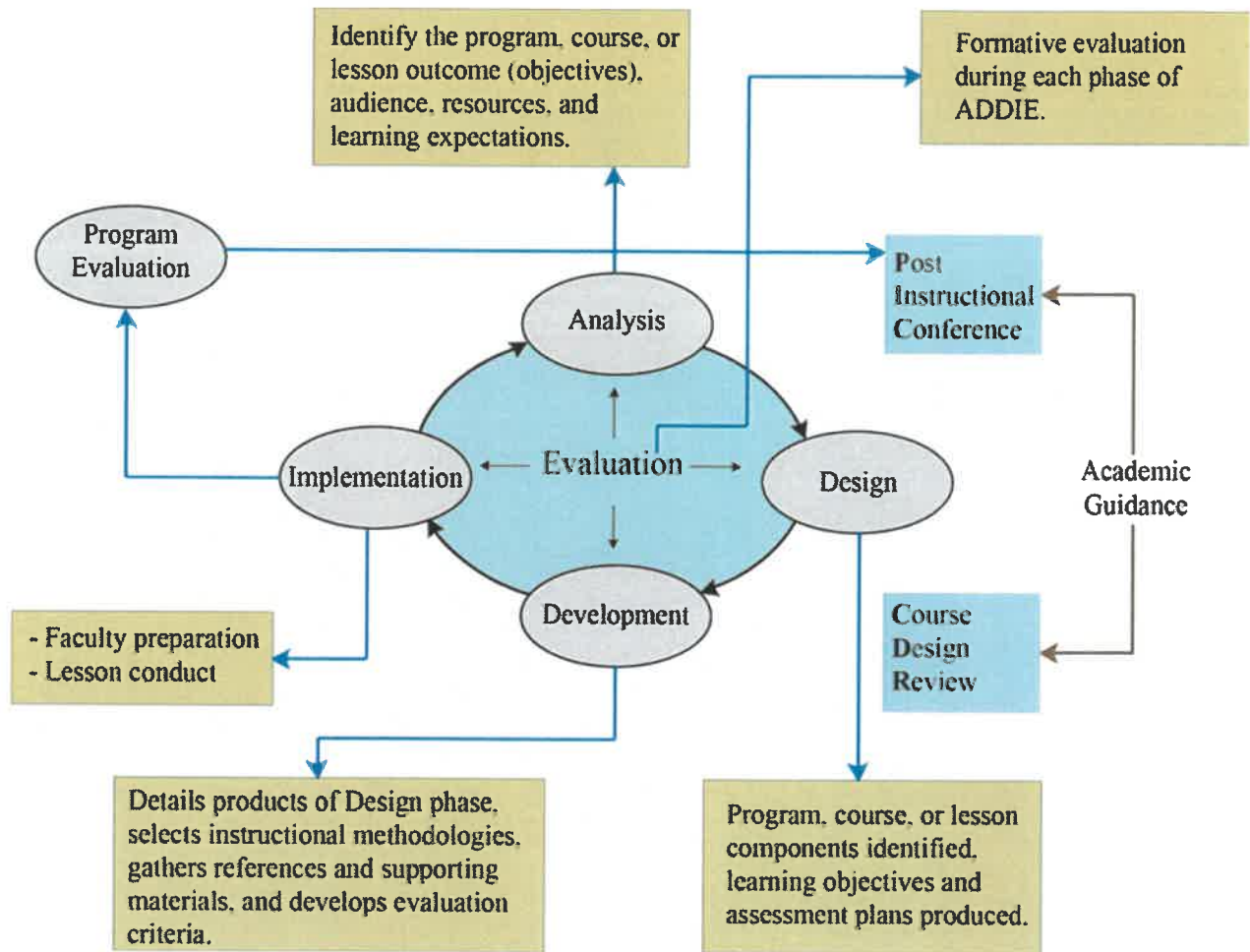
e. **Evaluation** is a continuous process that starts during the analysis phase and continues throughout the life cycle of the ADDIE process as well as the life cycle of each learning product. The evaluation phase consists of both formative and summative parts.

(1) Formative evaluation judges the ability of the learning product(s) to achieve the desired outcome/objective. This is a check-on-development to control the quality and implementation of learning products.

(2) Summative evaluation usually occurs after completion of the ADDIE process, and determines whether the learning product development and implementation meet established Army and center/school standards on a program level and thereafter on the job itself. Gaps in summative evaluation can be resolved with constructive and corrective feedback.



## The ADDIE Process.



## **Chapter 4**

### **Training Development Capabilities Database**

**4-1 Purpose.** This chapter establishes and standardizes policies for training, access, management, routine administrative, and operational procedures for the use of the TDC database. This chapter prescribes policies and establishes responsibilities for designing, developing, and producing individual training.

a. This policy applies to all personnel assigned to TDD.

b. References:

(1) AR 350-1, Army Training and Leader Development, 10 December 2017.

(2) ADP 7-0, Training, 29 August 2018.

(3) TRADOC Regulation 350-70, Army Learning Policy and Systems, 10 July 2017.

(4) TRADOC Pamphlet 350-70-6, Systems Approach to Training: Analysis, 7 September 2004.

(5) TRADOC Pamphlet 350-70-14, Training and Education Development in support of the Institutional Domain, 27 March 2015.

(6) TRADOC Pamphlet 350-70-9, Budgeting and Resourcing, 12 October 2012.

(7) TDC Electronic Performance Support System.

**4-2 Scope.** This chapter describes the procedures for using TDC for developing, staffing and maintaining training products at USACBRNS. This chapter is consistent with the appropriate regulations as outlined in TRADOC Accreditation standards. This chapter will discuss overarching core (or general) policy/requirements, regardless of the type of individual training product.

**NOTE: All USACBRNS training products will be developed IAW TRADOC Regulation 350-70, Army Learning Policy and Systems.**

#### **4-3 Responsibilities.**

a. TDC users are responsible for reviewing and submitting changes and improvements for the TDC SOP to the TDC Administrator.

b. All personnel will follow the policies and procedures set forth in the TDC SOP (located in the T-Drive/DOTLD/CBRN Enterprise SOP Folder).

c. TDD new personnel will attend the Common Faculty Development, Developer Course (CFD-DC), which includes training on the ADDIE process. At the completion of CFD-DC training they will attend the TDC Training Course. Upon receiving certificates for CFD-DC and TDC training, personnel will be granted access to the TDC. The TDC database is where training products are developed. The TDC database is maintained by the Individual Training Directorate, Ft. Leavenworth, KS.

#### **4-4 TDC Policy and Procedures.**

- a. All USACBRNS personnel involved in developing or using curriculum are required to only use TDC as the developmental tool for all training products.
- b. Upon approval of ICTLs, POIs, CADs, Lesson Plans, and Tasks they will be approved in TDC by the Branch Chiefs.
- c. TDD personnel will maintain an audit trail of all TRAS documentation on the T: drive
- d. USACBRNS Courseware Archiving: USACBRNS will use TDC as the formal method for storage, retrieval, and archiving of all program and curriculum development products. Any documents supporting the ADDIE process that are not in the TDC will be uploaded to the appropriate folders in the USACBRNS T: drive.
- e. USACBRNS will follow all training and education requirements found in TRADOC Regulation 350-70 and its subordinate TRADOC Pamphlets.
- f. Access to products in TDC are managed through the use of security domains maintained by the TDC Administrator. This ensures that protected materials remain protected.

## Chapter 5

### Course Level Training Module

**Note:** Procedures for CLTM are intended to be superseded by integrated TDC functions. No projected date is currently identified. When this occurs, this section will be obsolete.

**5-1 Course Level Training Model (CLTM) Purpose.** CLTM supports the POI methodology used in the ITRM: the POI identifies the training resources and requirements for training and educating individual Soldiers in the Army. ITRM provides the Army a systematic process for forecasting and justifying funding requirements for institutional training and education. CLTM uses information generated from tasks in the POI as the metric that links individual readiness requirements to levels of funding. The model is designed to correlate a Soldier's overall readiness to participation in and completion of institutional training tasks.

a. This policy is applicable to all programs of instruction maintained by TDD.

b. References:

(1) TRADOC Regulation 350-70, Army Learning Policy and Systems, 10 July 2017.

(2) TRADOC Pamphlet 350-70-9, Budgeting and Resourcing, 12 October 2012.

c. POI course data is imported from the CAC approved automated development system in web-based CLTM in a one-way exchange of data. Only TRADOC validated POI data is imported from the CAC approved automated development system into CLTM. Currently only equipment data is fed into ITRM for costing, but CLTM also imports ammunition, facilities, and training aids from the CAC approved automated development system.

d. A CLTM course equipment file is generated by an ITRM pre-process routine and that file is fed into ITRM to produce the direct operating tempo (OPTEMPO)/equipment cost. Direct OPTEMPO costs are based on pricing the POI requirements of equipment to meet the training and education standard. This data is calculated against workload and cost factors to contribute to annual cost at a given institutional training and education readiness level.

e. Revision/submission. CLTM data will be automatically imported into the web-based CLTM when POI are validated by the TRADOC DCS G-3/5/7 or TOMA. Once TRADOC POIs are imported into web-based CLTM and that data is confirmed by the CLTM Administrator and the schools, data will be extracted by TRADOC DCS G-8 (Resource Management) and entered into ITRM for costing.

**5-2 CLTM Benefits.** The web-based CLTM gives HQDA, HQ TRADOC and the schoolhouse a common platform to view POI data. In addition to the equipment information that is imported to ITRM for pricing, the CLTM also creates a report for the schoolhouse that displays the following from the imported POI information.

a. Course number.

b. Delivery method.

c. Course name.

d. Status date.

- e. Training location.
- f. Management category.
- g. Optimum class size.
- h. Course length.
- i. Class size.
- j. Total academic hours.
- k. Instructor/facilitator contact hours
- l. Equipment report, facilities report, ammunition report and training aids and devices report rolled up by lesson number, by course and by installation.

### **5-3 Web-based CLTM.**

a. The web-based CLTM homepage can be accessed with the following uniform resource locator: <https://cltm.tradocapps.army.mil/login.aspx>.

b. Access is controlled in the form of user identifications (ID) and passwords. Installation users will be granted access for their installation only. Multiple installation access can be permitted as required. The web-based CLTM site is available to all CLTM managers, CAC approved automated development system administrators, and selected key personnel. Access permissions are based on two user roles.

(1) School user. Personnel can make changes (import/delete) to courses at your school. This access level provides the ability to view and run reports for all courses in CLTM, however, the user cannot make changes (add/delete) to courses outside the user's school.

(2) Viewer user. Personnel can view and run reports for all courses in CLTM, but cannot make changes (import/delete) to any course.

c. School responsibilities: TRADOC schools are responsible for keeping their TRADOC validated POI data current in the CAC approved automated development system and ensuring it has been imported into web-based CLTM. Accurate and current web-based CLTM data results in accurate and current ITRM direct OPTEMPO requirements. Web-based CLTM has made an impact in the schoolhouse by allowing the schools to view their POI information in an organized and easy to understand fashion; thereby, allowing them to make corrections to their POI in the CAC approved automated development system. The result has been a dramatic improvement in the accuracy of POI information in the CAC approved automated development system. Web access allows all TRADOC schools to keep all TRADOC validated POI information current and HQ to view required resources in real time.

## **Chapter 6**

### **Critical Task Site Selection Boards (CTSSBs)**

**6-1 Purpose.** The purpose of the CTSSB is to recommend individual tasks for approval as critical tasks in a specific military specialty. A Critical Task List Memorandum example can be found in Appendix I.

a. This policy is applicable to all programs of instruction maintained by TDD.

b. References:

(1) TRADOC Regulation 350-70, Army Learning Policy and Systems, 10 July 2017.

(2) TRADOC Pamphlet 350-70-1, Training Development in Support of the Operational Domain, 12 February 2019.

(3) TRADOC Pamphlet 350-70-9, Budgeting and Resourcing, 12 October 2012.

(4) TRADOC Pamphlet 350-70-14, Training and Education Development in Support of the Institutional Domain, 27 March 2015.

**6-2 Scope.** A CTSSB/CTSS provides systematic selection and prioritization of tasks for job requirements in accordance with TR 350-70. Results of the CTSSB/CTSS provide data on appropriate tasks skill level and training site selection, and present an accurate audit trail. The CTSSB is a management device that serves as a quality control function for the process. It is held at minimum every 24 months or as major changes to doctrine occur.

### **6-3 Responsibilities.**

a. The Commandant/AC is the approving authority for, and signs, the document identifying the critical tasks for the job/jobs being analyzed. The critical tasks cannot be changed without an updated approval document.

b. The Training Developer Branch Chief is responsible for ensuring that a thorough, efficient, and effective job analysis is conducted and that valid critical tasks are identified. The TD Branch Chief supports the conduct of the CTSSB.

c. The Training Developer establishes the critical task selection criteria and sets up the CTSSB, schedule well in advance of the board to have the DOT, Technical Director of DOT&LD, AC, or the Commandant welcome the board members to USACBRNS and set the tone for the board stressing its importance. Prepare slide presentation that outlines the board process and task development. The training developer is responsible for keeping track of critical tasks that were deleted from the original critical task list, new tasks that the board added to the critical list, critical tasks that the board revised, and those tasks that were unchanged.

d. The Subject Matter Experts serve as voting members of the CTSSB, and come from units performing the tasks being reviewed. In job analysis, the SME identifies all the tasks performed for the job/duty position and provides input to the job analysis survey. The chairman is a SME who only votes in the event of a tie.

e. The evaluator serves as a non-member of the CTSSB. The evaluator's role is as an independent observer, providing quality assurance/control of the process and work. The evaluator ensures the surveyed target audience and the CTSSB include appropriate representation from AC,

RC, and NG components.

f. The table below illustrates the responsibilities of the regular members during a CTSSB.

<b>Regular Members</b>	<b>Responsibilities</b>
<b>Chairman/President</b> (Tie-breaker; i.e., casts tie breaking vote only)	(a) Convenes the individual Task Selection Board. (b) Leads the discussions on critical task selection. (c) Advises board on procedural matters. (d) Is a subject matter expert.
<b>Training Developers</b> (Non-voting members)	Advise board on educational, analysis, and procedural matters, to include explaining the-- (a) Training development process, especially the job analysis. (b) Task and critical task definitions. (c) Task performance data. (d) Task selection model.
<b>Subject Matter Experts</b> (Voting members)	(a) Recommend changes, i.e. rewording, combining, additions, or deletions of tasks to the total task inventory. (b) Provide technical information and advice to the board. (c) Determine criticality of each task based on the task selection model. (d) Recommend (rate) each task as critical or non- critical. (e) The board should include 5-7 SMEs which includes the RC Representative.
<b>Evaluator</b> (Non-voting member)	(a) Ensures recommendation of tasks as critical/non- critical based on an appropriate task selection model. (b) Ensures task title meets the requirements in this chapter.
<b>RC Representative(s)</b> (Voting member)	(a) Ensures RC requirements are included in the decision. (b) Functions as a subject matter expert.

**6-4 Changes to the CTSSB results may be made following the conclusion of the board.**

Task analysis, conducted by the applicable Instructional Systems Specialist and Training Developers continues after the board closes. This analysis may necessitate further changes for instructional purposes, within the CTSSB's recommendations. For example, a group of related tasks may be consolidated as steps under another task. All changes from the CTSSB's recommendations must be noted in detail and included as an attachment in the ICTL staffing packet.

**6-5 CTSSB is not required to add or delete a task or two from the current approved critical task list.** However, a Decision Memorandum must be staffed within USACBRNS stating the reason for removal or addition of a task. Two enclosures will accompany the memorandum that shows the adjusted ICTL and the original ICTL.

## **Chapter 7**

### **Individual Tasks**

**7-1 Purpose.** This chapter provides guidance for the analysis, design, and development of individual tasks. An individual task is a product that uses the ADDIE process.

a. This is applicable to all training developers within TDD.

b. References:

(1) TRADOC Regulation 350-70, Army Learning Policy and Systems, 10 July 2017.

(2) TRADOC Pamphlet 350-70-14, Training and Education Development in the Support of the Institutional Domain, 27 March 2015.

c. An individual task is a clearly defined and measurable activity accomplished by an individual. It is the lowest behavioral level in a job or duty that is performed for its own sake. Individual tasks provide the detail to design and develop individual learning products and provide the framework for individual skills and knowledge to support collective training.

d. Individual task characteristics:

(1) Must be observable and measurable.

(2) Must be specific and have a definite beginning and ending. They are generally performed in a relatively short time; however, there may or may not be a specific time limit.

e. Job analysis and individual critical tasks. The job analysis is the process used to identify individual tasks (including leader tasks). Tasks are further refined as individual critical tasks a job incumbent must perform to successfully accomplish his/her mission and duties. Job analysis provides a proponent command-approved critical task list for a specific job or special category, the total task inventory, and the collective-to-individual task matrix.

(1) A critical task and site selection board (CTSSB) determines the selection of the individual critical tasks. See chapter 6 for more information.

(2) All task-related CBRN training products must be based on approved CBRN critical tasks.

### **7-2 Individual task analysis**

a. Current, complete, and comprehensive individual task analysis is critical for training and education. It is the responsibility of the training developer to keep individual task analysis data current. Changes in doctrine, organization, materiel, or personnel may initiate revisions to the analysis. Safety issues may require revision to the conditions, standards, and/or performance steps.

b. An organization may recommend that changes be made to a critical task by submitting a written request explaining the additions or deletions they want to make. All requests must be submitted with supporting rationale (doctrinal changes and approved lessons learned).

c. Minor changes not affecting the task title or content are the easiest to accomplish because the title and task number do not have to be changed.



d. Major changes to the content of the task or title require that a new task with new title and task number be created. The old task will be suspended for five years and then the number may be reissued.

e. TDD approves or disapproves additions and deletions to the Central Army Registry (CAR) database.

## Chapter 8

### Structure and Manning Decision Review (SMDR)

**8-1 Purpose.** The Structure Manning Decision Review (SMDR) is the process for validating training requirements from requests from training customers including operational units, HRC, USARC and NGB. The SMDR compares training requirements with school resource capabilities and is intended to reconcile differences into an affordable, acceptable and executable training program. The purpose of the SMDR is to reach a consensus within the Army for the institutional training and education program two years out and reconcile any major changes for the upcoming budget year. The Army G-1 and G-3 conduct the SMDR annually in the September/October timeframe.

a. This is applicable to DOT&LD (TDD and TSD).

b. References:

(1) TRADOC Regulation 350-70, Army Learning Policy and Systems, 10 July 2017.

(2) TRADOC Pam 350-70-9, Budgeting and Resourcing, 12 October 2012.

**8-2 Responsibilities.** As part of the SMDR process, TDD manages the submissions of documents in support of training requirements throughout the year. TDD is responsible for verification of the ATRRS data (Course Administrative Data, etc.) on summary sheets once distributed. TSD is responsible for the verification of capacity information, and the collection and presentation of constraint information (see TP 350-70-9, Section 4-23.c). The DOT is the O6 level representative at the table for SMDR.

**8-3 Procedures.** In August, the CBRNS will receive SMDR summary sheets for every course in the CBRNS inventory. The summary sheets are reviewed for accuracy and any errors are reported (by DOT&LD) to TRADOC G 3/5/7 (TOMA) for correction. Projected course loads are listed on the summary sheets. Course managers (through TSD and/or DOT&LD as appropriate) review the projected throughput and compare against capacity to determine if constraints exist that will limit or prohibit the CBRNS' ability to train the load. For those courses with constraints, information papers are prepared detailing the constraint and projected requirements for training the load. These papers are prepared by the course manager/TSD/DOT&LD and approved by the Brigade Commander or DOT&LD. The DOT&LD submits constraint papers to TOMA prior to the SMDR for their review and staffing. All documents submitted to TRADOC for SMDR are coordinated through the MSCoE G3/5.

a. The SMDR is conducted in the September to November timeframe, and is usually held via video teleconference with representatives from: the proponent school, Combined Arms Center, Accessions Command, US Army Reserve, National Guard Bureau, TRADOC G-3, and TOMA.

b. Projected load requirements are reviewed, course by course and documented three years out from the year of the SMDR. If constraints still exist, follow on information papers must be submitted following the VTC (within 5 days) to TOMA for submission and consideration by the SMDR Council of Colonels.

## Chapter 9

### Training Requirements Analysis System (TRAS) Documents

**9-1 Purpose.** The TRAS documents are to ensure that students, instructors, facilities, ammunition, equipment, and funds are at the right place and time to implement directed training, as required by current and future proponent Combined Arms Training Strategy (CATS) institutional strategies

a. References:

(1) TRADOC Regulation 350-70, Army Learning Policy and Systems, 10 July 2017.

(2) TRADOC Pamphlet 350-70-9, Budgeting and Resourcing, 12 October 2012.

b. The TRAS is a long and short-range planning and management process for the timely development of individual training products.

c. The TRAS ties together related acquisition systems for students, instructors, equipment and devices, ammunition, dollars and facilities.

d. TRAS provides the documentation for training and resource requirements in time to inject them into the resource acquisitions systems.

e. Applicability: TRAS is a management system that provides for the documentation of training and resource requirements in time to include them into resource acquisition systems.

**9-2 TRAS uses three types of documents—the ITP, CAD, and POI.** TDD's training developers develop three types of TRAS documents and provide input into two others:

a. Individual Training Plan (ITP) is submitted five years out.

b. Standards in Training Commission (STRAC) are submitted six years out. TDD provides input.

c. Program Objective Memorandum (POM) is submitted six years out. TDD provides input.

d. Course Administrative Data (CAD) is submitted three years out.

e. POI is submitted one year out from implementation.

### 9-3 ITP.

a. The ITP is a long-range planning document that outlines the resident and nonresident training strategy for an occupational specialty. It also includes projections of institutional training resources, such as estimated dollar, ammunition, facility, and equipment/device requirements not currently available (e.g., not on the table of distribution and allowances [TDA], and/or not included in the Command Operating Budget). An ITP should be submitted 5 years before the implementation fiscal year of new or revised training in order to align the resource information with the Planning, Programming, Budgeting, and Execution System (PPBES) budget formulation process. However, in reality, ITPs must be maintained continuously in order to reflect proposed DOTMLPF changes. A review of the ITP should occur every 18 months.

b. In addition to describing the long-range training strategy for an occupational specialty, the ITP contains the complete individual training requirements (resident and nonresident) for a given

MOS. The ITP initiates acquisition actions to support training development and execution and feeds into the Institutional Training Resource Model (ITRM). For example, to ensure that sufficient new vehicles are available for a course, vehicle projections need to be included in the ITP and input into TDC for ITRM. TDD develops and updates ITPs.

#### **9-4 STRAC.**

a. The STRAC committee determines the quantities and types of munitions essential for Soldiers, crews, and units to attain and sustain weapon proficiency. STRAC includes training ammunition requirements for both unit and institutional training. The STRAC Council of Colonels (COC) is a working group comprised of representatives from each proponent school, all MACOMs, and DA.

b. The Council of Colonels reviews issues identified during working groups, determines possible solutions, and prepares recommendations for the Training and Leader General Officer Steering Committee (TLGOSC) for issues that cannot be resolved or approved by the Council. STRAC ammunition requirements are identified 6 years out, to align with the POM cycle.

c. MSCoE is the STRAC lead for all three schools. Personnel connected to the ammunition issue will represent USACBRNS at the STRAC council, if necessary.

#### **9-5 CAD.**

a. The CAD provides the basis for solicitation of individual training requirements (student input) through the Total Army Centralized Individual Training Solicitation (TACITS) for new and revised courses for use during the HQDA SMDR and the development of the Army Program for Individual Training (ARPRINT). This document contains critical information, such as the ICHs, optimum class size, course length, course start date, projected student input, and direct support to training event (DSTE). **A CAD/POI Memorandum of Transmittal example can be found in Appendix I.**

b. A CAD is submitted three years before the implementation fiscal year of new or revised training in order for course data to be recognized during the HQDA SMDR and TRADOC Review of Manpower (TRM).

#### **9-6 POI.**

a. The POI provides a general description of course (or phase) content, duration of instruction, methods of instruction, and resources required to conduct training. A POI is submitted a minimum of one year before implementation date if there are no new resources. POIs requiring resource changes must be developed and submitted at the earliest opportunity in order to impact the resourcing system. **A CAD/POI Memorandum of Transmittal example can be found in Appendix I.**

b. POI revisions requiring additional resources requires the Commandant's/Assistant Commandant's approval requesting the change while a change in tasks taught must be approved by the Commandant/Assistant Commandant. Total Army Training System (TATS) POIs must be coordinated with the (National Guard Bureau [NGB]) and U.S. Army Reserve Command (USARC) for approval, then the Commandant/Assistant Commandant approves the TATS POI, which is then sent to TRADOC. Once all lesson plans have been completed in TDC, a final POI is generated from the database. POI approval does not obligate TRADOC to resource the program.

**NOTE: The Commandant/Assistant Commandant is the delegated approval and signature authority for the Commandant on ICTLs, POIs, CADs, and ITPs, while the Director of**

**Training approves lesson plans. Final documentation will be maintained in TDD's audit trail with a copy furnished to the course manager. After ICTLs, POIs, CADs, Lesson Plans, and Tasks are approved they are approved in TDC by the Branch Chiefs.**

c. The POI is the most complete institutional training resource document. POIs can be submitted within one year of course implementation however, the resource requirements must be submitted at the earliest opportunity in order to impact the resourcing system. For courses that are implemented before the resourcing cycle catches up, the course must be resourced as an unfunded requirement.

## **Chapter 10**

### **Development of New Courses**

**10-1 Purpose.** The purpose of this policy is to provide guidance on the development of new courses.

a. This policy is applicable to all personnel assigned to DOT&LD (TDD & TSD).

b. References:

(1) TRADOC Regulation 350-70, Army Learning Policy and Systems, 10 July 2017.

(2) TRADOC Pamphlet 350-70-9, Budgeting and Resourcing, 12 October 2012.

(3) TRADOC Pamphlet 350-70-14, Training and Education Development in Support of the Institutional Domain, 27 March 2015.

**10-2 Course Development.** The majority of the CBRN School's course development work consists of changes to existing courses. However, new courses are occasionally developed in response to major DOTMLPF changes such as new equipment and training deficiencies. Agencies outside of the CBRN School can also propose development of a course. For resourcing purposes, new course development should begin five years before the implementation date. New course development projected along shorter timelines is likely to be un-resourced through TRADOC channels and will require an unfinanced requirement to implement.

**10-3 Course Concept.** The training developer assigned to a new course, works to develop a concept that specifies the following:

a. Purpose: What tasks will the course train? Why is the course required?

b. Target audience: Who will be trained? What skill level will attend the course? How many students will enroll annually?

c. Prerequisites: What course(s) must students complete before enrolling in the new course? What grade level may attend?

d. Course strategy: Will the courses be divided into phases taught at different locations (for example, DL instruction, and resident instruction)? Will the course be tracked (e.g., all students complete common lessons and then branch off to different vehicle-unique lessons)? Will the instruction focus on field training or emphasize simulation-based training exercises?

e. Course length: How many days or weeks will the course be? Will classes be conducted on weekends?

f. Tentative course development timelines, to include:

(1) ITP is submitted five years before implementation fiscal year of new or revised training.

(2) CAD submission to TRADOC G3/5/7 will be submitted three years before implementation.

(3) Lesson plan and test development.

(4) POI submission to TOMA, submit one year before implementation of course.

(5) Course start dates.

(6) Course Institutional Army Warfighting Assessment (IAWA) dates. Courses are tested via IAWA, or series of IAWAs on a sample of the target population.

g. Much of this information will feed into the CAD for the new course. Minimal information may be available in some cases. It may be necessary to develop the concept based on similar, existing courses.

**10-4 Commandant Approval.** TDD will staff the new course concept to the DOT and AC. After incorporating appropriate feedback, TDD will conduct a decision brief to the Commandant with the AC and DOT in attendance. If the Commandant approves the course concept then TDD with the SMEs will develop the course materials.

**10-5 Update the ITP.** TDD will update the ITP to reflect projected institutional training resources related to the new course (for example, estimated costs, ammunition, facility, and equipment or device requirements). The resource projections need to be as accurate as possible, since, in some cases, they will affect equipment production decisions.

**10-6 Develop the CAD.** TDD develops the CAD and TRAS documentation. The TRAS documentation for new courses must be submitted to TRADOC G3/5/7 by 1 January, three years before the course implementation date.

**10-7 Review of Task Analysis.** Before lesson plan development, the training developers review task analysis data, new equipment training (NET) materials, lessons learned, field surveys, etc. From this material, the training developers and the subject matter expert will develop a critical task list from which all course materials are developed.

#### **10-8 Test Development.**

a. Test development is done during the design phase of the ADDIE process. The preferred method of testing is a hands-on performance test that requires the student to prove competency of the LO by using a piece of equipment. This method will be used to the greatest extent possible.

b. The next preferred method of testing is a performance-based (written) test. This is a criterion-referenced test that is used to assess the student's ability to apply facts, principles, procedures required to perform the LO.

c. By developing the test first, we now know what the student must know and courseware development becomes much easier.

d. When designing tests, exams, or test question banks, designers should ensure that every TLO is tested, ensuring that the testing instrument correctly discriminates between performers and non-performers.

e. IAW TR 350-70, the passing score for performance-based (hands-on) and knowledge-based (written) tests should be set as high as can be tolerated, considering resource constraints (manpower, resources, and time).

(1) Tasks requiring mastery to prevent total mission failure or possible loss of life should be tested at a 100% standard.

(2) Tasks which do not meet the standard above may be tested to a "competency" level, based on resource constraints, and may have a reduced passing score.

(3) Consideration should be given to the resource constraints of remediation and re-testing. Are instructors and materials available to re-test a large percentage of students?

(4) It should also be reminded that poor test item construction may influence a student's response(s), and may be a factor in determining passing scores.

f. Test designers should coordinate with the respective course manager and POI manager to ensure an accurate representation of a student's ability are reflected from a passing test score.

(1) Passing scores should be identified, and students notified of the requirement, through any of the following methods: the Test Administrators Guide (TAG), the ISAP, and/or the CMP.

(2) Test item analysis should be conducted periodically, by analyzing score reports provided by the MSCoE Test Control Office (TCO). Based on this analysis, a determination may be made by the course manager to adjust, alter, or replace certain questions, or to adjust the "cut" score required for a passing grade.

(3) No passing score will be set below 70%.

**NOTE: When any course material (POI, lesson plans, training equipment) is altered or updated, special care should be taken to ensure test instruments are similarly updated.**

g. For further clarification and instruction, refer to TRADOC Regulation 350-70, Army Learning Policy and Systems, 10 July 2017.

**10-9 Developing Course Materials.** The POI managers and instructors develop the lesson plans, supporting materials, TAG, tests, and a course map using spiral development. The purpose of the training developer is to ensure that the materials produced are educationally sound and are recorded correctly in TDC.

a. Lesson material must be staffed in accordance with Appendix I.

b. The final approval authority for lesson material is the DOT. Lessons will be staffed through DOT&LD in hard copy. Once the lesson has been approved on paper, the appropriate Branch Chief will approve the lesson in TDC.

c. A key component to the development of course material is the development of the LO, which is a statement describing student performance required to demonstrate competency in the material being taught in a formal training environment. This behavior must be performed under specific conditions to prescribed standard and LOs are written in terms of student performance, NOT instructor performance.

**10-10 Develop the POI.** The majority of the POI, to include the lesson titles, tasks taught, and resources, already reside in the TDC database once the lesson plans have been completed. In addition, though, training developers produce the cover page, preface page, and memorandum of transmittal. The Chief of QAO will approve all instructor actions requirements. All POIs must be staffed in accordance with Appendix I.

**10-11 Growth Justification.** All new courses impact resourcing and will be viewed by Army University and TOMA as "growth," regardless of their origin (for example Commandant priority).



As such, POIs must be submitted with a TRAS Abbreviated-Cost Benefit Analysis (TA-CBA) and Exception to Course Growth Memorandum signed by the Commandant.

**10-12 Develop the CMP for Resident Courses.** The CMP provides the course managers, instructors and cadre the information required to conduct the training prescribed within the POI. It also provides information students need to meet their responsibilities for learning and successful graduation from the course. Assigned Course Managers are responsible for the development of CMPs. The course manager is responsible for coordinating with the appropriate instructional department in order to synch the review/update of the CMP. The CMP will be developed IAW TRADOC Reg 350-70 and as a minimum include the following sections:

- a. Introduction
- b. Course structure (derived from the POI).
- c. Course map (derived from the course lesson sequence summary).
- d. Training sequence.
- e. Course manager qualification.
- f. Course manager guidance.
- g. Instructor and developer qualification/certification requirements.
- h. Instructor competencies.
- i. Instructor/facilitator guidance.
- j. Student guidance.
- k. Assessment administrator guidance.
- l. Required references.
- m. Lesson titles.
- n. Training schedule example.
- o. Individual Student Assessment Plan (ISAP), with below appendices.
  - (1) Student Status Review Procedures.
  - (2) Student Inquiry Form.
  - (3) Student Status Review Examples.
  - (4) Student Records.
  - (5) Master Student Progress Control Record.
- p. Academic Evaluation Reporting (AER) Procedures.
- q. USACBRNS honor code.
- r. Student guide.
- s. End of Course Questionnaire (EOCQ).

**10-13 ISAP:** The ISAP establishes student responsibilities for graduation (pass/fail) criteria. It also details how USACBRNS will determine if the student has demonstrated a sufficient level of competency in performing critical tasks specified for the course or training event. An ISAP must be developed that outlines the responsibilities of the students, the graduation criteria for the course they are attending, details the level of competency the student has to demonstrate to pass the specified course, and explains the testing strategy.

a. A copy of the ISAP will be accessible and briefed to all students at the beginning of each course.

b. The ISAP must reflect the testing policy of TRADOC as well as comply with the MSCoE Test Control SOP and the USACBRNS IFSAC/Pro-Board Testing Standard Operating Procedures (SOP), contained in Appendix B.

c. The ISAP must have the following:

- (1) Introduction.
- (2) Graduation requirements.
- (3) Distinguished honor graduate criteria (if applicable).
- (4) Honor graduate criteria (if applicable).
- (5) Academic and grading test plan.
- (6) Student tracking.
- (7) Student feedback.
- (8) Student Status Review (SSR).
- (9) Academic Evaluation Report (AER).

d. An ISAP is staffed in the usual manner through USACBRNS, however the Staff Judge Advocate (SJA) must be included in the staffing process for this document because of the legal possible ramification of dropping a student improperly from a course.

**10-14 Once a new POI is approved,** the training developer responsible will contact the Accreditations Team to deliver a hard copy of the POI and all approved lessons for American Council on Education (ACE) review. The Accreditations Team will coordinate with ACE to arrange for review.

**10-15 Development of Graphic Training Aids (GTAs).** As an additional duty, an individual training developer may be tasked to develop GTAs and job aids that will supplement training or performance of a skill. The MSCoE has an editorial and visual design staff that can assist in the development of these products. The development of GTAs and job aids are documented on DA Form 260, Request for Publishing. Once the training developer has finalized the draft with the editors, the package will be staffed and signed by the training developer, the appropriate SMEs (as necessary), the Branch Chief, Chief of TDD and the Technical Director, DOT&LD. Once completed, the training developer will return the staffed copy to the editors for revision (if needed) or packaging to the Army Training Support Center (ATSC). Prior to ATSC submission, the editors will forward the DA Form 260 to the training developer for signature, and a final copy of the DA Form 260 and final product will be kept with TDD.

## **Chapter 11**

### **Changes to Existing Courses**

**11-1 Purpose.** The purpose of this Chapter is to set policy and establish standardized procedures for initiating new requirements and requesting approving, and implementing changes to POIs, lesson plans, and ICTLs.

a. This policy applies to all courses maintained by TDD.

b. References:

(1) TRADOC Regulation 11-20, Cost-Benefit Analysis to Support Army Enterprise Decision making, 18 November 2016.

(2) TRADOC Regulation 350-70, Army Learning Policy and Systems, 10 July 2017.

(3) TRADOC Pamphlet 350-70-9, Budgeting and Resourcing, 12 October 2012.

(4) TRADOC Pamphlet 350-70-10, Systems Approach to Training: Course and Courseware Validation, 29 March 2004.

(5) TRADOC Pamphlet 350-70-14, Training and Education Development in Support of the Institutional Domain, 27 March 2015.

### **11-2 General Information.**

a. The ICTL is the list of all the individual critical tasks a Soldier must perform to do his job as identified by the CTSSB, based on job analysis, surveys of Soldiers and supervisors in the field, personal experience, lessons learned, and input from SMEs at USACBRNS. The ICTL is then compiled and submitted to the Assistant Commandant for approval as task titles only. TDD then conducts an individual task analysis on each task selected and writes each task with SME support. Any changes to the ICTL because of this analysis must be approved by the Assistant Commandant. These tasks, once written, are taught through the development of lesson plans and Training Support Packages (TSPs).

b. Lesson plans are the building blocks for development of POI. Lesson plans are prepared in the development phase of the ADDIE process and are requisites to building the POI. Collaboration with instructors (SMEs) is necessary to ensure information in the lesson plans are relevant and accurate.

c. Lesson plans are staffed for approval through the Director of DOT&LD in hard copy. The current risk management form must accompany the lesson plan during staffing. Once signed, the approved lesson will return to TDD and the appropriate Branch Chief will approve the lesson plan in TDC.

d. Approved lessons are required and must be on file in the DOT&LD, TDD, all instructional divisions and branches. They must be used and posted for inspection at each training event. They will also be loaded onto Blackboard (DOT&LD Training Portal) by the training developers, to allow easy access to all lessons for all authorized personnel.

e. POIs collect all resources for the course from the individual lesson plans. Once POIs are developed, Headquarters TRADOC, Training Operations and Management Activity (TOMA), validates the ICHs, Instructor Action Hours, ammunition, equipment, facilities, and resources the

proponent to train the course. TRAS documents are critical in ensuring proper documentation for the course and any changes are crucial to maintaining resources (instructors, facilities, equipment, ammunition, and training areas).

f. Evaluation of training products is vital to effective training. Evaluation, formal or informal, is conducted periodically for quality control purposes and to assess the effectiveness of newly implemented instruction. Evaluation is an important part of training product revision. Evaluation may include—

- (1) Individual and/or group validation trials.
- (2) Verification of the training effectiveness in training the objective.
- (3) Determination of beneficial improvements in the quality of the products.
- (4) Identification of training deficiencies.

**NOTE: Specific requirements for validations can be found in TRADOC Pamphlet 350-70-10.**

g. Types of Changes:

(1) A major change impacts resources such as equipment, instructor contact hours, facilities, DSTE, funding, etc. or changes the tasks taught in a course thus affecting the previous mentioned resources.

(2) A routine change is one that corrects a lesson plan or task summary. Corrections may include additional safety information, updating of references, doctrinal fixes, software changes, etc. that do not affect resources or tasks taught.

#### **11-2 Procedures for Changing USACBRNS Lesson Plans.**

a. Lesson Plans and TSPs developed by the CBRN School will be—

- (1) IAW TRADOC Regulation 350-70, Army Learning Policy and Systems, 10 July 2017.
- (2) Based on a supporting knowledge, or on an approved ICTL which only the Commandant, Assistant Commandant, or their designees can sign and change.
- (3) Coordinated with the appropriate course chiefs, TDD, and approved by the DOT&LD
- (4) Reviewed for incorporating environmental protection, safety, risk assessment, and foreign disclosure restrictions.
- (5) Reviewed at least annually, or sooner when new training strategies, new equipment, and doctrinal changes are warranted.
- (6) Reviewed for and address the impact on the Reserve Component, if the lesson is part of TATS.

b. Requests for changes to lesson plans will be submitted to the course manager and then routed through the POI manager for analysis. The POI manager will then staff the change for approval prior to implementation. TDD will review changes for impact on resources, which include TRAS documents, ICTL and the Reserve Component.

### **11-3 Procedures for Changing Basic Combat Training (BCT) Lesson Plans and Training Support Packages from Basic Combat Training Proponent, Fort Jackson.**

- a. All BCT lessons will be obtained from the BCT Proponent (Fort Jackson) through their AKO website.
- b. Recommended changes to common basic training lessons should be documented on DA Form 2028 and mailed to the appropriate school in accordance with the guidance in the TSP with a copy furnished to TDD.
- c. Any requests to change a BCT lesson to meet the specific needs of the CBRN School must be coordinated with the Basic Combat Training Proponent (Fort Jackson), the Assistant Commandant and TRADOC.

### **11-4 Procedures for changing POIs.**

- a. As a guideline, POIs are reviewed periodically and revised when 30% of the content changes.
- b. Changes must be approved by the Commandant or their delegated authority.
- c. TATS Course POIs must be submitted to and concurred by the NGB and USARC before submitting to TRADOC G3/5/7.
- d. POIs that impact resources will be staffed and validated through TRADOC G3/5/7.

**NOTE: The Assistant Commandant is the delegated approval and signature authority for the Commandant on ICTLs, POIs, CADs, and ITPs, while the Director of Training approves lesson plans. Final documentation will be maintained in TDD's audit trail with a copy furnished to the course manager. After ICTLs, POIs, CADs, Lesson Plans, and Tasks are approved they are approved in TDC by the Branch Chiefs.**

- e. Increases in content hours and/or ICHs will be viewed by TOMA as "growth". These types of changes impact resourcing the course and necessitate that a (TA-CBA) and Exception to Course Growth Memorandum signed by the Commandant must also be submitted with the POI. POIs with resourcing changes will be staffed through MSCoE G3/5 and G8.
- f. If the POI has substantive changes, a hard copy of the POI and all approved lessons must be provided to the Accreditations Team. The Accreditations Team coordinates with ACE to arrange for reviews as necessary. If there is any question as to whether the changes necessitated a new ACE review, coordinate with the Accreditations Team before printing the POI and lesson plans.

## **Chapter 12**

### **Integrating Approved Lessons Learned**

**12-1 Purpose.** The purpose of this policy is to provide guidance and responsibilities for integrating approved lessons learned. This policy applies to all personnel that work in TDD.

**12-2 Gathering Lessons Learned.** Observations, Insights, and Lessons (OIL) are gathered from After Action Review (AAR) Surveys, Center for Army Lessons Learned (CALL), Soldiers, units from the field, Combat Training Centers (CTC) and National Training Center (NTC) quarterly trend reports, and student surveys. These OILs can become lessons learned to be incorporated into training. The MScOE lessons learned analyst for CBRN uses these OILs to formulate lessons learned, which are then provided for incorporation into CBRN training.

- a. Lessons learned are approved by higher headquarters or support current or in-development doctrine.
- b. Lessons learned are integrated into doctrine (if not already) concurrently with integration into training products and programs.
- c. Lessons learned are integrated in a consistent manner across all appropriate training products and programs.
- d. TDD personnel work with the CALL to "filter" lessons learned and recommend whether they should be integrated into CBRN training.

**12-3 Integrating Approved Lessons Learned.** Once a lesson learned has been approved for integration the following will take place:

- a. TDD integrates the lesson learned where appropriate; an analysis will determine at what level the lesson learned should be integrated. Changes at the task or lesson plan level are more immediate, however the lesson learned may not appear in some training products until scheduled updates are done.
- b. TDD develops a strategy for integrating the lesson learned into CBRN proponent courses. The strategy specifies all courses where the lesson learned should be integrated and recommendations on how it can be integrated. This strategy is to provide unit commanders and TASS Battalion instructors a recommended action.
- c. The course manager determines the feasibility of implementing TDD's recommendations. They may be unable to implement TDD's strategy due to resource constraints. Units may also develop an alternative strategy for integrating the lesson learned.

**12-4 Integrating lessons learned is a dynamic process.** Since lessons learned can come from a variety of sources, managing them requires coordination across the CBRN enterprise. For example, if a unit wants to integrate a lesson learned from a current operational mission report, it should verify with CALL that the lesson learned is an approved one. If it is, then TDD needs to develop a strategy for all courses, as described earlier.

## **Chapter 13**

### **Distributed Learning (DL)**

#### **13-1 Purpose.**

a. The purpose of this section is to provide USACBRNS employees with organizational guidance pertaining to Distributed Learning (DL) courses, courseware, and their subsequent implementation IAW TRADOC Pam 350-70-12.

b. Applicability: This policy is applicable to all personnel assigned to the USACBRNS.

c. References:

(1) AR 350-1, Army Training and Leader Development, 10 December 2017.

(2) AR 25-30, Army Publishing Program, 13 June 2018.

(3) TRADOC Pam 350-70-12, The Army Distributed Learning (DL) Guide, 3 May 2013.

(4) TRADOC Pam 350-70-1, Training Development in Support of the Operational Training Domain, 12 Feb 2019.

(5) TRADOC Pam 350-70-5, Systems Approach to Training: Testing, 20 August 2004.

(6) TRADOC Pam 350-70-10, Systems Approach to Training: Course and Courseware Validation, 29 March 2004

d. Distributed learning description: DL is the delivery of standardized individual, collective and self-development training to units, Soldiers, leaders, and Civilians at the right place and right time, using multiple means and technologies, with synchronous, asynchronous and blended student-instructor interaction.

(1) Synchronous interaction occurs when students have immediate communication with their instructor (for example, video tele training, Internet chat rooms, or virtual environments).

(2) Asynchronous interaction occurs when students have delayed communication with their instructor (for example, e-mail, recorded video, online asynchronous discussions, and submission of studies and papers) or when students are engaged in self-paced instruction without benefit of access to an instructor (for example, Compact Disk-Read-Only Memory (CD-ROM) based courseware, web-based courseware, or correspondence courses).

(3) Blended learning is a mix of synchronous and asynchronous media methodologies to best meet the instructional goal. It combines face-to-face classroom methods with technology-delivered instruction that can be delivered in a resident or nonresident environment to form an integrated instructional approach.

e. Distributed learning training design: A fundamental principle in the design of dl training is that individuals learn most effectively on their own when following a structured, guided training program. Effective dl training designs include branching (that is, basing the student's next step on the last response or pattern of responses), to account for differences in student learning abilities and the lack of immediate access to an instructor, and use of diagnostic pretests to reduce or eliminate instruction the learner does not require. TRADOC Pam 350-70-1 and TRADOC Pam 350-70-12 provide minimum design requirements. Additional information can be

found at: <https://www.atsc.army.mil/tadlp/trainingdevs/index.asp>

f. Distributed learning delivery media: Media used for delivering DL enable the course designer to provide structured and sequenced training. Distributed learning delivers instruction via a variety of media. This offers learners opportunities to apply their personal learning skills to master the required training.

**13-2. Responsibilities.** Upon request, the Training Support Division (TSD) will;

a. Initiate and manage Army Virtual Learning Environment (AVLE) Contracts as the USACBRNS Alternate Contract Officer Representative (ACOR).

NOTE: At a minimum, all ACORs must complete the following Defense Acquisition University (DAU) on-line training (and submit completed certificates with their Contracting Officer Representative (COR) nomination):

- 1 CLM003 – Ethics training for Acquisition Technology and Logistics
- 2 CLC106 Section 893 – Contract Officer Representative with Mission Focus
- 3 CLC222 Section 892 – On-line Training for Contracting Officer Representative.
- 4 Contract Officers Representative Course (DAU COR 222 Equivalent) (40 Hours)

b. Create DL products using USACBRNS In-house development capabilities.

c. Manage all USACBRNS DL courses hosted on Learning Management Systems (Army Learning Management System (ALMS) and Blackboard (BB))

**13-3. DL contract overview.**

The AVLE (Army Virtual Learning Environment) is the fourth centralized distributed learning contract vehicle for U.S. Army training and education distributed learning. The AVLE was awarded in February 2018 and will expand upon the capability of previous contract vehicles. Proposals from six Prime contractors qualifying as Small Business, 8(a) set-aside business, were accepted and comprise the resources at our disposal to execute the Director, Distributed Learning (DDL) mission. Each prime was selected for expertise in the areas of modeling, simulations, gaming, and high quality education products. Specific DL development and AVLE contracting information can be found at: <https://www.atsc.army.mil/tadlp/index.asp>

a. There is a quality assurance surveillance plan in effect to track contractor performance.

b. The Contractor may develop "parts and pieces" of training and education products that in-house developers use in building the final finished product; it is the "chunk" strategy to training development.

c. In-house development of content will be held to the same standards and specifications as contractor development of content.

d. Periods of performance dates are firm, and they cannot and will not be extended.

e. Government Furnished Information (GFI) and Government Furnished Media (GFM) must be included in the Request for Quote package. The contractors must be able to inspect the GFI as part of calculating their bids on task orders (TOs).

f. Sharable Content Object Reference Model (SCORM) testing remains part of The Army Distributed Learning Program (TADLP) acceptance process.



- g. Government acceptance is by the TCM TADLP.

#### **13-4 In-house development**

a. In-house development is the combined capacity of an organization's personnel, skill sets, training, software tools, facilities, equipment, and other resources leveraged in order to rapidly design, develop, and deploy Army Distributed Learning (DL) products to key stakeholders

b. In-house content is required to meet the same compliance and configuration standards as contractor developed content.

c. Additional Considerations:

(1) Training Requirements Analysis System (TRAS) documents must still be completed for DL products produced in-house: an Individual Training Plan (ITP), Course Administrative Data (CAD), and a Program of Instruction (POI) as appropriate are required for Army training and education products.

(2) Create and update the Course Management Plan (CMP) for in-house DL products.

(3) Comply with TRADOC Quality Assurance standards.

(4) An in-house development team must meet all standards and specifications, such as SCORM (if required) and Section 508 Disabilities Act requirements.

(5) Updating Training Development Capability (TDC) may be required as well as the catalog information for the Central Army Registry (CAR).

(6) A search of the Content Discovery and Access Catalog (CDAC) located at [www.defenseimagery.mil](http://www.defenseimagery.mil) and other content repositories is required before development to ensure there is no usable content that can be reused in the new project. In CDAC enter your search criteria and check only the A/V and IMI products box under results type.

(7) Testing strategies must follow appropriate guidance from TRADOC Pamphlet 350-70-5.

(8) Validation must follow appropriate guidance from TRADOC Pamphlet 350-70-10.

(9) All web-based content must follow Department of Defense Instruction 1322.26 (Portable Document Format (PDF) document).

#### **13-5 Enterprise Lifelong Learning Centers (ELLC)**

a. Enterprise Lifelong Learning Centers (ELLC) Blackboard (BB) environment is a Web-based information system that delivers training to civilian and military personnel, manages training information, provides training collaboration, and scheduling in both resident and non-resident training environments.

b. The Training Support Division (TSD) will;

(1) Manage all courses and organizations, found under the USACBRNS domain, within the Fort Leonard Wood (FLW) BB.

- (2) Manage all course/organizations participants' roles and responsibilities within BB.
- (3) Upon request, TSD will create course and organization shells for instructors.
- (4) Assist with course/organization develop within BB.
- (5) Manage the "2015 DOTLD Approved Products Portal" organization within BB.
  - (a). Will only provide USACBRNS POI managers and DOTLD Leadership with the role of "Leader" within this organization.
  - (b). Only USACBRNS instructors can access this organization as "Participants".

**NOTE:** Use the following link to gain access to the FLW BB:

<https://www.blackboard.wood.army.mil/>

### **13-6 Army Learning Management System (ALMS)**

a. The ALMS is the Army-approved, centrally-managed and funded system for training management. The ALMS streamlines, consolidates, and provides overall direction to the Army's training processes. It builds upon DLS's supporting infrastructure and utilizes DoD-managed common user networks to implement a comprehensive, automated system for administering Army training throughout the Force. The ALMS can manage a student's training activities from initial entry and continue throughout his/her service. The ALMS provides course and training resource management, scheduling and registration functions, courseware distribution, delivery, and storage, learning collaboration, and permanent record keeping of training activities and results. For more information about these systems and processes see:

<https://www.atsc.army.mil/tadlp/delivery/alms.asp>

b. Training Support Division (TSD) will;

- (1) Assist with student enrollment in courses hosted on the ALMS.
- (2) Manage USACBRNS courses hosted on the ALMS
- (3) Provide support to students enrolled in USACBRNS courses hosted on ALMS.

**NOTE:** Use the following link to gain admin rights on ALMS: <https://www.atis.army.mil/>

## **Chapter 14**

### **Army Program for Individual Training (ARPRINT) Scheduling**

**14-1 Purpose.** The ARPRINT report identifies the valid training requirements per fiscal year (FY) for formal resident and distributed learning instruction provided by the proponent school. It serves as the basis for determining frequency of training (class schedules) and is the Army's mission and resourcing document.

**14-2 References.** AR 350-10 Management of Army Individual Training Requirements and Resources, 3 September 09.

**14-3 Responsibilities.** Responsibilities. Training Support Division (TSD) will assess the training baseline levels during SMDR to ensure they are not exceeded without school constraint issues addressed. TSD, in coordination with the instructional departments will schedule classes according to projected/validated numbers identified on the ARPRINT for the appropriate FY.

#### **14-4 Procedures.**

a. Training Development Division (TDD) will download the ARPRINT from the Army Training Requirements and Resources System (ATRRS) for each course that the CBRNS is proponent over.

b. Course managers will coordinate with their respective instructional departments to schedule the classes according to the validated inputs indicated on the ARPRINT and lay in enough classes for that FY to cover the inputs.

c. Courses not executed by USACBRNS (i.e. courses conducted by other branches of service) will be distributed by TDD to the appropriate POC for action, once completed all course dates will be entered into ATRRS.

d. Training baselines are developed for a 3-year period (execution year, budget year, and the first year of the Program Objective Memorandum (POM). Class schedules are developed for a 2- year period, the execution year and the budget year.

e. Classes will be scheduled at the optimum level unless it can't be supported by the SMDR training number.

## **Chapter 15**

### **Training Resources Arbitration Panel (TRAPs).**

#### **15-1 Purpose.**

a. The purpose of the TRAP is to manage and implement budget and execution year training program adjustments to those programs (courses) developed during the SMDR process, and to identify and resource the associated personnel, equipment, facilities and finances associated with each. A TRAP is initiated when changes to training programs are required.

b. An out-of-cycle or Off-line request for training, which is training not officially initiated by DA or TRADOC but by a requesting unit, will need to be initiated by that unit. The unit will have their request submitted to HQDA for validation and approval once routed through their MACOM for approval. Once the request is validated and approved HQDA submits to TRADOC who in turn forward to the school to accept within current resources. Out-of-cycle requests by units must be conducted within current resources or charged to the unit for execution, if this is not executable then the request will be submitted to HQDA for determination in their capability to support the training requirements.

**15-2 References.** AR 350-10, Management of Army Individual Training Requirements and Resources, 3 September 2009

**15-3 Responsibilities.** TSD will action/manage all TRAP requests to include the management of out-of-cycle requests; to include MTTs for all CBRNS proponent courses.

#### **15-4 Procedures.**

- a. TSD receives the TRAP action from TRADOC.
- b. TSD will develop a TRAP workbook for all TRAP actions and coordinate resourcing requirements with the appropriate training executor. Once the TRAP workbook has been completed it is submitted to DPTMS and DRM for further validation against the POI.
- c. Once validated from these local entities DPTMS forwards to TRADOC for the TRAP Counsel of Colonels (CoC) approval. The TRAP CoC is conducted to adjudicate resourcing of the TRAP. The TRAP CoC members are DCS G-1, DCS G-3/5/7, DCS G-8, and IMCOM.
- d. Once validated and approved TRADOC forwards the validated workbook back to TSD. They will then submit the validated workbook to the appropriate divisions for resourcing actions (Brigade S4, Brigade S1, DRM, DPTMS, etc.).
- e. TDD will then update ATRRS to reflect the TRAP changes and make appropriate class schedule changes or additions no more than 5 working days after the TRAP has been approved.

## **Chapter 16**

### **Army Training Requirements and Resources System (ATRRS) Quota Management System (QMS)**

#### **16-1 Purpose.**

a. ATRRS is a DA training management system that integrates manpower requirements for individual training. ATRRS is a critical automation system that directly supports the SMDR process.

b. The system generates the ARPRINT which is the mission and resourcing document for the Army's training base. ATRRS provides the capability for personnel to schedule and reserve training seats to maintain personnel readiness. The ATRRS QMS is the vehicle to identify and handle quotas and quota exchanges among components.

#### **16-2 References.**

a. AR 350-10 Management of Army Individual Training Requirements and Resources, 3 September 09.

b. TRADOC Reg 350-18, The Army School System (TASS), 1 May 2018.

**16-3 Responsibilities.** TSD manages the QMS for the CBRNS, this includes developing course schedules and ensuring that quotas identified during SMDR have been allocated correctly for classes input into ATRRS. TDD inputs the approved class schedules into ATRRS. Brigade Schools (S3)/DPTMS is responsible for registering Fort Leonard Wood permanent party personnel into ATRRS for courses required by these individuals.

#### **16-4 Procedures.**

a. TDD generates the ARPRINT. TSD and the appropriate course executor schedule enough classes in ATRRS to cover the allocated numbers identified on the ARPRINT. TSD then contacts TRADOC and informs them that the quotas for CBRNS are ready to be loaded. TRADOC loads the appropriate quotas from the appropriate component and then TSD reviews the quota distribution to ensure all SMDR quotas and TRAPS have been captured in the totals for each course.

b. Any quotas above what has been identified during SMDR must be requested by the component requiring additional quotas through an out-of-cycle TRAP request (see TRAP procedures in this SOP Chapter 15).

c. Components are responsible for scheduling their reservations no later than 45 days prior to the class start date or their quotas will be made available to any quota component on a first-come basis.

## **Chapter 17**

### **Range Facility Management Scheduling System (RFMSS)**

**17-1 Purpose.** RFMSS is the automated tool used to schedule and manage training resources.

**17-2 References.** FLW Reg 210-14, Ranges, Training Areas, and Training Facilities, 21 November 2017.

#### **17-3 Responsibilities.**

a. TDD is responsible for the management of RFMSS for the CBRNS. TDD RFMSS manager must ensure that course resource managers are trained in the use and functions of RFMSS and review, coordinate, approved, disapprove, and cancel requests submitted. Resource managers are responsible for submitting requests to the TDD RFMSS manager through utilization of RFMSS.

b. Training departments are responsible for inputting land requirements into RFMSS. They will ensure that all permissions, co-use requests and approvals are included with the request. Course resource managers will be the primary RFMSS manager for their course. An alternate will also be appointed in case of absence.

**17-4 Procedures.** Training departments will submit requests for POI driven courses no earlier than 16-weeks and NLT 13-weeks prior to class start date. Non-POI driven requests for ranges and training facilities will be requested no earlier than 13-weeks prior and NLT 10-weeks from the event start date.

a. Scheduling priority is held by units scheduling POI driven courses. If a unit misses the required request submission date they will not retain scheduling priority. The DPTMS schedule considers POI, course master schedules, input from units and teaching departments as criteria to de-conflict requests.

b. For POI driven courses changes will be made only if they do not conflict with other unit training and are in accordance with POIs. Changes to reserved training or late requests inside the six-week window will have approval from the Department of Instruction. Requests submitted less than four weeks from the training event requires approval by the Director, DOT&LD, this may be delegated to the DOT&LD RFMSS manager. Requests within 72-hours and less from the event will require approval from DPTMS. The unit is responsible for notifying DPTMS for support required to process late requests.

c. For shared resources, changes to reserved training that occur within the six-week window must be coordinated with the DPTMS.

## **Chapter 18**

### **Digital Training Management System (DTMS)**

**18-1. Purpose.** DTMS is the tool for creating and managing training records and events. The system helps instructors manage military course and student related data. As of February 2016, the course manager portion of DTMS is being phased into TRADOC courses. DTMS is the replacement application for the Resident Individual Training Management System (RITMS). The data stored is available through a complete range of reports to include a User's Interface that furnishes a graphical view of training results and statistics.

**18-2. References.** DTMS SOP 15 Sep 2015

#### **18-3. Responsibilities.**

- a. TTD will appoint two operators as Course Managers/Course Level Operators for courses supported by the USACBRNS Technical Training Department.
- b. Course Level Operators/Course Managers will:
  - (1) Receive Course Manager training from the Fort Leonard Wood Functional Administrator.
  - (2) Act as liaison between USACBRNS and the Fort Leonard Wood Functional Administrator for actions pertaining to TTD courses. Send issues with the DTMS program to the Fort Leonard Wood Functional Administrator.
  - (3) Appoint Class Level Operators/Class Level Users for TTD courses.
  - (4) Ensure Class Level operators for TTD courses receive training from the Fort Leonard Wood Functional Administrator.
  - (5) Ensure that Class Level Operators for TTD courses have access to only those areas necessary to manage functions assigned.
  - (6) Monitor Class Level Operators for TTD courses in all DTMS related functions.
  - (7) Send New Input and Graduation rosters to the Registrar's Office or ATRRS Manager within 24 hours of class start or class end.
  - (8) Assist courses in the student training management process and the application.
  - (9) Cancel DTMS course manager's or user's access due to security violations or duty change..
- c. Class Level Operators/Class Level Users will:
  - (1) Receive training from the Fort Leonard Wood Functional Administrator.
  - (2) Utilize DTMS to manage student training per TR 350-6.
  - (3) Maintain access to class tab.
  - (4) Ensure dashboard reflects the class's currently assigned status and strength.

This can be done by managing students and student statuses on the class tab at all times..

(5) Input data within 24 hours of the completion of the training event..



## **Chapter 19**

### **HAZMAT and Rescuer Training Certification**

**19-1 Purpose.** To provide guidance and policy in the implementation and execution of HAZMAT and Rescuer Certification testing.

**19-2 References.** USACBRNS IFSAC/Pro-Board Testing Standard Operating Procedures (SOP)

#### **19-3 Responsibilities.**

a. CBRN Compliance Division serves as the primary point of contact for all matters concerning DOD certification processes and policies. Manages the USACBRNS Hazardous Materials Responder and Technical Rescuer certification program at Fort Leonard Wood, Missouri and Camp Dawson, West Virginia. Ensures testing program is compliant with International Fire Service Accreditation Congress (IFSAC), Fire Service Professional Qualifications System (Pro-Board), DOD Fire and Emergency Services Certification Program (FESCP), and the Air Force Civil Engineer Center (AFCEC). Under NFPA 1072, (*Standards for Hazardous Materials/Weapons of Mass destruction Emergency Response Personnel Professional Qualifications*), accredited to issue the following certifications: Hazardous Materials Awareness, Hazardous Materials Operations, Hazardous Materials Technician, Hazardous Materials Operations with Personal Protective Equipment (PPE), and Hazardous Materials Operations with Mass Decontamination. Under NFPA 1006, (*Standards for Technical Rescuer Professional Qualifications*), accredited to issue the following certifications: Rescue Technician Job Performance Requirements (JPR), Rope Rescue I and II, Confined Space Rescue I and II, Trench Rescue I and II, Structural Collapse Rescue I and II, Vehicle Rescue I and II, and Machinery Rescue I and II.

b. All cadre and personnel that implement or execute training missions in support of or directly involved in HAZMAT or Rescuer Certification will follow the guidance and policy pertaining to HAZMAT Responder and Rescuer Certification and testing as contained in Appendix B.

**19-4 Procedures.** See Appendix B for full guidance and policies pertaining to HAZMAT and Rescuer Certification Testing.

## **Chapter 20**

### **Instructor Proponent Certification Policy (IPCP)**

**20-1 Purpose.** The IPCP establishes policy and procedures for the proponent certification of CBRN Small Group Instructors (SGIs), Small Group Leaders (SGLs), and instructors in the Army School System (TASS). Proponent certification is derived from requirements imposed above and beyond initial TRADOC Instructor certification requirements to ensure our instructors meet the highest quality standards attainable in the institutional training base. Proponent certification is a regulatory requirement.

#### **20-2 References.**

- a. TRADOC Regulation 350-18, The Army School System, 1 May 2018.
- b. TRADOC Regulation 350-70, Army Learning Policy and Systems, 10 July 2017.
- c. TRADOC Pamphlet 350-70-3, Staff and Faculty Development, 4 October 2018
- d. TRADOC Pamphlet 350-70-7, Army Educational Process, 4 October 2018
- e. AR 614-200 Enlisted Assignments and Utilization Management, 29 November 2017.

**20-3 Responsibilities.** The IPCP applies to all personnel, military or civilian, presenting instruction of Institutional or TASS Battalion CBRN courses with approved Programs of Instruction. Course managers, SGIs, Supervisory instructors, and Commander's all have specific responsibilities as outlined in the IPCP.

**20-4 Procedures.** See Appendix C this SOP for specific procedures and guidance for the IPCP.

## **Chapter 21**

### **Instructor Development**

**21-1 Purpose.** The instructor development program is for instructors, military or civilian who strive to achieve more than the mandatory instructor certification, and choose to continue in the program to the higher levels of instructor. Also the Instructor of the Quarter and Instructor of the Year programs are considered voluntary development as well and fall under this category.

#### **21-2 References.**

- a. TRADOC Regulation 600-21, Faculty Development and Recognition Program, 2 May 2018
- b. TRADOC Regulation 350-70, Army Learning Policy and Systems, 10 July 2017.
- c. TRADOC Pamphlet 350-70-7, Army Education Process, 4 October 2018.
- d. TRADOC Pamphlet 350-70-3, Staff and Faculty Development, 4 October 2018.

**21-3 Responsibilities.** For the instructor development in certification levels, instructors and their supervisors are responsible for generating the appropriate paperwork and documentation for each level of certification. Once the appropriate documentation has been put together into an instructor packet, it is then sent to DOT&LD for further processing. DOT&LD will log and coordinate for the appropriate level signature through installation and ensure that the instructor is added to the installation database. Once DOT&LD receives the packet from installation they will notify POC indicated on the packet and returned to the appropriate department.

**21-4 DOT&LD/TSD** is responsible for initiating and managing the Instructor of the Quarter (IOQ) and Instructor of the Year (IOY) programs.

**21-5 Procedures.** See Appendix D this SOP for specific procedures and guidance for the Instructor Development Program. See Appendix F this SOP for specific procedures and guidance for the IOQ and IOY programs.

## **Chapter 22**

### **Visitor's Books/Instructor Records/ISAP/Student Records**

**22-1 Purpose.** Provide visitors with overview of current course material and instructor qualifications. Also ensures that the CBRNS qualifies and maintains the best qualified cadre for completing our training missions. Ensure student records are in compliance and maintained appropriately.

#### **22-2 References.**

- a. TRADOC Regulation 350-18, The Army School System, 1 May 2018.
- b. TRADOC Regulation 350-70, Army Learning Policy and Systems, 10 July 2017.
- c. TRADOC Regulation 600-21, Faculty Development and Recognition Program, 2 May 2018
- d. TRADOC Pamphlet 350-70-7, Army Education Process, 4 October 2018.
- e. TRADOC Pamphlet 350-70-3, Faculty and Staff Development, 4 October 2018.
- f. Army Regulation 614-200, Enlisted Assignments, 29 November 2019.
- g. TRADCO Regulation 350-6, Enlisted Initial Entry Training Policies and Administration, 20 May 2017.

**22-3 Instructor Folder/Records.** Supervisors/Course Managers are responsible for maintaining an Instructor Folder on each instructor presenting training.

- a. At a minimum the instructor folder will include:
  - (1) Common Faculty Development-Instructor Course Certificate (Instructor Training Course, or Service equivalent)
  - (2) Certificate of course being taught.
  - (3) Copy of orders showing the ASI 5K, SQI 8 or H.
  - (4) Proponent Certification Memo
  - (5) TRADOC Form 600-21-1 or Basic Instructor-Performance Checklist.
  - (6) Quarterly evaluations from previous 12 months/TRADOC Form 600-21-1 or Basic Instructor-Performance Checklist.
  - (7) Individual Development Plan (Evidence based off counseling and/or IDRP TR 600-21)
  - (8) Statement of Work (SOW) for contractors
  - (9) Evidence of quarterly developmental counseling

- (10) Specific Certifications/Qualifications identified in the CMP.
  - (11) DA Form 705 and profiles as needed.
  - (12) Height and Weight (DA Form 5500 if required).
  - (13) Security Clearance if required (Security Manager Certificate or JPAS)
  - (14) Risk Management (RM) Course Certificate
  - (15) ERB / ORB
  - (16) Evidence of completing ALC or Captain Career Course as applicable.
  - (17) Record of Instructor Contact Hours
  - (18) Cadre Training Course (CTC), for instructors who teach IET, AIT, WOBC, or CBOLC students.
  - (19) Instructor BIO
- b. Instructor folders are to be maintained by the first line supervisor/course manager within the various training departments. This fulfills the requirement to ensure records are centrally located and easily accessible.

c. Actual certificates / documents are not always required if accounted for on an updated ORB or ERB, for example: 5K or 8 identifier, graduate of course being taught, current PT / Height and weight, security clearance, and any other documents that may be annotated on ERB/ORB.

**22-4 Instructor Credential TAB (Part of the Visitor's book).** Instructional credentialing is a TAB within the visitor's book. For instructors who are certified a copy of their proponent certification and instructor bio will be maintained in the visitor book. If a instructor is qualified but not certified a copy of their instructor training course, bio and CTC (CTC if applicable) certificate will be placed in the visitor book.

**22-5 Visitor's book.** The visitor's book remains in the back of the classroom and will be constructed in the following format:

- a. TAB A Visitor Sign-In Sheet
- b. TAB B Training Schedule
- c. TAB C Class Roster
- d. TAB D Waivers/Lesson Plans
- e. TAB E Instructor Qualification
- f. TAB F Blank TR Form 600-21-1

g. TAB G Course Management Plan

h. TAB H Risk Management

**22-6 Student Copy Individual Student Assessment Plan.** A student copy of the Individual Student Assessment plan, must be kept with the visitor book but not part of the visitor book. This book must also be labeled "student copy".

**22-7 Student Records.** Dependent on the length of the course there are different requirements for student records. Below are examples of requirements for courses over 8 weeks, and for courses up to 8 weeks in length. The NCOIC/course supervisor is responsible for the creation and submission of student records to the G-33 Registrar office MScOE.

# **Courses 8 Weeks and over Student Records Checklist**

Student Rank/Name \_\_\_\_\_ Class# \_\_\_\_\_

Start Date: \_\_\_\_\_

Graduation Date: \_\_\_\_\_

	Date
ATRRS R2 REPORT	_____
Orders to Attend Course	_____
DA 3349 Physical Profile	_____
DA 1059 Service School Academic Evaluation Report	_____
All test scores	_____
RITMS Class Roster (signed and dated by course supervisor)	_____
Pre-execution Checklist	_____
All counseling s Initial Counseling	
Performance Counseling	=====
Leadership counseling	_____
End of Course Evaluation	_____
Notification of student's Commander	_____
DA Form 705	_____
DA Form 5500	_____

**---Quality Control---**

Discrepancies Noted: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I certify that the required documents on this checklist are present or discrepancies noted on this checklist are correct for this student's record.

\_\_\_\_\_  
DATE

\_\_\_\_\_  
SIGNATURE

\_\_\_\_\_  
NAME, RANK/GRADE (type/print) Course Supervisor/NCOIC

I reviewed the required documents described on this checklist. Documents are present or listed in discrepancies noted section for this student's record.

\_\_\_\_\_  
DATE

\_\_\_\_\_  
SIGNATURE

\_\_\_\_\_  
NAME, RANK/GRADE (type/print) G-33 Registrar



## Student Records Checklist (Under 8 Weeks)

Name of Course:

Class #

Start Date:

Graduation Date:

Date

ATRRS R2 REPORT

Orders to Attend Course

DA 3349 Physical Profile

Counseling Form

Notification of student's Commander

DA 1059 Service School Academic Evaluation Report

Class Grade Sheet

RITMS Class Roster (signed and dated by course supervisor)

Copy of 348

Safety Card

Operator's Permit

Discrepancies Noted: \_\_\_\_\_

I certify that the required documents on this checklist are present or discrepancies noted on this checklist are correct for this class.

\_\_\_\_\_  
DATE

\_\_\_\_\_  
SIGNATURE

\_\_\_\_\_  
NAME, RANK/GRADE  
(type/print) Course  
Supervisor/NCOIC

I reviewed the required documents described on this checklist. Documents are present or listed in discrepancies noted section.

\_\_\_\_\_  
DATE

\_\_\_\_\_  
SIGNATURE

\_\_\_\_\_  
NAME, RANK/GRADE (type/print) G-33 Registrar

## **Chapter 23**

### **CBRNS Waiver Policy (Deviations from Current/Approved Training)**

**23-1 Purpose:** To delegate authority and establish policy and procedures for the waiver of USACBRNS POI requirements.

#### **23-2 References.**

- a. Army Regulation 350-1, Army Training and Leader Development, 10 Dec 2017.
- b. TRADOC Regulation 350-70, Army Learning Policy and Systems, 10 Jul 2017.
- c. TRACOC Regulation 350-18, The Army School System, 1 May 2018

**23-3 Responsibilities.** This policy applies to all active duty and reserve component organizations conducting training using USACBRNS approved POIs.

**23-4 Procedures:** See Appendix G of this policy letter for specific waiver authority.

**23-5 Authority:** Authority to waive USACBRNS POI requirements is delegated as shown in Appendix G.

**23-6 Waiver Format.** A request for waiver will be submitted in the format provided in Appendix G and approved prior to violating the POI requirement. The request must include:

- a. Identification. Course Title, Course Number, Lesson Title, and PFN.
- b. Expiration Date. Waivers should be approved for the shortest amount of time necessary. At a minimum, approved waivers will be reviewed by the appropriate course chief or their representative prior to the start of each class to determine if there is a continuing need for the waiver.
- c. Requirement to be waived. Identify the POI/lesson plan requirement to be waived – student to instructor ratio, equipment to student ratio, methods of instruction, equipment substitutions, etc. The approved and draft lesson plans must accompany the request.
- d. Work around. Identify how you plan to conduct training – new student to instructor ratio, new equipment to student ratio, alternate method of instruction to be used, equipment substitutions, etc.
- e. Justification. Explain the circumstances that require the waiver and why the particular work- around was selected.

## **Chapter 24**

### **Student Status Review (SSR)**

**24-1 Purpose:** The Student Status Review is a procedure used to determine the retention or elimination of a student who is having academic, disciplinary, or other problems that may affect their continued attendance in CBRN School Courses.

**24-2 Responsibilities:** Any member of the USACBRNS staff or faculty, equal to or senior to the student, may request a review of a student's status for any of the reasons listed below and will submit recommendations in writing to the respective training department. The student is allowed to provide input for consideration during this review.

#### **24-3 Procedures:**

a. A Student Status Review will be initiated if a student meets one of the conditions below. This is not an absolute list, a SSR can be initiated for any reason that has the potential to affect a student's continued success in a course.

- (1) Fails any three initial exams.
- (2) Fails a retest of any exam.
- (3) Fails to achieve a graduation requirement.
- (4) Has unauthorized absences.
- (5) Has authorized absences (i.e. emergency leave) that cause the Soldier to miss more time than allowed in the ISAP contained in the CMP.
- (6) Is suspected of committing acts of misconduct punishable under the UCMJ or civil statutes (example: DUI, drug abuse, conduct unbecoming a Soldier). No formal adjudication of guilt by a military or civilian court or by a commander under the provisions of UCMJ, Article 15 is necessary to support dismissal from the course under the provisions of this policy.
- (7) Negative attitude or lack of motivation, either of which is prejudicial to the interests of other students in the class.
- (8) Is habitually tardy as determined by the instructor.
- (9) Is suspected of cheating or committing plagiarism.
- (10) Illness, injury, or other medical condition that affect the student's progress in the course.
- (11) Soldiers attending the following PME courses: CBRNC3, CBRN BOLC, CBRN WOBC, CBRN WOAC will be administered the APFT and height/weight screening (for record) as a mandatory course requirement. Successful completion of the APFT is mandatory for course graduation (per AR 350-1, para 3-14f). Soldiers attending the above mentioned PME courses will be administered an initial APFT. For PME courses with multiple phases, the initial APFT will be administered during the first phase of the resident course. One APFT and one height and weight retest is allowed, it will be administered no earlier than seven days and no later than 24 days after the initial failure of the APFT or height /weight. Soldiers who subsequently fail to meet the APFT or height and weight standards will be removed from the

course. The only exception to this per AR 350-1 para 3-13 j.(2) is for Active Component officers attending CBRN BOLC-B; these students will be held at the training institution until they meet the standard, or are processed for elimination subject to the requirements and procedures outlined in AR 600-8-24. Any ARNG or USAR officer who does not pass the APFT or meet the height/weight standards per AR 600-9 prior to graduation will be eliminated from the course and returned to their parent unit for disposition; this includes CBRN BOLC-B students. NOTE: School commandants will ensure Soldiers returning from combat operations/overseas contingency operations deployment, reporting directly to a PME course meet the APFT standards prior to graduation. Proponents of functional training courses may require an APFT, as either an entrance or graduation requirement, regardless of their length. However, at a minimum, students attending a functional course will have the height and weight administered as an entrance requirement.

b. The Small Group Instructor (SGI)/Primary Instructor (PI) will prepare the Student Status Review and forward through the training department chief to the decision maker. See Appendix H for example memorandums for SSR processing. The SSR packet will include the following.

- (1) Cover memo/USACBRNS Staffing Paperwork. (All courses)
- (2) Instructor/SGL recommendation to Chief of the training department (OTD, TTD, CTD, or DIMA of the RC C3). (All courses)
- (3) Chief of the training department (OTD, TTD, CTD, HDR or DIMA of the RC C3) recommendation to decision maker (84th BN, DOI, BDE CDR, and DOT respectively)
- (4) DOI Decision Memo. (Functional courses)
- (5) 84th BN Commander Decision Memo (OTD and CTD courses, i.e. BOLC, Active Component CBRNC3, WOBC, WOAC, and 74D10 CBRN Specialist)
- (6) BDE Commander Decision Memo. (Only for appeals of BOLC, Active Component CBRNC3, WOBC, WOAC, and AIT)
- (7) DOT Decision Memo. (Functional courses decision only for appeal)
- (8) DAC-RC Decision Memo. (RC C3, 74D Transition and MOS-T)
- (9) Copy of Student Notification Memo. (All courses) The student will acknowledge by endorsement within 2 duty days receipt of the written notification of dismissal action. The endorsement must indicate whether or not the student intends to appeal the dismissal action. The written notification must advise the student of the right to appeal within 7 duty days to the Commandant or Commander.
- (10) Student Status Review Memo. (All courses)
- (11) Student Demographics Memo. (All courses)

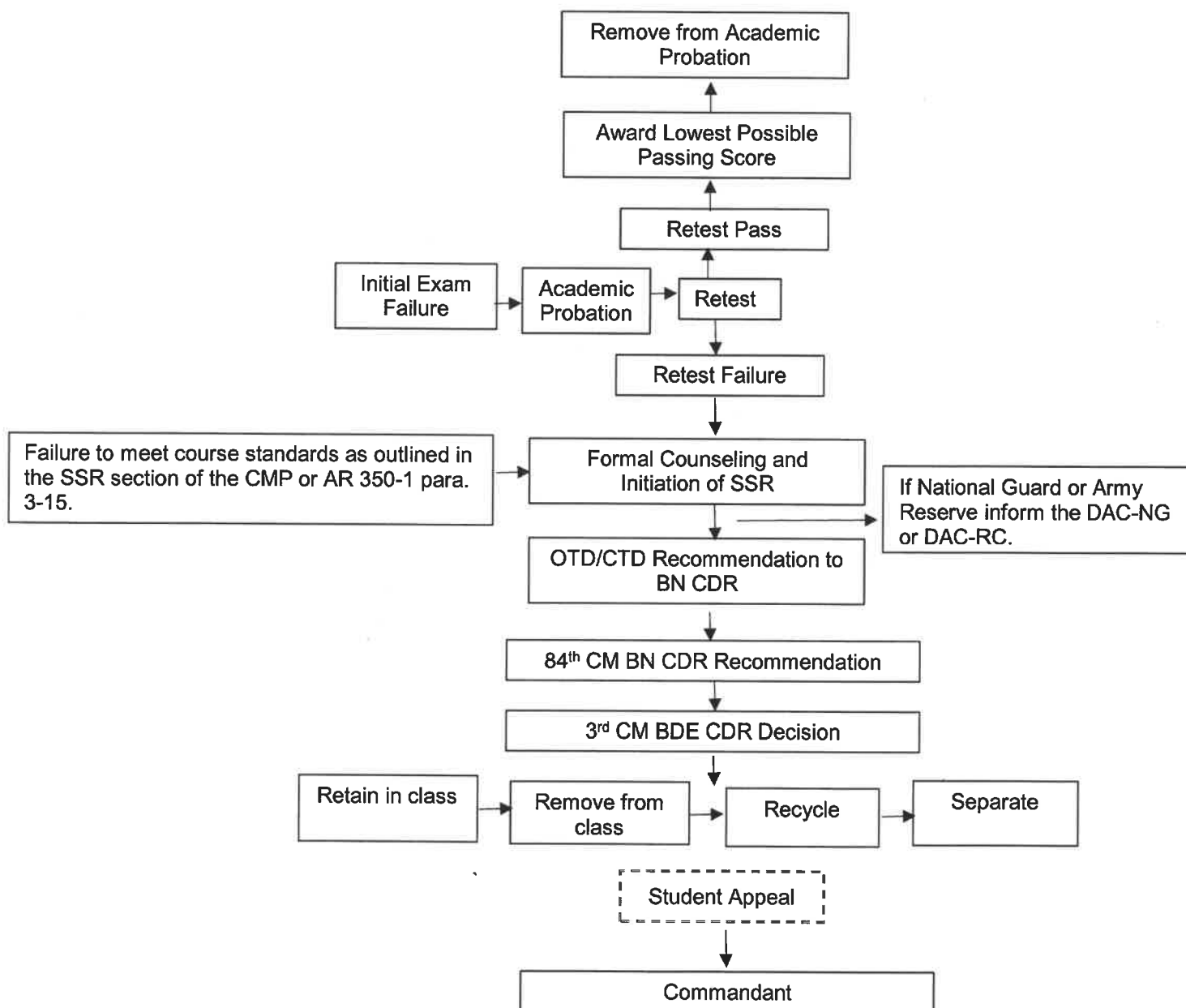
c. See Appendix H for example SSR memorandums. See Enclosure 2 for SSR review procedures. Enclosure 2 consists of Figures 1-3 that depict the flow of the SSR process for all PME and Functional courses (does not include NCO Academy). It also provides a list of documentation required based upon the Student Status Review.

d. All HazMat certification retest failures; SSR packets must be submitted through DOT&LD for QA/QC and tracking purposes.

## Enclosure 2 - Student Status Review Procedures

### Student Status Review Procedures BOLC, CBRNC3, WOBC, and WOAC Figure 1

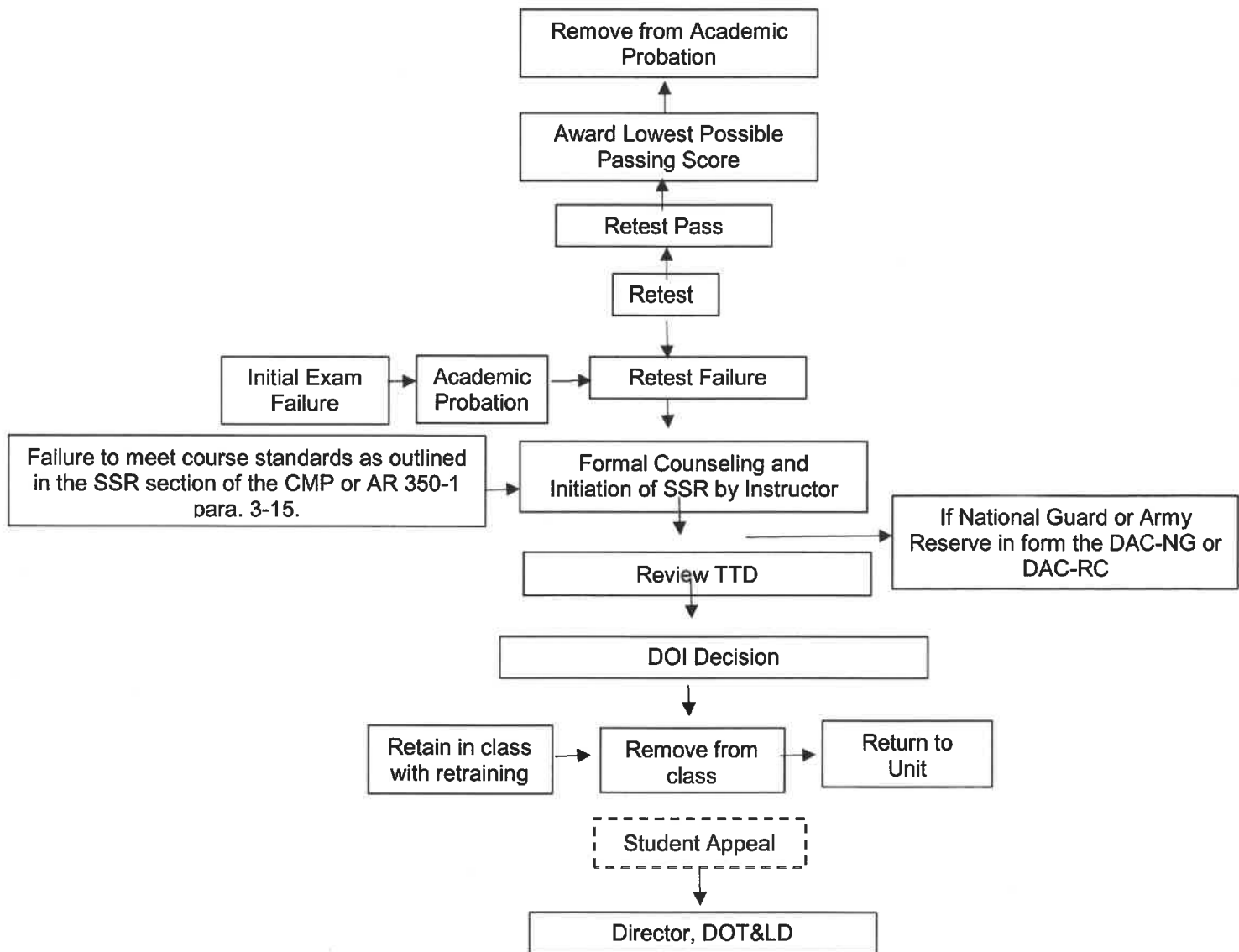
Refer to the SSR policy memorandum and AR 350-1, paragraph 3-15. SSRs involving any International Student, must keep the International Military Student Office (IMSO) informed. Forward all counseling packets to the IMSO.



## Enclosure 2 - Student Status Review Procedures

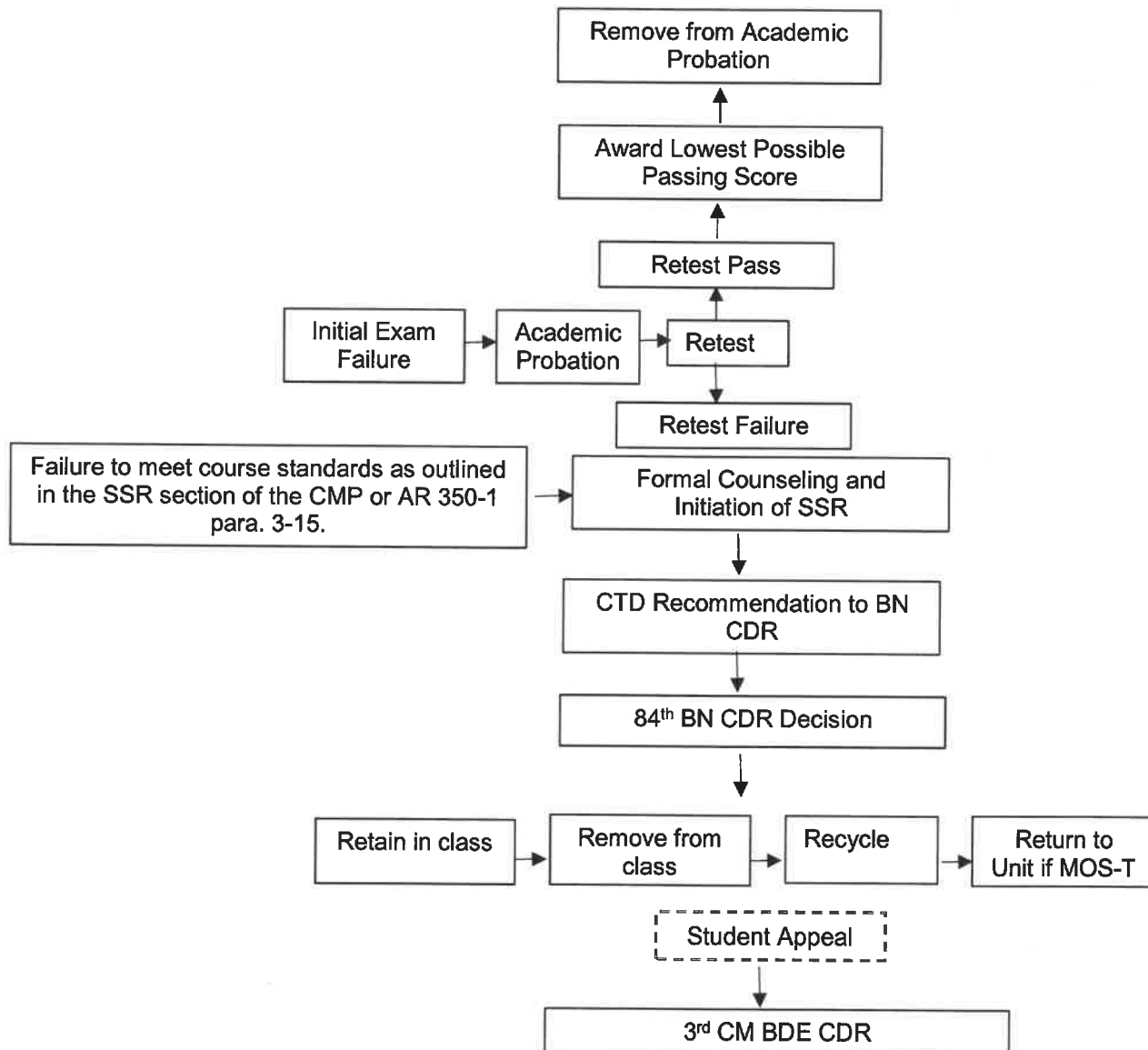
### Student Status Review Procedures Functional Courses Figure 2

Refer to the SSR policy memorandum and AR 350-1, paragraph 3-15. SSRs involving an International Student must keep the International Military Student Office (IMSO) informed and forward all counseling packets to the IMSO.



## Enclosure 2 - Student Status Review Procedures

Student Status Review Procedures for the 74D10 AIT Course  
Figure 3



## **Enclosure 2 - Student Status Review Packet Documentation Examples**

Below is a list of documentation required based upon the Student Status Review origination location:

1. Cover memo/USACBRNS Staffing Paperwork. (All courses)
2. Instructor/SGL recommendation to Chief of the training department (OTD, CTD, TTD, HDR and DIMA, RC C3).
3. Chief of the training department (OTD, CTD, TTD, HDR or DIMA, RC C3) recommendation to decision maker (84<sup>th</sup> CM BN, DOI, 3<sup>rd</sup> CM BDE and DOT respectively)
4. 84<sup>th</sup> CM BN CDR Recommendation (OTD courses, i.e., BOLC, C3, RC C3, WOBC, WOAC).
5. 84<sup>th</sup> CM BN CDR Decision Memo (AIT only)
6. BDE CDR Decision Memo. (For BOLC, C3, RC C3, WOBC, and WOAC).
7. BDE CDR Decision Memo. (CTD, for appeal for AIT).
8. DOI Decision Memo. (Functional courses in TTD and HDR).
9. DOT Decision Memo. (TTD and HDR Functional courses decision for appeal).
10. CMDT Decision Memo. (For BOLC, C3, RC C3, WOBC, and WOAC for appeals).
11. Copy of Student Notification Memo. (All courses) The student will acknowledge by endorsement within 2 duty days receipt of the written notification of dismissal action. The endorsement must indicate whether or not the student intends to appeal the dismissal action IAW AR 350-1, para 3-15.e(2). The written notification must advise the student of the right to appeal within 7 duty days to the school commandant or commander.
12. Student Status Review Memo. (All courses)
13. Student Demographics Memo. (All courses)



## **Chapter 25**

### **QAE Program**

**25-1 Purpose:** This Chapter establishes policies and procedures for the quality assurance program for the U.S. Army Chemical, Biological, Radiological and Nuclear School (USACBRNS)-Quality Assurance Element (QAE) and 3rd Chemical Training Brigade.

#### **25-2 References:**

- a. Army Regulation 350-1, Army Training and Leader Development, 10 December 2017.
- b. TRADOC Regulation 350-70, Army Learning Policy and Systems, 10 July 2017.
- c. TRADOC Regulation 350-18, The Army School System (TASS), 1 May 2018.
- d. TRADOC Regulation 11-21, TRADOC Implementation of the Army Quality Assurance Program, 19 March 2014.
- e. TRADOC Memorandum, Subject: Quality Assurance Evaluator Development Program), 14 August 2015.
- f. TRADOC Regulation 600-21, Faculty Development and Recognition Program, 2 May 2018.
- g. The enclosed MSCoE QAO FY16-18 Master Evaluation Plan (MEP) includes:
  - (1) Annex A, US Army Chemical Biological Radiological and Nuclear (CBRNS) School
  - (2) Tab A, Part I, Internal and External Course Evaluation Schedule
  - (3) Tab A, Part II, CBRN Evaluation of Non Course Related Accreditation Standards
  - (4) Tab B, USACBRNS RC Accreditation and Assessment Schedule
- h. TRADOC Form 600-21-1 (October 2017), Instructor Observation Rubric:
- i. Quality Assurance Evaluator Development Program (QAEDP) Forms
  - (1) QAEDP Certification Plan (Apprentice)
  - (2) QAEDP Certification Plan (Evaluator)
  - (3) QAEDP Certification Plan (Master)
  - (4) QAEDP Certification Plan (Senior)

#### **25-3 Responsibilities.**

a. The Army Quality Assurance Program (AQAP) mission is to assist commanders and commandants in assessing the quality of the institutional Army's ability to meet the needs of the operational Army. This program will provide oversight of doctrine, training and education provided by the proponent school. It involves the accreditation of TRADOC Centers of Excellence and Army training and education institutions against a prescribed set of standards

with measurable criteria that cross the DOTMLPF-P areas, to include IMT, PME, CES, and functional training. It employs quality controls, assessment processes, and statistical measurements. The QAO will function as an integral part of the Army Team by providing decision makers and stakeholders' feedback and guidance to ensure Army learning institution DOTMLPF-P areas to meet the required standards to ensure Army readiness. This program will help ensure the development and implementation of current, relevant, efficient, and effective training and education to meet unit, Soldier, Army Civilian and leader competency needs throughout the Army.

b. MSCoE Quality Assurance Office (QAO) and USACBRNS Quality Assurance Element (QAE) keep the commander/commandant apprised of functions within DOTMLPF domains that affect the quality of the organization's doctrine and education/training programs. Provide assistance and guidance to the institution's staff concerning the development, conduct, and support of their DOTMLPF functions, to include education/training programs. Conduct internal and external evaluations that ensure internal quality control/quality assurance processes and procedures are in place and applied. Conduct a formal-self-assessment of their institution's compliance with the Army Enterprise Accreditation Standards.

c. The QAE will serve as the eyes and ears of the respective school's commandant with responsibility for—

- (1) Coordinating and conducting all self-assessments required for pre-accreditation visits.
- (2) Employ quality control actions to ensure the quality of the education/training products and materials.
- (3) Provide each graduate of a course the opportunity to complete an "End-of Course Critique" prior to graduation to solicit feedback that may help improve the presentation of the learning material.
- (4) Develops a Master Evaluation Plan with annexes for input into the overall inclusion of the MSCoE MEP submission to TRADOC QAO IAW TRADOC Reg. 11-21.
- (5) Conducts special studies and training effectiveness studies as directed by HQ TRADOC or upon the request of a proponent school.
- (6) Conduct internal evaluations (self-assessments) of all courses over a three-year period against course-related accreditation standards.
- (7) Conduct daily training observations, report findings up the chain of command as appropriate.
- (8) Serve as a non-voting member of Critical Task Site Selection Boards (CTSSB).
- (9) Serve as a member training development and design teams
- (10) Ensures 3<sup>rd</sup> Brigade (CM) elements are assessed and accredited in accordance with regulatory guidance.
- (11) The QAE must draw on other personnel resources, subject matter experts (SMEs), training and combat developers, field units, TDY personnel, resident students, etc.,

and organizations to contribute to the total evaluation effort.

#### **25-4 Procedures.**

a. The AQAP is not an inspection program but rather a process whereby formative measures are implemented to ensure a quality product (leader, training manual, lesson plan, etc.) is the end state.

b. As a general operating principle, the resolution of problems that are identified as a result of an evaluation process will be accomplished at the lowest organizational level, which is capable of bringing the necessary resources to bear on the problem. Problem resolution will not normally be elevated to the Commandant, Assistant Commandant (AC), or Chief of Staff (CofS), brigade commanders or directors:

(1) Unless resources to effect logistical solution are not available to the responsible training director, brigade.

(2) Unless a school policy revision is needed or the appropriate training directorate, brigade.

(3) Directorate fails to take the necessary action to correct training deficiencies or comply with TRADOC Regulations.

#### **25-5 Assessment/Evaluation Initiatives.**

##### **a. Internal Evaluations.**

(1) QAE will support USACBRNS and directorates as non-voting team members during the design, development and implementation of training. QAEs are the "eyes and ears" of the commandant, responsible for quality control checks for training development products and Training Requirements Analysis System (TRAS) documents. TRAS documents are Individual Training Plan (ITP), Course Administrative Data (CAD), and Program of Instruction (POI). Special projects such as the Officer Basic Common Core redesign, evaluation of distributed learning courseware, and the American Council on Education (ACE) evaluation. The ACE evaluates all POIs, 45 academic hours or longer, and recommends equivalent college credit.

(2) Army Regulation 350-1, Army Training and Education, states that each graduate of a course will be afforded the opportunity to complete an "End of Course Critique" prior to graduation to solicit feedback that may help improve the presentation of the learning material. End-of-course questionnaires are provided through the MSCoE Quality Assurance Office, allow students an opportunity to provide immediate feedback on courses they are attending.

(3) QAE will use the methodologies identified below to evaluate training. The methodologies for internal assessments are:

(4) Full Course Evaluation (FCE) - Used to assess over eighty-five percent of a course. The FCE should be used when significant problems exist based on feedback of poor performance of graduates. This effort entails a complete audit trail review, observation of all classes and field activities, feedback from students, instructors, and other training developers. A three-person (minimum) evaluation team will be assigned to all FCEs. The FCE will be conducted in three phases:

(a) Phase I - Administration and Operation. This phase will consist of a complete review of audit trail, which supports the ADDIE process, and all course documents.

(b) Phase II - Conduct of Training. This phase will include observation of classroom, field training, and criterion reference testing; participating in After Action Reviews (AARs); administering end-of-course questionnaires (EOCQs) as a means of formal feedback, and interviewing students and instructors to gather informal feedback; and collecting external feedback from students and graduates at least six months after graduation.

(c) Phase III - Written Evaluation Report and Follow-up. In this phase the proponent school will receive the written evaluation report. The proponent school and the QAE will develop a plan to track and assist with the corrective actions, if deficiencies are noted.

(5) In-Process Evaluations (IPE) - Used to assess major changes in an existing course, a new module, or courses where problems have been identified and require follow-up. Involves observing and evaluating the module in question in its entirety (similar to an FCE), to include a complete review of the audit trail, and collecting external feedback. On-the-spot corrections can be made, if possible. Administrative or course design/development discrepancies which cannot be corrected on the spot will be forwarded to the appropriate departments for action. The proponent will receive the written evaluation report. The proponent school and the QAE will develop a plan to track and assist with the corrective actions, if deficiencies are noted.

(6) Maintenance Evaluation (ME) - Used as a routine assessment for existing courses. Classroom observations will be conducted by sampling the courses in session, weekly, using the TR Form 600-21-1, Instructor Observation Rubric; and administering EOCQs for each iteration taught, with the exception of AIT, in which case one EOCQ will be administered monthly or as directed by the brigade commander. On-the-spot corrections will be made, if possible. Administrative discrepancies, which cannot be corrected on the spot, will be forwarded to the training departments. The Instructor Observation Rubric is designed to accommodate verification of critical tasks, current doctrine, review of ELO/TLO, test items, POI compliance, equipment/ammunition requirements, and provide feedback to training developers in the Directorate of Training Development for each visit to a classroom.

(7) Self-Assessment (SA) - Used to assess training (initial military, leader development, and functional) as a precursor to a formal accreditation visits from TRADOC, CAC, and DCG-IMT QAOs. SAs will be conducted IAW the TRADOC approved Army Enterprise Accreditation Standards (AEAS) Guide. A written report is provided to the accrediting agency 60 days (working days) prior to the Accreditation Visit. Systematic evaluations using the FCE, IPE and ME methodologies are formative evaluations, which focus on maintaining quality, meeting accreditation standards, and maintaining an awareness of deficiencies.

(8) Assessment and accreditation of TASS Battalions will be conducted IAW the TRADOC Accreditation Standards Guide and Army Enterprise Standards. Detailed schedules for TASS assessments are IAW MEP.

#### b. External Evaluation.

(1) External evaluation is the process that provides the Army the means to determine if the training and education received meets the needs of the operational Army. This evaluation ensures that the system continues to efficiently and cost-effectively produce graduates who meet established job performance requirements; it determines if the Soldiers and Army Civilians need all of the instruction they have received and identifies the need for additional instruction. External evaluations are a quality improvement process, ensuring Soldiers and Army Civilians meet established job performance requirements.

(2) As stated in Army Regulation 350-1, Army Training and Education, through the

systematic collection and analysis of user feedback concerning the effectiveness of training, these programs provide a foundation for assessing performance deficiencies and identifying successful initiatives. The MEP identifies courses to begin the process of collecting feedback from the field.

(3) Manage training feedback programs (providing feedback to improve doctrine, training and education and supporting products). Feedback must be proactively acquired from multiple sources, including but not limited to Center for Army Lessons Learned, CTCs, conferences, Collection and Analysis Teams, Reserve-Collection and Analysis Teams, unit commanders, Soldiers, Army Civilians, course graduates/first line supervisors, and studies.

(4) Determine if Soldiers, leaders and Army Civilians were trained to perform individual critical tasks to prescribed standard or learning outcomes. External evaluations can be implemented at commander's/commandant's discretion in accordance with command priorities. These could include any initiative to garner feedback from the operational force on education/training outcomes.

(5) MSCoE QAO Manages the External Evaluation Program. Members of the Quality Assurance Element (QAE) team, may be involved in the data gathering process. QAE team members assigned to USACBRNS have primary responsibility to carry out the external evaluation process for their respective schools. A designated QAO specialist will conduct data analysis and interpretation. The respective school QAO/QAE team will provide the final report to the Commandant.

(6) Evaluation Methods. Surveys, questionnaires, observations, structured interviews and video teleconferencing are methods that may be used to gather training information. More than one evaluation method may be used to gather information from the individual or unit

(a) Surveys. Course graduates and their supervisors will be sent a survey that is based on the critical task list (ICTL) for the particular course attended or subjects of particular interest to the commandant. The VERINT network survey package software tool maintained by TRADOC QAO is used to collect feedback from course graduates and supervisors six to twelve months after course completion. The survey will be sent to the student and supervisor not earlier than six months after the student graduates from the course. Survey responses will be analyzed and reports will be provided to the school on a semi-annual basis. TASS Training Battalion graduates and supervisors will be surveyed using a separate procedure outlined below.

(b) In coordination with the proponent school, QAO will develop and validate data collection instruments. The school commandant will approve the survey. The approved digitized survey will be kept on file by QAE.

(c) Survey notification will be accomplished via AKO addresses. Course graduates and their supervisors will receive notification to participate in the survey not earlier than six months after graduation. Notification of the external survey will be sent with a message from the Commandant or Assistant Commandant. The message will provide a link to the survey website where the appropriate survey will appear. The school will provide AKO addresses for students, supervisors, and/or senior leaders to QAE within 10 days of sending the survey notification.

(d) The initial cut-off for responses to the electronic data collection will be 30 days after notification. Follow-up reminders will be sent on the 31<sup>st</sup> day, if a pre-determined percentage of responses have not been received. The required response percentage is from 30% to 50% and is determined by the Commandant.

(e) Revision to survey questions will be made upon changes to the ICTL or the request of the Commandant.

(f) Questionnaires. Well-developed questionnaires can provide a great deal of information. However, the development, validation and administration of the questionnaire plus analysis of the data require considerable resources. Questionnaires may be useful when specific information is sought and/or when the situation is best suited for that method. For example, short questionnaires presented at conference have proven to be very effective.

(g) Observations. First hand observation of training is an invaluable tool used to gather training information. However, it is costly and will be used judiciously. The proponent must request field visits and will normally provide funding

(h) Structured Interviews and Focus Groups. Interviews are important data gathering tools that provide a means to clarify issues obtained from surveys or to investigate specific concerns of the commandant. QAO/QAE will develop pertinent interview questions related to ICTL or issues of interest to the commandant. This does not preclude interviewers from inquiring into other areas that come to their attention during the interview process. The interview data will be used in conjunction with other evaluation data to complete reports. The person conducting the interview will be qualified to administer the interview as determined by the QAO

(i) Data Management Process. The use of data collection methods to include surveys, questionnaires, observation, formal interviews requires endorsement by the commandant. The endorsement will be provided to QAO by letter, memorandum or e-mail format. Updates or changes to data collection instrument will be conducted by the QAO with approval by the commandant of the school.

(j) QAE will conduct analysis of the survey responses and provide a report of the findings to the commandant quarterly (semi -annually minimum).

(k) QAO will provide a summative report to TRADOC as required in which data from all instruments used during the year will be compiled.

(l) Survey data will be statistically processed to generate tabulated reports, charts, plots of distribution and trends and descriptive statistics.

(m) The final report to the commandant will include consideration of survey questions responses, questionnaires, interviews, observations, school input, hot line/e-mail data and information from the Center for Army Lessons Learned (CALL), if appropriate.

(n) Digitized and hard copy data gathered by QAO would be filed IAW the established filing systems.

(o) External evaluation information deemed appropriate will be provided to the MSCoE historian(s) for use in the annual history report. Examples of historical data include: Types of external evaluation methods used, units contacted, number of students surveyed/responding and trend data.

(7) Cross-check of Internal and External Evaluation Data. QAO/QAE will conduct a cross-check of internal and external evaluation data prior to completing the final report. This process will focus on consistency of data and/or highlight contradictory data requiring further analysis. The cross-check goal is to provide the "whole picture" to the commandant and others interested in the results of the evaluation process.

(8) Reporting and Follow-up. Final reports will be staffed through the Chief of Staff to the proponent school's commandant. Actions initiated by the proponent school's to resolve training issues identified in the external evaluation process will be monitored by the respective school and QAO.

(9) Directorate of Training and Leader Development (DOT&LD) are responsible for the design, development and implementation of training. The training departments will:

(a) Receive external evaluation reports pertinent to their area of responsibility.

(b) Utilize the results of external evaluation efforts provided by QAE in the decision-making process to revise training

(c) Notify the QAO/QAE within 30-days of the approval of changes to critical task lists and identify the deletion/addition changes.

(10) Gathering Additional External Evaluation Data. QAO/QAE will provide the opportunity for Soldiers and supervisors to provide external evaluation information through other means than the data gathering instruments provided in this SOP.

(a) The QAO will establish website link that will provide easy access to QAO and ensure anonymity. This data will be shared with the commandant and be part of the final report.

(b) QAE participation in school sponsored workshops or forums is encouraged to facilitate gathering of additional evaluation information. The annual Joint CBRN Worldwide workshop held on Fort Leonard Wood provides an opportunity to gather input from the field. QAO/QAE will develop questionnaires that will be distributed to participants during the conference.

(c) School bulletins will include a reference to the QAO external evaluation program and provide website link.

(11) Feedback to the Field. It is critical that units receive feedback from the proponent school and the QAO regarding the external evaluation program efforts. The following represent examples of the feedback methods to be used:

(a) Annually, proponent school commandant will send an e-mail message to the field summarizing the results of external evaluation data analysis and how the school is addressing the issues.

(b) The QAE will post trend data to its website.

(c) Annually, the QAO/QAE will write an article for the school's bulletin in which external evaluation data will be included.

## **25-6 Training Observations.**

a. The QAE along with personnel from the MSCoE QAO will conduct training observations of the USACBRNS Training and Basic Combat Training (BCT) within the classrooms, ranges, and training areas both on and off Fort Leonard Wood. The CBRN-QAE Chief will publish a monthly training observation schedule which is distributed to Commander 3<sup>rd</sup> Chemical Brigade, Director of Training and Leader Development, Chief Department of Training, MSCoE QAO Director, and CBRN QAE evaluators.

## ***USACBRNS-QAE FY16 Training Observation Planning Matrix***

<b>Date</b>	<b>Course</b>	<b>Class</b>	<b>PFN</b>	<b>Time</b>	<b>Location</b>	<b>Unit</b>	<b>Evaluator</b>
8 Oct-20 Nov 15	CBRN Recon for BCT (L6)	Course Review		TBD	TBD	USACBRNS	Davison
		Student Records Review		TBD	TBD		Davison
		Instructor Portfolio Rev		TBD	TBD		Davison
8 Oct 15	CBRN L6	Inproc/Intro to NBCRV		0830-1130	TA 401C	DOI-TTD	Davison
8 Oct 15	CBRN BOLC	Class 5-15 EOC AAR		1300-1400	TH 1522	DOI-OTD	Davison
14 Oct 15	CBRN L6	PMCS NBCRV		0900-1000	TA 401C	DOI-TTD	Davison
14 Oct 15	CBRN L6	Drive NBCRV with Periscopes		1000-1200	TA 401	DOI-TTD	Davison
14 Oct 15	CBRN L6	Drive NBCRV with DVE		1200-1400	TA 401	DOI-TTD	Davison
14 Oct 15	CBRN L6	Drive NBCRV with Open Hatch		1400-1800	FLW	DOI-TTD	Davison
15 Oct 15	CBRN L6	Recovery Operations		0900-1330	TA 401C	DOI-TTD	Davison
15 Oct 15	CBRN L6	Operate Surveyor Stations		1330-1730	TA 401C	DOI-TTD	Davison

b. For USACBRNS training conducted at off-site locations the senior instructor or site manager in coordination with the DOT&LD POI manager will be notified of the CBRN-QAE teams' intent to review training and training records at their location. The training observation schedule is developed IAW the master evaluation plan and or trends noted from external and internal surveys. Special projects and the validation of revised courses may affect the scheduling and frequency of visits. On site the QAE evaluator will make contact with the instructor upon arrival to the training location. The evaluator will not interfere or disrupt training during the visit with the exception of safety violation. The evaluator will review classroom documentation for accuracy and confirm the lesson plan is the most current and approved. The evaluator will verify equipment and material required to conduct training. The evaluator will note updates or material and equipment that are no longer used in training. Upon conclusion of the training observation the evaluator (during the break and in privacy) will provide feedback on site to the instructor and/or the instructor supervisor if available.

c. The evaluator will follow up the training observation by preparing a formal written report on a TR Form 600-21-1, Instructor Observation Rubric and sent to the unit. Preparation of the TR Form 600-21-1, Instructor Observation Rubric will be IAW instructions outlined in TR 600-21 Appendix D.

(1) Picture used sent along the training observation will explain who, what when, where and why.

(2) Electronic distribution of the training observation is as follows:

- (a) CBRN-QAE Chief for review and approval
- (b) Instructor and their supervisor
- (c) Instructor's chain of command
- (d) DOT&LD: Chief Training Division
- (e) PME or Function Training Chief
- (f) POI manager
- (g) MSCoE/CBRN-QAE: Post on SharePoint



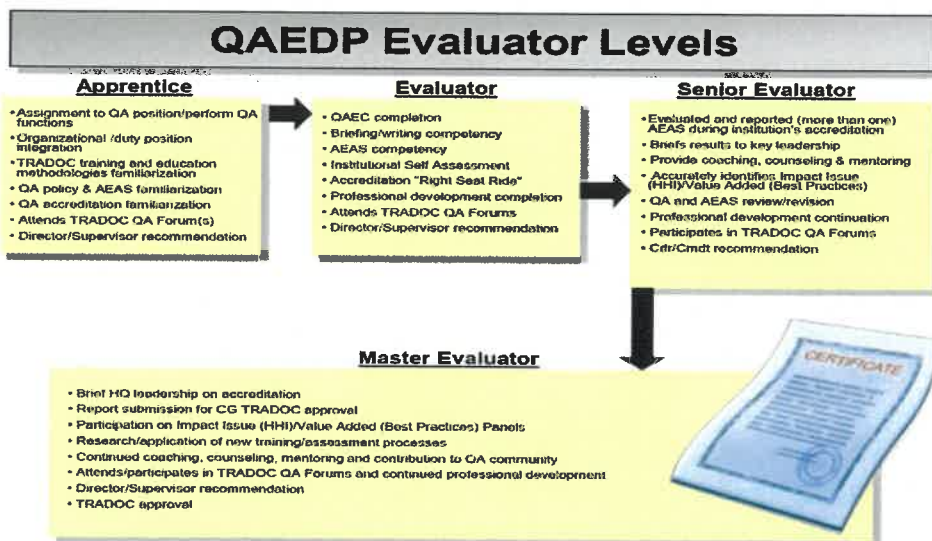
## 25-7 Monitoring Instructor/Cadre Certification Program

a. The QAE will monitor the instructor certification program to ensure compliance of the USACBRNS Instructor Certification Policy and applicable regulations. The QAE will conduct formal reviews of instructor records during full course reviews or upon request of the command. Results and finding will be forward to the Director of Training and Leader Development. Formal review of RC instructors' records will be conducted during requested Staff Assistance Visits (SAV) and proponent accreditation visits.

b. The QAE will monitor the Drill Sergeant Certification program to ensure compliance as prescribed within the 3<sup>rd</sup> Chemical Brigade Drill Sergeant Certification Policy and applicable regulations. The QAE will conduct formal reviews of Drill Sergeant Records as part of the 3<sup>rd</sup> Brigade Inspection program or upon request of the command. Results and findings will be forward to the 3<sup>rd</sup> Chemical Brigade Commander and Brigade S-3.

## 25-8 Quality Assurance Evaluator Development Program.

a. The Quality Assurance Evaluator Development Program (QAEDP) has been established to professionalize Army Quality Assurance (QA) Evaluators and formalize their levels of experience. The program encompasses all personnel at learning institutions evaluated in the Army's accreditation process who perform QA and evaluator functions. It will also identify fundamental requirements for evaluators at each level, promote consistency in the evaluation of learning institutions and enable evaluators to more effectively perform Army QA Program functions.



b. Four progressive levels of QA evaluators have been established: Apprentice, Evaluator, Senior and Master. A QAEDP Evaluator Developmental Record (QADR) is required to be constructed via an "E-portfolio" on the Army's QA Program SharePoint portal for each person entered into the program. Each Army learning institution that is evaluated in the Army's accreditation process has a "QAEDP Link" icon located on their QA Program SharePoint sub-site that is active and ready for use. Recommendations for evaluator progression must come from the MSCoE QAO director or direct supervisor and be accompanied by substantiating documentation. TRADOC QAO will track assigned and/or recommended levels and award final certification of evaluator level upon verification. TRADOC QAO provides additional information and updates related to the program and forms for evaluator level recommendations on the Army QA Program SharePoint portal located at the following link:

<https://hq.tradoc.army.mil/sites/qao/QAOCOPII/SitePages/Home.aspx>

## **Appendices:**

- A.** References
- B.** USACBRNS IFSAC/Pro-Board Testing Standard Operating Procedures (SOP)
- C.** Instructor Proponent Certification Policy
- D.** Instructor Development Program for DA Civilian Instructors to Obtain Basic, Senior and Master Instructor Badge
- E.** Instructor Development Program Recognition for NCOs and Officers to obtain the Basic, Senior and Master Instructor Badge
- F.** Instructor of the Quarter / Instructor of the Year
- G.** Waiver Policy
- H.** Student Status Review Example
- I.** Memorandum Templates and TRAS Staffing Locations
- J.** QAE
- K.** Glossary

## **APPENDIX A: REFERENCES**

### **References:**

ADP 7-0 Training, 29 August 2018.

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USACBRNS IFSAC/Pro-Board Testing Standard Operating Procedures (SOP), 24 January 2019.

**APPENDIX B: USACBRNS IFSAC/Pro-Board Testing Standard Operating Procedures (SOP)**

**United States Army CBRN School**



**IFSAC/Pro-Board Certification Testing  
Standard Operating Procedures (SOP)  
(24 January 2019)**

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 Encl. 3. Sample Compliance Officer Appointment Letter  
 Encl. 4. Test Booklet Control Sheet  
 Encl. 5. Inventory of Army Personnel Test Material  
 Encl. 6. Test Destruction Memorandum  
 Encl. 7. Mandatory Exam Schedule  
 Encl. 8. Mandatory Student Roster  
 Supplement to SOP: Standards Review Document

## 1. References:

- a. DOD FESCP Certification and Procedural Guide, February 2018.
- b. IFSAC, Criteria for Certificate Accreditation, 1 June 2018.
- c. TRADOC Pamphlet 350-70-3, Faculty and Staff Development, 4 October 2018.
- d. TRADOC Regulation 350-70, Army Learning Policy and Systems, 10 July 2017.
- e. FLW Regulation 10-5, Organization and Functions, 15 March 2015.
- f. TRADOC Pamphlet 350-70-14, 27 March, 2015
- g. AR 611-5, Personnel and Classification Testing, 9 December 2015.
- h. AR 623-3, Evaluation Reporting System, 4 Nov 2015.

**2. Purpose:** To define the roles, duties, responsibilities and procedures for procurement, validation, administration, and safeguarding of all test materials under the control of the United States Army Chemical, Biological, Radiological, Nuclear School.

**3. Scope:** The Army's rationale for the determination and application of test administration is summarized as follows:

- a. Ensure test administrative policies and procedures are in place to reduce the possibility of test compromise.
- b. All staff and faculty members of the administering activity are in a trusted position, and expected to exercise due caution and common sense in the handling of sensitive test materials. Access is limited to those with an absolute "need to know" status. Rank or position is not the primary deciding factor in determining "need to know".
- c. The student is primarily responsible, logically and legally to ensure inappropriate disclosure/acquisition does not occur.

**4. Responsibilities:** This paragraph provides guidance and procedures for the proper administration of tests, test items, and related sensitive material.

### a. Compliance Officer (CO)

(1) Designated as such on orders signed by the USACBRNS Director of Training and Leader Development (DOT&LD). (**Enclosure 1**). This appointment letter must include a statement that reads "The following individuals are designated as Test Program Manager/Compliance Officers. I certify that all appointed Test Program Managers/Compliance Officers have read and understand the United States Army Chemical, Biological, Radiological, and Nuclear School (USACBRNS) IFSAC/Pro-Board certification testing Standing Operating Procedures (SOP)." A copy of this letter must be forwarded to the DOD Administration Center.

(2) Possess the appropriate security clearance-level and need-to-know of the material handled.



**Note: If classified material is involved - use proper handling procedures IAW TRADOC Regulation 350-70, Army Learning Policy and Systems, Appendix B-1, 10 July 2017.**

- (3) Input students into the appropriate test level for testing.
  - (4) Unlock and Lock test database using the Black Board security applications.
  - (5) Disable applicable test bank questions as required.
  - (6) Conduct training evaluations on compliance procedures, skills tests, and knowledge test procedures.
  - (7) Determine test versions.
  - (8) Coordinate test material reproduction and destruction.
  - (9) Post all examination changes and updates as required.
  - (10) Conduct Scheduling meetings for all certification testing.
  - (11) Ensure 100% security of all tests is maintained by locking out access to electronic tests and securing written tests in locked cabinet.
  - (12) Administer, monitor and proctor student testing as required.
  - (13) Download review reclama/challenges to test questions. Update test bank as needed. For test correlation purposes "ALL" changes must be approved by the Chief Compliance Officer.
  - (14) Conduct an inventory of all Instructor Test Booklets quarterly, using locally produced form or Form 5159.
- NOTE: This is only required for controlled skills information such as scenarios and fill in the blank or reference type skills tests.**
- (15) Ensure Test Proctors are on orders and each has read and understands this SOP. Orders will be updated as required.
  - (16) Document/track all required data for the certification process to include; certification logs, test scores, and other required documentation.
  - (17) Notify Chief Compliance Officer if a paper test is required due to computer errors/malfunction. Approval for paper tests will only be granted by Chief Compliance Officer or DOT/LD Technical Director.

b. Test Proctor (TP):

(1) Designated in writing by the Battalion Commander, Director, IRTD, NCOA Commandant, the Director DOI, and Director HD/CSO. All proctors must meet the following criteria:

- (a) Completed FIFC
- (b) Be a graduate of the course of the proctored test
- (c) Completed the instructor proponent certification process
- (d) Attend a compliance brief with DOT&LD compliance section
- (e) Be certified one level above the level they are instructing

***Example: Since there is no higher level than Technician, a Technician certified instructor may proctor that level. This applies to US&R Levels I and II as well.***

(2) Possess the appropriate security clearance-level and need-to-know.

***Note: If classified material is involved - use proper handling procedures IAW TRADOC Regulation 350-70, Army Learning Policy and Systems, Appendix B-1, 10 July 2017.***

(3) Administer performance examinations.

(4) Maintain constant supervision and control of all skills test material while signed out from the senior instructor.

(5) Proctor will immediately contact the Compliance Officer if issues, questions, or problems arise for action/guidance.

(6) Not only is a proctor responsible for monitoring students taking certification tests, they must also ensure that these tests are not compromised in any way. This means making sure students:

- (a) Do not have access to reference material during the test
- (b) Do not receive any assistance during the test
- (c) Do not copy or duplicate test material

(7) Assist the IFSAC Compliance Officer as required.

(8) Review this test control SOP on appointment and periodically or as directed by the IFSAC Compliance Officer.

(9) Maintain constant control of test facility access including all persons entering and exiting test facility. Ensure **NO ONE** enters the testing room except currently assigned proctors and compliance officers.

***NOTE: Supervisors and instructors are responsible to insure that the IFSAC test proctors will not be the same person who instructed the given prerequisite course of instruction. This includes skills tests and knowledge tests. All instructors must be on proctor orders before they can proctor any tests. All instructors are responsible for compliance and security of all testable material.***

c. Senior Instructor/Senior SGL

(1) Attend scheduling meetings and provide the IFSAC Compliance Officer with an exam schedule (not a training schedule) for every new class. Exam schedule must include dates for testing.

(2) Provide student roster for testing by 1300 hours at least 1 working day prior to the first test and inform Compliance Officer immediately of any changes. The Mandatory Example student roster is located at **Enclosure 8**; no other formats will be accepted.

***IMPORTANT: Before students are scheduled for any testing Certification Seal numbers must be verified by each instructional department for any levels of certification that students have already accomplished through other agencies or DOD. Reciprocity will only be requested by the Compliance Officer if a student challenges at least one level of certification through USACBRNS certification/testing program. D/L students must follow the instructions after completion of the D/L course and submit the information to AFCEC for certification.***

(3) The day prior to testing have all students log in and set passwords for the CAC/User Management System. Ensure all students have an AKO account prior to testing day. If students do not have their account set up they will be tested at a later date.

(4) Be available if needed to discuss "Challenged" questions. A decision for all challenges is determined by the Compliance Officer. Once a decision is determined the Compliance Officer will notify the Chief Compliance Officer and the primary instructor.

(5) Use a detailed checklist to ensure that all steps are completed by students during skills tests. Checklist must include student names. Students must be identifiable with nametape on HAZMAT suits.

(6) Ensure that all packets for certification are submitted no later than 2 days after completion of training. **Verification of all student data is the responsibility of the Instructor and the student signing the report card.**

(7) Ensure all report cards are signed and completed by having each student sign individually. **Report cards will not be passed around the class but will be signed by each student individually approaching the instructor and verifying all information on the report card is correct.**

(8) Maintain integrity of the Certification process by ensuring all applicable rules and regulations are implemented and followed by instructors, students, and proctors. Ensures skills test books and answer keys are secured IAW AR-611-5.

(9) Retest – All retests will be completed within 2 training days of the initial test failure. The Senior Instructor/Senior SGL will provide the total number of students in each class and the number of retests, if applicable. See paragraph 9 of this document for additional retest procedures.

d. Students:

- (1) Comply with all examination instructions.
- (2) Possess the appropriate security clearance-level and need-to-know in order to take the examination.
- (3) Ensure all information on report cards and other training documents are correct i.e. spelling, SS#s, and other information.
- (4) Will not bring any type of electronic devices into the test facility including I-Watches or similar devices that may photograph or record. *Note: International students with English as a Second Language may use devices to interpret to English only after approved by a Compliance Officer. The student may not use a laptop or Smart Phone for this purpose.*

**5. Pre-Exam Instructions:**

- a. Issue of Test Material: Only the Compliance Officer can issue Test Booklets for paper based tests.
- b. Exam Version Rotation: This is done in Black Board and each test is randomly generated from a pool of questions.
- c. Proctors will ensure all students leave cell phones and any other electronic media devices outside of the test room. Personal language conversion devices may be used by foreign military at the discretion of the Compliance Officer.
- d. During skills tests each station will be briefed to the student IAW with the skills test sheets. Students must be briefed on safety, what they must do to pass and what will cause them to fail. Students will be able to ask questions up to the start of the Skills Test. Once the test begins students may not ask questions in relation to testing.

**6. During-Exam Instructions:**

- a. Compliance Officer: During Black Board computer tests be accessible to the proctor at all times during the test/retest.
- b. Proctor: Be present in classroom or other test area during the entire test period. Proctor must be able to observe all students taking tests at all times. The proctor responsibilities include the following:
  - (1) Ensure only authorized personnel are in the test area. Proctors to cover the student ratios and the test administrators are the only individuals permitted in the testing area during a testing session. For skills tests, all students will be located in hold areas so they cannot view testing of other students. Proctors must maintain 100% control of all students and ensure evaluated students cannot converse with non-evaluated students.
  - (2) No student will re-enter test facility once they leave without approval from the proctor. Only those instructors proctoring tests will be in the test facility. Proctor to student ratios will be followed at all times. All other instructors must remain outside of the testing room during testing.

(3) Issue Failure to Comply Warning: The proctor will ensure students are told that failure to comply with any exam instructions will result in the following.

- (a) A counseling statement being forwarded to the course Chief.
- (b) May result in disciplinary action.
- (c) If cheating is involved, may be grounds for dismissal from the course.

(4) Ensures that students are logged into the computer and do not log into test until instructed to do so by the Compliance Officer.

(5) Issue Test Material and Test Instructions:

(a) The proctor, upon issuance of test material to the students, will read aloud the test instructions VERBATIM. ***The Test Instructions will not be recited from memory.***

(b) Issue all required materials to the students. (Paper tests and Skills Tests)

(c) Determine if there are any questions concerning the administration of the test.

(d) Post, and clearly announce the start and stop times for the test. At a minimum, announce the time remaining at the following intervals: 15 minutes, 5 minutes and 1 minute. If the posting and announcing are impractical due to a unique testing environment, then ensure that every student knows the "official" start and stop times.

(e) For skills tests each student will be graded using a grade sheet containing: student's name, skills test steps, and indication of go or no-go for each step.

(f) Students may carry an individual test sheet to each station or evaluators may have one sheet at each station listing all students, the skills test steps and go/no-go.

(g) Students must be identifiable by name tape during all testing.

(h) Evaluators will have the Skills Test book available in the testing area at all times during Skills Testing.

(6) Explain Test Completion Instructions: Upon test completion, each student will quietly leave the area. They will not communicate the results of their tests with other students.

(7) **Other than procedural or administrative comments, proctors or compliance officers will not engage in any conversation with students during testing, this includes debating question challenges. Do not lead students to an answer. Do not coach or provide negative or positive comment on a student's progress.** Proctors will not provide answers, reference numbers, paragraphs, or any guidance assisting a student to answer a question. All students will do their own work and will not attempt to gain information from other students concerning the contents of the test in any form. If this occurs, it constitutes cheating, and the student examination will be terminated / confiscated and the incident will be reported immediately to the Compliance Officer. There will be no talking during an examination.

## 7. After-Exam Instructions:

### a. Compliance Officer:

(1) Conduct a review of all challenged test questions and notify the Chief Compliance Officer of items requiring solutions/decisions. At no time will the Compliance Officer discuss questions with the students. If further information from the instructors is needed to assess challenged questions, the primary instructor for this iteration will be contacted for input. The Compliance Officer will then contact the primary instructor and inform them of the decision on the challenged question. Only challenged questions will be considered for credit. At no time will an instructor challenge a question for a student. Only the Compliance Officer can award credit for a question based on references and research of course materials.

(2) Record the results of test item analysis.

### b. Proctor:

(1) Gather all materials used for the testing. Ensure that the students do not remove any materials related to the test or its solutions.

(2) Immediately return any materials to the Compliance Officer.

## 8. Reclamas:

a. Students who want to challenge an examination question must challenge the question during the test session. At no time will test questions be discussed or debated during testing. The following procedures must be followed once reclamas have been submitted:

b. The Compliance Officer will download question challenges and identify valid responses.

c. Conduct a review of all challenged test questions and notify the Chief Compliance Officer of items requiring solutions/decisions. **At no time will the Compliance Officer discuss questions or with the students.** If further information from the instructors is needed to assess challenged questions, the primary instructor for this iteration will be contacted for input. The Compliance Officer will contact the primary instructor within 24 hours and inform them of the decision on the challenged question. Only challenged questions will be considered for credit. At no time will an instructor challenge a question for a student. Only the Compliance Officer can award credit for a question based on references and research of course criteria.

d. The instructional department is responsible for notifying the student of the final decision. **The students will not approach a Compliance Officer about a challenge or score.**

e. In the event a paper based test is given each student will be provided the opportunity to challenge test questions during the test review. This will be done on the provided question challenge sheet. At no time during the review will the question be debated by any student. The student writes the challenge and then it is evaluated by the Compliance Officer who will determine if the challenge is valid.

## 9. Exam Failures and Retest:

a. Skills Test Initial Test Failure: If a student fails the initial test, he/she will receive a written counseling statement from his/her instructor, which is reviewed by the Senior-SGL/Instructor. The respective chief instructor will be notified; who in turn will ensure the appropriate Chain of Command is aware of the "NO GO".

b. Counseling: Counseling for "NO GOs" is specific to include the amount of retraining, which SGL/Instructor will conduct the retraining, the method of retraining, and the time and place the retest will be administered. Retraining is mandatory for all initial test failures.

c. Retests for computer/written and Skills Test failures will be conducted within 2 academic days of the initial test. If a student fails the retest, they will receive a written counseling from their respective Instructor and are referred to the Commander/Director for consideration for release from the course.

d. Students may attempt each Skills Test only twice in a course. If unsuccessful on an attempt, they are notified by the evaluators and told why they failed. A candidate may continue with the rest of the test, and at a later date (not more than 2 days) retake the unsuccessful portion(s) of the Skills Test. The reason for evaluating the attempt as unsuccessful shall be noted in the counseling statement.

e. Students may attempt each computer based/written test twice within one course attendance. If the student enrolls in another class or course they must attend all the instruction for that level and take all tests for that level again with the limit of two test attempts in order to achieve successful certification. Example: Student passes Awareness and Operations and fails Tech II. They will be certified to Operations but must re-attend all of Technician in a new course.

**10. Storage/Security:** All performance skills test material will be secured *IAW TP 350-70-14, 27 March, 2015*. Tests will be secured in the designated area in secured containers, accessible to and controlled only by designated proctors.

a. Compliance officers will follow this testing SOP for control and security of all testing materials during any traveling or in support of any MTT.

b. Compliance officer will maintain 100% control of all testing materials while traveling. Testing materials will be locked and stored in a secure area at all times. When not secured the compliance officer will have possession of the paper test at all times.

**11. Inventory:** The Compliance Officer will conduct a complete inventory of all test materials every quarter/3 months and the results will be annotated on DA Form 5159-R. (**Enclosure 2**)

**12. Reproduction:** All reproduction of test material will be controlled by the Compliance Officer, who will reproduce and distribute as needed. Upon completion and posting of the material, inventory sheets will be updated.

**13. Destruction:** If circumstances warrant the destruction of test material, the Compliance Officer will conduct the destruction of the test material by shredding, burning, or the best method for the media on which the material is saved. Material scheduled for destruction will remain in secure storage until destruction takes place. Destruction is to be witnessed by the secondary

Compliance Officer. A memorandum including the test title, the date destroyed, and With-witness signature block for all destruction is required.

**14. Loss, Compromise, or Possible Compromise of Test Materials:** Upon discovery of loss, compromise, or possible compromise, the proctor will notify the Chief Compliance Officer who will in turn:

a. Immediately notify the Technical Director DOT&LD. The notification will include the following:

- (1) Description of the materials lost or compromised.
- (2) Identity of releasing party.
- (3) Identity of the recipient.
- (4) Identify all other persons involved.
- (5) Circumstances surrounding the loss or compromise.

b. If applicable, stop all use of the test that is suspected of being compromised. Testing may continue with alternate forms of the test as authorized IAW this SOP.

c. Impound all copies of the compromised form of the test.

d. Place these materials in a locked container.

e. Resume testing with the test concerned only when directed to do so by the Technical Director DOT&LD.

f. If an instructor/cadre member compromises or provides test materials/answers to unauthorized personnel, the instructor will be immediately suspended from instructor duties pending an investigation by the appropriate commander.

**15. Student Records:** Compliance Officers will maintain the student's record in Black Board until graduation from their respective course before deleting it from the computer. Print a copy for the "student record." Keep the copy of the "student record" on file locally and destroy all paper copies after 3 years. An electronic copy will be maintained indefinitely.

**16. Reciprocity:**

a. Nonattendance at a resident course: DOD will provide reciprocity for individuals certified under Pro-Board or another IFSAC accredited entity. <http://www.DODffcert.com/> Once the website is accessed click on the "Mail Tracker" tab and follow the instructions.

b. Attendance at a resident course: Students may be granted reciprocity if they will be testing at a level under the IFSAC testing program (attending a resident course). Students must provide a copy of their certifications to the instructional department before they will be allowed to test for certification at the next level. Instructors must verify each student's DOD certification is in the DOD system prior to testing at the next level of certification.  
*Example: If a student arrives with Awareness, and attends a course that begins with Operations, the Awareness certification must be validated before the student can be tested and certified to*



*Operations. If a student attends a Rope Level II course the Level I course and all other prerequisite courses must be verified. It is important that those students completing certifying Distance Learning courses for Haz Mat ensure the certifications are in the DOD system prior to taking a higher level.*

c. Once the Pro-Board or IFSAC certifications are provided to the Compliance Officer the Compliance Officer will submit a request to AFCEC explaining exactly what levels are being requested. The request cover letter must be signed by the Compliance Officer. The request will include a copy of all prerequisite certificates for the requested level/s. These certificates must have the IFSAC or Pro-Board seal on them.

d. Reciprocity will only be requested by the Compliance Officer if a student challenges at least one level of certification through USACBRNS (attendance at a resident course). For D/L students the certificate must be provided to the Compliance Officer.

**17. Program Errors:** If a program error occurs, write down the information exactly as it appears on the computer screen and then contact the Black Board Help Desk for assistance. Once you report your problem contact the Chief Compliance Officer and advise.

**18. Special Instructions:**

a. Ensure all necessary precautions are taken when controlled testing materials are used. The regulations and policies for storage and handling/transporting are in affect and should be adhered to at all times.

b. Controlling Personally Identifiable Information (PII) is any information about an individual which can be used to distinguish or trace an individual's identity such as name, Social Security Number (SSN), date and place of birth, mother's maiden name, and biometric records. This information can be in hard copy (paper copy files) or electronic format, stored on personal computers, laptops, and personal electronic devices such as blackberries and found within databases. This includes but is not limited to, education records, financial transactions, medical files, criminal records, or employment history. All correspondence with any PII will be handled IAW

c. E-mail containing sensitive information must be digitally signed and encrypted. Such e-mails include but are not limited to those containing: PII or other personal information as defined by the privacy Act of 1974

d. Under no circumstance should PII be transmitted from a government server to a private server i.e., .mil to a .com email address.

e. As a best practice, ensure the e-mail subject line contains "FOUO" if the email contains PII.

f. The subject line of an email should never contain PII because only the body of an email is encrypted when sent.

g. Ensure the body of the email containing PII includes the following warning: "FOR OFFICIAL USE ONLY."

h. Ensure you are sending the e-mail to the correct recipients and all have an official need to know.

i. Ensure you know what your attachment contains (i.e., PII) prior to sending. Do not forget to check all tabs if the attachment is an Excel spreadsheet.

j. Ensure that the information entrusted to you in the course of your work is secure and protected. PII must only be accessible to those with an "official need to know."

k. Minimize the use, display or storage of SSNs and all other PII. The DOD ID number or other unique identifier should be used in place of the SSN whenever possible.

l. Keep personal information timely, accurate, and relevant to the purpose for which it was collected. Delete the information when no longer required.

m. Immediately notify your supervisor if you suspect or discover that PII has been lost or compromised.

**19. Enclosures/Supplement:**

1. Test Administration Guide for Black Board
  2. Test Administration Guide for Skills Tests.
  3. Sample Compliance Officer Appointment Letter
  4. Test Booklet Control Sheet
  5. Inventory of Army Personnel Test Material
  6. Test Destruction Memorandum
  7. Mandatory Exam Schedule
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- Supplement to SOP: 2019 Standards Review Document

**DEPARTMENT OF THE ARMY  
UNITED STATES ARMY CBRN SCHOOL  
FORT LEONARD WOOD, MISSOURI**

**TEST ADMINISTRATION GUIDE (TAG)  
(Black Board, Paper Tests)**



This document has been reviewed and found to be functionally correct.

### **General Information:**

1. ***The passing score for evaluations shall not be less than 80% to achieve certification.*** See Course Management Plan for course graduation requirements. Skills tests are examined through a process of practical evaluations, which are graded on a GO/NO-GO basis. ***NOTE: For HAZMAT, AWN & OPS must score at least a 76% to pass test.***

2. The training and certification program is a two-part process that requires both computer-based and skills test.

3. Students must successfully pass the required Computer based/paper test(s) before a skills test can be administered.

4. Exception to Policy: In the interest of time management, teaching efficiency, and the fact that Some Haz Mat Level Skill Tests are administered in a classroom. (Awareness-ERG; Operations/Tech Containers and Haz Mat Information) these Skills Tests can be administered prior to completing the required computer-based test(s).

5. General Test Bank Information: There are several accredited certification Levels. Each level has an "A" and "B" test. These tests are parallel forms of the same test and questions are generated from a pool in randomized order.

***NOTE: Haz-Mat Technician has so many objectives that it was necessary to split the test into two parts so that the individual tests are reasonable in length. The student must successfully pass parts 1 and 2 of exam A or B to become certified. Since they are parallel tests, it doesn't matter which test the student takes as long as they complete both parts of the test.***

6. Test Administration: All performance based tests must be proctored by a designated Test Proctor certified above the level being tested. With the exception of a dictionary, **absolutely no** study materials (pens, pencils, paper, cell phones etc.) are allowed in the test room/area during testing. Dictionaries are for spelling only.

***Note: International students with English as a Second Language may use devices to interpret to English only after approved by a Compliance Officer. The student may not use a laptop or Smart Phone for this purpose.***

7. Only one test per student (the level being tested) is allowed to be unlocked / available at a time.

8. All tests must be administered in a proctored environment and all computers used for testing must be monitored while testing is in progress.

## **SECTION I: DIRECTIONS TO THE PROCTOR**

1. The Instructors/Proctors are responsible for the test administration/security (prior to, during, and after the test).

### **2. Duties prior to the test period.**

a. The day prior to each test ensure all students are able to log into computers and access Black Board using CAC cards.

b. Tests/Test Material. The Proctor is responsible for the SECURITY OF TESTS/TEST MATERIAL.

c. Test Facilities. Ensure sufficient space is available for the students, so they can work and perform comfortably. The testing room must be well lighted, properly heated/cooled, adequately ventilated, and free of excessive noise. Turn on all computers prior to bringing students in the testing facility.

d. For computer and paper based tests the Compliance Officer will assemble all Proctors and ensure they know their duties and the testing procedures.

(1) For all tests the lead instructor will assemble all Proctors and ensure they know their duties and the testing procedures.

(2) Proctors cannot be the same individuals who instructed the material being tested.

e. On an upper corner of the chalkboard, place: Test Start:    Test Finish:

### **3. Duties during the test period:**

a. Ensure unauthorized personnel are **NOT** permitted to enter the testing area. Only students testing, the authorized proctor(s), and Compliance Officer will be in the test lab once testing has commenced. ***At no time during the indicated test session will instructors be in the test room unless they are official proctors or supervisors.***

b. Brief Students. The Proctor must brief the students on test site procedures. The Proctor will read verbatim to the students the INSTRUCTIONS TO STUDENTS (Section II of this TAG).

c. If (in the opinion of the designated authority) any aspect of the security or administration is uncertain or unmanageable, proctors must immediately contact the Compliance Officer for additional guidance before administration.

d. Student's identity must be verified prior to taking the examination. This can be accomplished either by visually looking at each student if you know them or by checking their individual picture-identification cards. This is also verified using the AKO/CAC card log in process during computer testing.

e. **Testing Times:** Record the starting and stopping times where all students can see them. Each test is allotted a set time for completion. International students can be given 30 additional minutes to complete the tests IAW this testing policy. When half of the test period has elapsed, the Proctor will say "YOU HAVE 30 MINUTES TO FINISH YOUR TEST." The Proctor must give a similar warning verbally when there are 15, 5, and 1 minutes remaining in the test period.

f. **Monitor Testing.** Students taking the test will be monitored at all times by at least one Proctor (1 Proctor for every 24 students). Maintain no talking and movement discipline. **No more than the required number of proctors will be in the testing room at any time.**

g. Students are allowed to leave the test room one at a time to use the latrine or as deemed necessary. Before leaving, however, they must receive permission from a Proctor. No student will be permitted to leave the test room for any reason other than those mentioned above.

h. The Proctor may answer questions of a general nature concerning test procedures. Questions about specific test questions should be answered with, "DO THE BEST YOU CAN; I CANNOT HELP YOU WITH THAT QUESTION." Do not at any time have conversations or debates about questions with students. **Proctors will only give technical information related to testing software. Do not re-read questions or assist students in any way that will lead them to an answer. Proctors are responsible for all of their own actions in the test room.**

i. When the test time has elapsed, the Proctor will inform the students that the test time has elapsed and they must immediately submit for a score.

#### 4. Duties after the Test Period:

a. **Collect Materials:** When finished with the test, the student will log out of Black Board and then log off the computer and remove their CAC card.

b. **Test Review:** Immediately after submitting for a score Proctors should highly recommend that students review their questions in order to know what questions were missed and learn from their mistakes. This is the student's opportunity to identify areas they were weak in.

c. **Remedial Training/Retesting:** The Senior Instructor/SGL will schedule mandatory remedial training for students who failed any initial test or skills test. The Senior Instructor/SGL will identify the student failed and retrain the student.

d. **RECLAMA:** If a Reclamas of a question is required, consult the section in this SOP on Reclamas procedures.

## Section II: instructions to students

**NOTE: Compliance Officer explain challenge procedures for Computer and paper tests. Then have the Proctor read TAG verbatim to the students.**

1. Please do not begin testing until I have read the following instructions.
2. At this time all personnel not taking a test or proctoring the test must leave the testing room. This includes instructors not required for proctoring IAW this SOP Instructor/Student ratio. Students may leave the test room during the test only if approved by the Proctor and only one student at a time.
3. ***Students will not have or use the following items in the testing room;*** Cell phones, I-Watches or other similar electronic devices, writing utensils, any paper, or reference materials. If you are found with these items during testing it may result in the termination of your test and a failing grade. At this time if you have any of these items you may take them from the test room and put them away. ***Proctors will not use cell phones at any time during testing. NOTE: These items may be stored at the back of the testing room at the discretion of the lead instructor. Compliance officers will not be responsible for these items.***
4. You must challenge questions DURING the timed testing session. Students will not debate questions with the proctors or Compliance Officer during or after testing. **Compliance officers or instructors will not review tests, or discuss scores and test questions with students in the testing room.** If you have any questions during the test, raise your hand and a proctor will come to you. ***Proctors will only be able to answer general technical or procedural questions concerning the test.***
5. All challenges will be reviewed by the Compliance Officer alone, in a secure location, and only after testing is completed. Compliance Officer will then notify the instructor of results. All discussion will be with the primary instructor and student after the test.
6. You have 60 minutes to finish the test (international students 90 minutes). You will be informed when half of the testing period has elapsed and given a similar warning 15, 5, and 1 minutes before the end of the testing period. Once you have accessed the Blackboard site all other applications must be closed. Do not access any other websites or links.
7. **Computer testers** will get official test results immediately after finishing the test and selecting "save and submit" for scoring. At this time you should review the test results to identify areas you missed questions in. Please quietly leave the testing room once you have scored and reviewed your test and submitted any challenges within the allotted testing time. **Do NOT re-enter the testing room after the test.**
8. **Paper testers** will remain in the testing room for the duration of allotted testing time. After all testing is completed and scored you will be allowed 10 minutes to review the test and submit challenges. No discussion about test questions is permitted with proctors or Compliance Officers. Challenges will be reviewed by the Compliance Officer and results will be communicated to the instructor.
9. Do not discuss this test with other students. It is your duty to report any observation of a student providing test information to another student of your class or another class.

10. You must make a score **of 80 percent to pass this test (76% for HAZMAT, AWN & OPNS)**. If you should fail this test; you will receive remedial training. You will be allowed one retest with an alternate version of this test. *If this is your re-test, you must pass this test in order to advance to the next certification level of testing. Please raise your hand if you have NOT been retrained for this retest.* NOTE: If student was not retrained they will not test until they have been.
11. Failure to comply with any exam instructions may result in disciplinary action. If cheating is involved dismissal from the course may occur. Are there any questions about the test instructions? Please pay attention to the Compliance Officer as they will now assist you in logging into the test.



**DEPARTMENT OF THE ARMY  
UNITED STATES ARMY CBRN SCHOOL  
FORT LEONARD WOOD, MISSOURI 65473-8959**

**TEST ADMINISTRATION GUIDE (TAG)  
(IFSAC/Pro-Board Certification Skills Tests (Skills Testing))**



### **General Information:**

1. Performance evaluations have been developed for each of the certification levels. Each objective is evaluated through the accomplishment of task completion. Performance evaluations are part of the testing process and are administered to follow specific guidelines, checklists, procedures, and policies. Like the written evaluations, the Skills Tests are based on references such as NFPA 472, NFPA 1006 standards and TRADOC Regulation 350-70.
2. Skills Tests are part of every IFSAC/Pro-Board course. Skills Tests have been developed for each objective that is best evaluated by the demonstration of a skill. These Skills Tests are based on NFPA Standards.
3. Skills Tests are designed to measure a student's competence completing specific tasks measured against predetermined standards. Each student is individually evaluated based on the materials and guidance provided in the Course Management Plan, LPs, and this SOP.
4. Skills Tests must be accomplished IAW DOD Manual 6055.6; TRADOC Regulation 350-70-

### **SECTION I: DIRECTIONS TO THE PROCTOR**

1. The Proctor is responsible for the test administration (prior to, during, and after the test).
  - a. Proctor will not be the same person that taught the material.
  - b. Proctors will ensure all required skills tests are conducted and administered to each student.
2. Duties prior to the test period.
  - a. Tests/Test Material. Pick-up and inspect the test materials for the test to be given. The Proctor is responsible for the SECURITY OF TESTS/TEST MATERIAL while it is signed out from the Compliance Officer. The Proctor will use only proponent test materials in preparation for or during the administration of tests.
  - b. Test Facilities: The skills tests should be conducted exclusively in the hands-on test mode. The Proctor is responsible for making every effort to obtain the equipment and support personnel required for the performance evaluation. The Proctor will also ensure that a secure staging area for students is used to ensure unevaluated students cannot observe candidates being tested; evaluated and unevaluated students will not communicate with each other during the evaluation process.
  - c. The Proctor is encouraged to integrate safety, risk management, and force protection wherever/whenever possible. However, depending on the method of evaluation (e.g., round-robin test stations, Situational-Training Exercises (STX), Proctors have the determination on applicability and feasibility. Heat and adverse weather conditions will be considered during all testing. Proctors must follow all safety rules and regulations as required.

d. Proctor Instructions:

(1) Use a student tracking system to record pass/fail individual students for each station. Follow procedures in the Instructor Test Booklet (ITB). Students must be provided a grade sheet for each station listing each required step to successfully pass. ***Students must be identified by name tape.*** Grade sheets must list all steps and will be checked off as the student completes it.

(2) On the performance sheet, ensure the students' name, (LAST, FIRST, MI) are in their corresponding space for each student being evaluated. Fill in your name under the "instructor" block of the performance sheet.

(3) Mark only one correct response (GO/NO GO) on the student performance sheet for each student based on the outcome of the evaluation sheets contained in the instructor test booklet.

(4) Read verbatim to the students SECTION II: DIRECTIONS TO THE STUDENTS.

3. Duties during the test period:

a. Ensure unauthorized personnel are NOT permitted to enter the testing area. Student's identity must be verified prior to taking the examination. This can be accomplished either by visually looking at each student if you know them or by checking their individual picture identification cards. Each student will be identifiable by name tape.

b. Issue Test: Issue instructor test booklets to the evaluators NOT the students, and any special test materials (equipment, etc.) to each student before testing. Ensure that students have all the necessary/authorized test material (for example: student handouts, publications, personal notes, calculators, etc). Ensure that they have removed all unauthorized material from the staging area and have turned off and secured their cell phones. The Proctor will state the following to the student:

***"You will be scored with a GO/NO GO for each performance step. You will be scored GO if all steps are passed and NO GO if any steps are failed. If you score a "NO GO" on a task you will be told what was done wrong and may be given the chance to do the task correctly. However, your official NO GO score for the task will not be changed."***

c. Brief Students: The Proctor must brief the students on test site procedures. The Proctor will read verbatim to the students the INSTRUCTIONS TO STUDENTS (Section II of this TAG).

(1) Ensure students are briefed on each station and what is required to achieve a pass. Students must also be briefed on what will justify a fail and passing grade.

(2) Ensure each station is properly equipped with required tools etc. for student to complete tasks.

(3) Do not leave students unattended while in SCBA or in PPE. Safety is top priority of all students and instructors must monitor students at all times while in PPE.

(4) Separate students from test area by grouping in waiting areas. Students that have Completed testing will not be staged with those waiting testing.

(5) Maintain constant control of students. No horseplay etc on training grounds.

(6) Students should not be grouped so that any are standing around during an evaluation. All should participate in the testing. If a task requires only two students then four students should not be testing.

d. If (in the opinion of the designated authority) any aspect of the security or administration is uncertain or unmanageable, proctors must immediately contact the IFSAC Compliance Officer for additional guidance before administration.

e. At this time the Proctor will start the test evaluations.

f. Monitor Testing. Students taking the test will be monitored at all times by at least one Proctor in the staging areas. Proctors may take students to each station as a group or each station may have a proctor waiting for students. Follow the course CMP for student to instructor ratios. Maintain no talking and movement discipline.

g. Students are not allowed to leave the staging area until their evaluations are completed, at that time they may leave the staging area to use the latrine or as deemed necessary. Before leaving, however, they must receive permission from a Proctor. No student will be permitted to leave the staging area for any reason other than those mentioned above.

h. The Proctor may answer questions of a general nature concerning test procedures. Questions about specific test questions/performance steps should be answered with, "DO THE BEST YOU CAN; I CANNOT HELP YOU WITH THAT QUESTION/PERFORMANCE STEP."

i. When the test time has elapsed, the Proctor will state: Time has elapsed please stop all evaluations.

j. At this time the Proctor will direct the evaluators to escort the students to staging area #2 and escort the next group of students to the staging area for evaluation.

#### 4. Duties After the Test Period:

a. Inventory Test Materials: The Proctor will inventory for completeness and accountability all test folders containing performance sheets. Conduct 100% accountability before returning the booklets for security purposes.

b. Lost or Compromised Test: Report any lost, compromised, or possible compromised tests to the Compliance Officer who will then contact the appropriate commander. The commander or designated representative will conduct a thorough investigation and initiate proper actions to prevent a reoccurrence of lost or compromised tests.

c. Remedial Training/Retesting: The SGL/Instructor will schedule remedial training for students who failed any initial skills test. The SGL/Instructor will identify the performance steps that the student failed and retrain the student. The student will be retested only once.

d. During the *certification phase* students must perform the tasks individually unless a task requires additional personnel to complete. For example, over packing a 55 gallon drum to stop the spread of contaminant at the Technician Level requires at least two individuals to complete this task. Each student will be graded individually.

## **SECTION II: DIRECTIONS TO THE STUDENTS**

### **READ VERBATUM TO THE STUDENTS**

1. You may leave the staging/classroom area to go to the latrine. You must receive permission from the Proctor by raising your hand. You will NOT take anything with you. You may not leave the evaluation once in progress.
2. You must not ask for or accept assistance from another student. You must not give or offer to give help of any sort to another student. If you are observed using or attempting to acquire unauthorized material or assistance, your evaluation will be terminated, and you will be subject to administrative and/or disciplinary action IAW TRADOC Regulations 350-6, 350-1, and the Course Management Plan (CMP).
3. If you have any questions during the test, raise your hand and a proctor will come to you. They will only be able to answer general administrative questions about the test.
4. Do not discuss this test with other students of other classes. It is your duty to report any observation of a student providing test information to another student of your class or another class.
5. When you have completed the test you will be escorted to a staging area. You may NOT reenter the testing area until all evaluations have been completed or as directed by an instructor/proctor. You must score a GO in all areas to pass this test. If you should fail this test, you will receive remedial training on those performance steps you performed incorrectly. You will be allowed one retest. **Please raise your hand if you have NOT been retrained for this retest.** **NOTE: If student was not retrained they will not test until they have been.**
6. You will get your official test results upon completion of your evaluation.
7. Are there any questions about the test instructions? Begin testing.

**SAMPLE COMPLIANCE OFFICER APPOINTMENT LETTER**

Fill in Date

MEMORANDUM FOR HQ AFCEC/CEXF

FROM: Provide Complete Mailing Address:

SUBJECT: Certification Test Compliance Officer Appointment Letter

1. The following individuals are designated as Certification Test Compliance Officers. I certify that all appointed Certification Test Compliance Officers have read and understand the Certification Test Procedural Guide.

Full Name	Duty Phone #	Appointees Signature
Herr, Dan	_____	_____
Smith, John J.	_____	_____
Phillips, Mark	_____	_____

2. This letter supersedes our previous letter dated (fill in the applicable date). If you have any questions, please contact (provide the POC's e-mail address, DSN and Commercial phone numbers).

Larry L. Dover  
COL, CM  
Commander



<b>INVENTORY OF ARMY PERSONNEL TEST MATERIAL</b> <b>For use of this form, see AR 611-5; the proponent agency is ODCSPER.</b> <b>SEE DA PAM 310-8 FOR CURRENT LISTING OF TEST MATERIAL</b>					
DA PAM OR FORM NUMBER	TITLE OF TEST	COPY NUMBER (S)	TOTAL NUMBER ON HAND	STORAGE LOCATION Cabinet/drawer	NOTES
SIGNATURE OF TEST CONTROL OFFICER OR AUTHORIZED REPRESENTATIVE				DATE OF INVENTORY	



MEMORANDUM FOR RECORD

SUBJECT: Destruction of Exams

1. The following exam(s) has been destroyed due to excessive copies on file. Copies numbered 031-054 have been renumbered and issued a new serial number to reflect current OPTEMPO. Master copies are kept on file. The copies of the exams were destroyed on 20 August 2004 by use of a shredder IAW AR 611-5, paragraph 2-2b(7).

TEST NUMBER	TITLE OF TEST	VER	COPY NUMBERS

2. POC is the undersigned at 596-8318.

\_\_\_\_\_  
Compliance Officer

\_\_\_\_\_  
Witness Signature/Date

\_\_\_\_\_  
Printed Name

**Mandatory Exam Schedule**

**The below format will be used to submit exam schedules to the Compliance Officer at least 3 weeks prior to test dates:**

**Course Name/Class Number**

Awareness Exam: Date/Time/# of students

Awareness Re-test: Date/Time/# of students

Operations Exam: Date/Time/# of students

Operations Re-test: Date/Time/# of students

Operations Practical: Date/Time/# of students

Technician Exam: Date/Time/# of students

Technician Re-test: Date/Time/# of students

Technician Practical: Date/Time/# of students

**Mandatory Student Roster (Excel Spreadsheet)**

AKO USERID	AKO EMAIL	ENTERPRISE EMAIL	RANK / GRADE	LAST NAME	FIRST NAME
M. I.	SSN	DODID	PRIMARY MOS	COMP	PRE-REQ CERTIFICATIONS

**\*If the student is already IFSAC/Pro-Board certified at a level-- we will submit his certification for reciprocity as long as he challenges at least one level of certification through the USACBRNS testing program under DOD.**



**DEPARTMENT OF THE ARMY**  
**U.S. ARMY CHEMICAL, BIOLOGICAL, RADIOLOGICAL, AND NUCLEAR SCHOOL**  
**DIRECTORATE OF TRAINING AND LEADER DEVELOPMENT**  
**14030 MSCOE LOOP, SUITE 3021**  
**FORT LEONARD WOOD, MISSOURI 65473-8926**

ATSN-T

23 January 2019

**MEMORANDUM FOR RECORD**

**SUBJECT: Calendar Year 2019 CBRNS Certification Standards Review**

1. Purpose. This memorandum supplements the USACBRNS Compliance Testing SOP and outlines the established standards of the U.S. Army Chemical, Biological, Radiological and Nuclear School (USACBRNS), Department of Defense (DoD) Fire and Emergency Services Certification Program (F&ESCP) in accordance with DOD 6055.06M, *DoD Fire and Emergency Services Certification Program*.

2. Responsibilities. The U.S. Army Chemical, Biological, Radiological and Nuclear (CBRN) School has been granted delegated authority and is accredited under the F&ESCP. The CBRN School's Directorate of Training and Leader Development (DOT&LD) is responsible for implementation, administration of the USACBRNS, IFSAC/Pro-board, DoD, F&ESCP certification program for Fort Leonard Wood Missouri and Camp Dawson WV, Hazardous Material and Urban Search and Rescue (USR), Technician / Extractor course credentialing.

3. Program Management. The certification levels listed in the table below are offered at the USACBRN School and are dual accredited by the International Fire Service Accreditation Congress (IFSAC) and National Board on Fire Service Professional Qualifications (Pro Board). Students who successfully complete the performance-based (written) tests with a passing score and achieve "GO"s on all performance (skills test) tests receive DoD certification for those specified levels through the DoD F&ESCP program.

4. Effective as of date of this memorandum, the levels, pre-requisites and required passing scores for DoD certification through the CBRNS program are as follows:

Certification Level	Pre-Requisite	Minimum Standard for DoD Certification
NFPA 472 Chap 4, (Hazmat Awareness)	N/A	76%
NFPA 472 Chap 5 and 6.2 (Hazmat Operations/PPE)	NFPA 472 Chap 4, (Hazmat Awareness)	76%
NFPA 472 Chap 7 (Hazmat Technician)	NFPA 472 Chap 5 and 6.2 (Hazmat Operations/PPE)	80%
NFPA 472 Chap 8.3 (Mass Casualty Decon)	NFPA 472 Chap 5 and 6.2 (Hazmat Operations/PPE)	80%

ATSN-T

SUBJECT: Calendar Year 2019 CBRNS Certification Standards Review

NFPA 1006 Chap 5 (JPRs)	NFPA 472 Chap 5 and 6.2 (Hazmat Operations/PPE)	80%
NFPA 1006 Chap 6.1 (Rope Rescue I)	NFPA 1006 Chap 5 (JPRs)	80%
Chap 7.1 (Confined Space Rescue I)	NFPA 1006 Chap 5 (JPRs) and Chap 6.1 (Rope Rescue I)	80%
Chap 8.1 (Trench Rescue I)	NFPA 1006 Chap 5 (JPRs) and Chap 6.1 (Rope Rescue I)	80%
Chap 9.1 (Structural Collapse I)	NFPA 1006 Chap 5 (JPRs) and Chap 6.1 (Rope Rescue I)	80%
Chap 10.1 (Vehicle Rescue I)	NFPA 1006 Chap 5 (JPRs) and Chap 6.1 (Rope Rescue I)	80%
Chap 19.1 (Machinery Rescue I)	NFPA 1006 Chap 5 (JPRs) and Chap 6.1 (Rope Rescue I)	80%
Chap 6.2 (Rope Rescue II)	NFPA 1006 Chap 5 (JPRs) and Chap 6.1 (Rope Rescue I)	80%
Chap 7.2 (Confined Space Rescue II)	Chap 5 (JPRs), Chap 6.1 (Rope Rescue I), and Chap 7.1 (Confined Space Rescue I)	80%
Chap 8.2 (Trench Rescue II)	Chap 5 (JPRs), Chap 6.1 (Rope Rescue I), and Chap 8.1 (Trench Rescue I)	80%
Chap 9.2 Structural Collapse	Chap 5 (JPRs) and Chap 6.1 (Rope Rescue I)	80%
Chap 10.2 (Vehicle Rescue II)	Chap 5 (JPRs), Chap 6.1 (Rope Rescue I) and Chap 10.1 (Vehicle Rescue I)	80%
Chap 19.2 (Machinery Rescue II)	Chap 5 (JPRs), Chap 6.1 (Rope Rescue I) and Chap 19.1 (Machinery Rescue I)	80%

5. POC is the undersigned at [barbara.a.kilthau.civ@mail.mil](mailto:barbara.a.kilthau.civ@mail.mil).

  
 BARBARA KILTHAU  
 Credentialing Program Manager and  
 Director of Training, CBRNS

CF:  
 3<sup>rd</sup> CM BDE  
 HLD/CSO  
 DOTLD DOI  
 AF 9E Instructional Dept  
 USMC TECOM  
 Camp Dawson, RTI  
 NCOA



REPLY TO  
ATTENTION OF

**DEPARTMENT OF THE ARMY**  
U.S. ARMY CHEMICAL, BIOLOGICAL, RADIOLOGICAL, AND NUCLEAR SCHOOL  
DIRECTORATE OF TRAINING AND LEADER DEVELOPMENT  
14030 MSCOE LOOP, SUITE 3021  
FORT LEONARD WOOD, MISSOURI 65473-8926

ATSN-T


24 January 2019

**MEMORANDUM FOR RECORD**

SUBJECT: Approval of the United States Army Chemical, Biological, Radiological, and Nuclear School (USACBRNS), IFSAC/Pro-Board Testing, Standard Operating Procedures (SOP).

1. The USACBRNS, IFSAC/Pro-Board testing SOP is approved for immediate implementation (Encl 1).
2. Approval of this SOP formalizes and updates training management policies and procedures for IFSAC/Pro-Board Testing.
3. Point of contact for this memorandum is David L. Lewis at [david.l.lewis7.civ@mail.mil](mailto:david.l.lewis7.civ@mail.mil) 573-563-7201.

Encl

  
BARBARA KILTHAU  
Director,  
Directorate of Training and  
Leader Development

*915 on 2/19*  
*DL*

CF:  
Program manager/Compliance Officers  
DOT&LD  
IRTD  
84<sup>th</sup> CM Bn  
NCOA  
US&R Instructors  
HLD

## **APPENDIX C: Instructor Proponent Certification Policy**

### **1. REFERENCES.**

- a. TRADOC Regulation 350-18, The Army School System, 1 May 2018.
- b. TRADOC Regulation 350-70, Army Learning Policy and Systems, 10 July 2017.
- c. TRADOC Regulation 600-21, Faculty Development and Recognition Program, 2 May 2018
- d. TRADOC Pamphlet 350-70-7, Army Education Process, 4 October 2018.
- e. TRADOC Pamphlet 350-70-3, Faculty and Staff Development, 4 October 2018.

**2. PURPOSE.** To establish policy and procedures for the proponent certification of CBRN SGIs and instructors in The Army School System (TASS). (Note: The use of the acronym TASS refers to the CBRN School as well as Chemical TASS Battalions). Proponent certification is derived from requirements imposed above and beyond initial TRADOC Instructor certification requirements to ensure our instructors meet the highest quality standards attainable in the institutional training base. Proponent certification is a regulatory requirement.

### **3. APPLICABILITY.**

- a. This policy applies to all personnel, military or civilian, presenting instruction of Institutional or TASS BATTALION CBRN courses with approved Programs of Instruction.
- b. This policy supersedes all other policies for the proponent certification of CBRN SGIs/instructors in TASS. Total Army Training System (TATS) courseware to include Course Management Plans (CMPs) will reflect this updated policy during the normal revisions of courses.

### **4. GENERAL.**

- a. Authority to waive Grade requirement for assignment or Soldiers as uniformed service school instructors is delegated to Proponent School Commandant. Soldiers must otherwise be fully qualified. The proponent school representative will provide a copy of the approved exception to (1) the Soldier and (2) the Soldiers USA HRC Career Branch for assignment consideration.
- b. Authority to convene SGI/Instructor Certification Boards is delegated to the various training departments. This must be accomplished before an SGI/instructor can be assigned duties as a primary instructor.
- c. Authority to proponent certify instructors is delegated to Directors, and with quality assurance oversight delegated to the DOT.
- d. Authority to approve/disapprove requests for SGI/instructor waivers is delegated to the DOT.
- e. TASS Battalions instructing CBRN courses are extensions of the CBRN School for training purposes. Authority to certify instructors and convene certification boards under the policies established by Director of Training (DOT) is delegated to the TASS Battalion Commander for all SGIs/instructors.

## **5. RESPONSIBILITIES.**

### **a. DOT.**

(1) Establishes a program of internal quality assurance to ensure the provisions of this policy are enforced.

(2) Approves/disapproves requests for SGI/instructor waivers.

### **b. Chief, Quality Assurance Element (QAE), USACBRNS.**

(1) Serve as the "eyes and ears" for the assistant commandant/commandant on instructor certification compliance across TASS.

(2) Periodically review instructor records for regulatory compliance.

(3) Evaluate instructors during routine classroom observations and during Inactive Duty Training (IDT) and Active Duty for Training (ADT) visits to TASS Battalions.

### **c. Commandant, MSCoE NCOA.**

(1) Ensure SGIs/instructors meet mandatory training requirements IAW references in paragraph 1 above.

(2) Comply with U.S. Army Sergeants Major Academy policies for certification to train Stand Alone Common Core Program of Instruction. Convene SGI/instructor certification boards prior to assigning SGIs primary duties to instruct technical MOS training.

(3) If possible, assign SGI/instructor a mentor and an opportunity for qualification training as an assistant SGI/instructor.

(4) Submit instructor certification waiver requests to the Commander, 3<sup>rd</sup> Chemical Brigade.

### **d. Battalion Commander (to include TASS BATTALIONS)/DOI and CDTF Director.**

(1) Ensure SGIs/instructors meet mandatory training requirements IAW references in paragraph 1 above.

(2) If possible, assign SGI/instructor a mentor to provide an opportunity to complete training as an assistant SGI/instructor.

(3) Approve/disapprove requests for proponent instructor certification without waiver.

(4) Reviews waiver requests and forwards them thru the Director of Training and Leader Development, to the, USACBRNS or DAC-RC, USACBRNS, as appropriate for approval/disapproval.

## **6. Instructor qualification and certification requirements.**

### **a. Instructor Qualification, General Requirements. Basic Instructor qualification**



requirements are outlined in AR 614-200, TR 350-70 and TP 350-70-3. They are as follows:

- (1) Attend and complete an approved Common Faculty Development-Instructor Course (CFDIC) Instructor Training Course or service equivalent.
- (2) Demonstrate competence by showing mastery of objectives to be trained. Competency is demonstrated through completion of a certification board, which will certify the new instructor is technically and tactically proficient to teach a block of instruction.
- (3) Fulfill all proponent and CMP specific requirements.
- (4) Hold grade specified in the instructor certification requirements.
- (5) Meet the height and weight standard (military only). Instructors not meeting the height and weight standards, must obtain waiver to instruct.
- (6) Pass the Army Physical Fitness Test (military only). Instructors not passing the APFT, must obtain waiver to instruct.
- (7) Be a graduate of the MOS course in which the instructor will teach IAW AR 614- 200, except as otherwise stated in this policy.
- (8) Small group instructors must also complete the Small Group Instruction (SGI) course.
- (9) Be a graduate of the specific course they instruct (unless otherwise stated).
- (10) CBRN Basic Officer Leadership Course (CBOLC-B) and Chemical, Biological, Nuclear, and Radiological Captains Career Course (CBRNC3) NCO instructors must be a graduate of Senior Leaders Course (SLC).
- (11) Captains and NCO's assigned as small group leaders to the CBRNC3 course must be a graduate of the FDP (1) course. In FDP1, the faculty member is introduced to the foundations of CGSC educational philosophy. FDP1 uses Small Group Instruction (SGI) to model teaching methods based on the CGSC Experiential Learning Model (ELM), and adult learning principles. Completion of FDP1 is required prior to teaching.
- (12) Army instructors must have served at least three years of active, reserve, or National Guard service, in any branch of the armed forces, be fully qualified in the MOS for which instructor duty is desired and have at least one year of experience in that MOS (applies to military instructors IAW AR 614-200).
- (13) Captains assigned as CBRNC3 Instructors must have successfully commanded a company.
- (14) Military instructors must have 3 years remaining in-service upon assignment or be able to reenlist or extend to meet the requirements (applies to active duty military instructors IAW AR 614-200).
- (15) Officers and instructors within the CDTF must have a security clearance consistent with the requirement to attend the perquisite instructor course (IAW AR 614-200).

b. Instructor Certification, General Requirements. Instructor certifications are outlined in TRADOC Regulation 350-70 Table 8-1 Phase III. They are as follows:

- (1) Meet all qualification requirements.
- (2) Have a proponent certification.
- (3) Must achieve at least an 85% for the technical block they will instruct.
- (4) Receive a GO on all performance-oriented tests.

(5) Captains and NCO's assigned as small group leaders to the CBRNC3 course must be a graduate of the FDP (2) course. Part One of FDP2 consists of FSD-managed Foundational Workshops. These workshops are designed and implemented by FSD and address general, College-wide instructional topic areas such as Collaborative Learning, Critical Thinking, and Assessment of Learning. Part Two of FDP2 consists of department-managed Lesson Implementation Workshops (LIWs) and focuses on lesson content. The schools, departments, teaching teams and TASS battalions administer Part Two of FDP2 following the guidelines of the curriculum proponent. In support of this part of FDP2, departments, battalions, and the College Quality Assurance Office provide mentoring and feedback throughout an instructor's tenure. Part Two is a recurring requirement that results from periodic curriculum updates.

## **7. PROCEDURES.**

a. Supervisor of instructors will:

- (1) Schedule newly assigned instructors to attend CFDIC and CTC as required before conducting any instructor duties.
- (2) Upon successful completion of the CFDIC and CTC (as required) place a copy of certificates along with their bio in the visitor book.
- (3) Counsel the instructor and inform them of the duties they are and are not allowed to perform. They will be allowed to perform duties as a AI, but not allowed to perform duties as a primary instructor.
- (4) Assign the instructor a mentor.
- (5) Assign the instructor as an assistant instructor as often as possible to learn the technical part of the course of instruction.
- (6) Conduct qualification boards as needed to verify instructors has the technical and tactical knowledge needed to instruct students.
- (7) After the qualified instructor has successfully passed the qualification board(s) assign instructor to teach in front of students under the supervision of a certified instructor.
- (8) When the instructor is ready for certification, conduct a certification board using students from the course of instruction.

b. Certification Boards. The certification board is chaired by an instructor supervisor/course manager (chairman) and at least two other certified instructors. TASS

Battalions are expected to resource accordingly for certification board processes:

(1) TRADOC Form 600-21-1, Instructor Observation Rubric. Use this form to certify all instructors regardless of the method used, the media or the training site. A minimum score of 12 must be obtained with the instructor candidate receiving at least a "2" in block 8. Ethical and Legal Standards. Professional Credibility.

(2) Upon completion of the certification board, all board members will convene and conduct an AAR with the instructor candidate and inform them of the board results. If the instructor candidate passes, proceed to proponent certification. If instructor does NOT pass continual development is required.

c. Upon completion of the certification board, the chairperson of the certification board consolidates board results into one recommended annotated evaluation sheet.

(1) Request for SGI/instructor proponent certification. Once an SGI/instructor candidate has, passed the certification board and all other minimum regulatory and proponent standards. A certification request packet will be submitted to the proponent certification approval. The certification packet must contain the following documents:

(2) Documentary evidence that the Soldier meets minimum regulatory and proponent standards; CFDIC, certification board results along with the supporting TRADOC Form 600-21-1, DA Form 705 (APFT Scorecard), DA Form 5500 or 5501(if required), CTC (if required), ERB or ORB, and any other CMP specific certification requirements.

d. Requests for Instructor Proponent Certification Waivers.

(1) A waiver request format is located in Appendix G.

(2) Waiver requests are considered on a case-by-case basis for individual qualifications thought to be equivalent to those listed in the certification policy. In order to be considered, requests for waivers must contain a strong justification as to how the Soldier's qualification(s) meets the intent of the listed requirement.

(3) Submit requests for waivers to Director of Training, CBRNS.

(4) The following requirements may be waived on a case-by-case basis:

(5) Time in MOS

(6) SSG or higher

(7) Leadership assignment

(8) Time in service

(9) Any proponent specified requirement not in direct conflict with Army or TRADOC regulation.

**NOTE:** As FDP 1 and FDP 2 are only requirements for the CBRNC3 instructors it is recommended- if there is opportunity and resources available to support, that other instructors assigned throughout the Brigade take the opportunity to attend. It is also highly recommended that all instructors, if the opportunity presents itself, attend the Shot in the Arm (SITA)

workshops which address the Army Learning Model and its application and integration into training.

## **APPENDIX D: Instructor Development Recognition Program for DA Civilian Instructors to obtain the Basic, Senior and Master Instructor Badge.**

1. Purpose. This section establishes Program policies, responsibilities, and procedures apply to all military and civilian directors, technical directors, division chiefs, branch chiefs, instructor supervisors and instructors assigned or attached to the USACBRN School. It also establishes. This establishes a program that develops DA Civilian instructors.

2. Scope: This program is applicable to all instructors DA Civilians that are in an instructor position

3. General: The intent of this program is to establish guidelines for the Instructor Development Program as outlined in TRADOC Regulation 600-21, Faculty Development and Recognition Program, 2 May 2018, Army Regulation 614-200, Enlisted Assignments, 29 November 2019.

4. Eligibility Criteria: Be a certified instructor (see Appendix C).

5. Procedures:

a. Basic Army Instructor (BAI): Instructors at this level are able to facilitate and present instruction in a variety of learning environments. Instructors closely adhere to the instruction outlined in the lesson plan and effectively prepare and execute instruction. They communicate effectively and apply various instructional methods, media, and educational technology in order to facilitate learning and present instruction. Instructors at this level question students and provide effective feedback, promote learning retention and transfer, assess learning, and counsel students. To receive the Basic Army Instructor recognition instructors must:

(1) Be a certified instructor.

(2) Receive formal Counseling from supervisor on the Faculty Development and Recognition Program.

(3) Complete 80 hours as primary instructor.

(4) Have two consecutive evaluations conducted a minimum of 7 days apart by a qualified designated evaluator, with a score of 12 or higher on the Instructor Observation Rubric TF 600-21-1. The instructor will conduct a self-assessment (TF 600-21-1) prior to each formal EIC evaluation.

(5) Conduct four developmental observations (TF 600-21-4) of other instructors and provide written feedback to supervisor.

(6) The Basic Army Instructor packet will contain the following:

(a) Requesting Action Form.

(b) Civilian Career Brief (CCB)

(c) Common Faculty Development-Instructor Course Certificate.

(d) Proponent Certification.

- (e) Instructor Contact hours worksheet.
- (f) Memorandum certifying the 80 instructor contact hours.
- (g) 4x Developmental Observations TRADOC forms 600-21-4
- (h) 2x TRADOC form 600-21-1 (self-Evaluations)
- (i) 2x TRADOC form 600-21-1 (from evaluators)
- (j) Certificate (s) from evaluator (s) from the Evaluating Instructor Course, who conducted the evaluations.
- (k) Formal Counseling entering into the Faculty Development and Recognition Program.

b. Procedures to receive the Senior Army Instructor (SAI): In addition to continuing to improve instructor skills, senior instructors also use student reaction and learning data to recommend areas for instructor improvement or curriculum changes. They are able to redesign lessons to update content or implement other changes approved by the appropriate authority (course manager, training developer). To receive the SAI recognition instructors must:

- (1) Meet all requirements for the Army instructor recognition.
- (2) Serve a minimum of 12 months as an instructor after submission of the Basic Army Instructor Recognition.
- (3) Complete the following training: Instruction Design Basic course (IDBC) and the Evaluation Instructor Course (EIC), but not before conducting a minimum of 100 hours as a primary instructor. Conduct a lesson redesign after completion of IDBC, scoring at least 80% on the Lesson Design/Redesign. A qualified and designated evaluator will conduct this evaluation.
- (4) Successfully teach at least 200 hours of instruction as the primary instructor (after submission of the BAIB total of 280 hours).
- (5) Complete the following training: Small group instructor training course or intermediate Facilitation skills course and Systems Approach to Training Basic course or Foundation Training Developer course.
- (6) Have three consecutive evaluations conducted a minimum of 7 days apart by a qualified designated evaluator, with a score of 16 or higher on the Instructor Observation Rubric TF 600-21-1. The instructor will conduct a self-assessment (TF 600-21-1) prior to each formal EIC evaluation.
- (7) Conduct three developmental observations (TF 600-21-4) of other instructors and provide written feedback to supervisor.
- (8) The SAI packet will contain the following:
  - (a) Requesting action form

- (b) Updated Civilian Career Brief (CCB)
- (c) Evaluating Instructors Course (EIC) Course Certificate from ALMS.
- (d) Instruction Design Basic Course (IDBC) Certificate from ALMS.
- (e) Lesson Redesign product (along with grading official IDBC certificate).
- (f) Formal counseling entering into the Faculty Development and Recognition Program.
- (g) Instructor Contact hours worksheet.
- (h) Memorandum certifying the 200 instructor contact hours.
- (i) 3x Developmental Observations TRADOC forms 600-21-4.
- (j) 3x TRADOC form 600-21-1 (self-Evaluations).
- (k) 3x TRADOC form 600-21-1 (from evaluators).
- (l) Certificate (s) from evaluator (s) from the Evaluating Instructor Course, who conducted the evaluations.
- (m) Orders for AIB

c. Procedures to receive the Master Army Instructor (MAI): Master instructor recognition is the highest level attained, and is representative of instructors who choose to become fully knowledgeable learning professionals. Master instructors serve on Master Instructor Selection Boards (MAISBs) and are able to demonstrate an in-depth understanding of the fundamental principles of learning, design, and implementation. Master instructors are capable of designing/redesigning lessons and make evidence based recommendations regarding instructional strategies, methods, media and technology, while continuously striving to update their knowledge of learning practices. To receive the MAI instructors must:

- (1) Meet all requirements for the Senior Army Instructor.
- (2) Have served a minimum of 24 months as an instructor after submission of the SAI.
- (3) Successfully teach at least 200 hours of instruction as the primary instructor after submission of the SAI packet (total of 480 hours).
- (4) Have three consecutive evaluations conducted a minimum of 7 days apart by a qualified designated evaluator, with a score of 20 or higher on the Instructor Observation Rubric TF 600-21-1. The instructor will conduct a self-assessment (TF 600-21-1) prior to each formal EIC evaluation.
- (5) Conduct at least four EIC evaluations, providing feedback to instructors utilizing the Instructor Observation Rubric, TF 600-21-1.

- (6) Be recommended by members of the MISB on TF 600-21-2 and TF 600-21-3.
- (7) The master instructor packet will contain the following:
  - (a) Requesting action form
  - (b) Updated CCB
  - (c) 4x TRADOC forms 600-21-1 (conducted by applicant).
  - (d) 3x TRADOC form 600-21-1 (self-Evaluations).
  - (e) 3x TRADOC form 600-21-1 (conducted on the applicant).
  - (f) Instructor Contact hours worksheet.
  - (g) Memorandum certifying the 200 instructor contact hours (after SAIB).
  - (h) Certificate (s) from evaluator (s) from the Evaluating Instructor Workshop, who conducted the evaluations.
  - (i) MISB board Recommendation (TF 600-21-3)



**APPENDIX E: Instructor Development Recognition Program for NCOs and Officers to obtain the Basic, Senior and Master Instructor Badge.**

2. Purpose. This section establishes program policies, responsibilities, and procedures that apply to all military and civilian directors, technical directors, division chiefs, branch chiefs, instructor supervisors and instructors assigned or attached to the USACBRN School. It establishes a program that develops NCO and Officer Instructors.

2. Scope: This program is applicable to all instructors (NCO's, and Officers) that are in an instructor position

3. General: The intent of this program is to establish guidelines for the Instructor Development Program as outlined in TRADOC Regulation 600-21, Faculty Development and Recognition Program, 2 May 2018, Army Regulation 614-200, Enlisted Assignments, 29 November 2019.

4. Eligibility Criteria: Be a certified instructor (see Appendix C).

5. Procedures:

a. Basic Army Instructor Badge (BAIB): Soldiers at this level are able to facilitate and present instruction in a variety of learning environments. Instructors closely adhere to the instruction outlined in the lesson plan and effectively prepare and execute instruction. They communicate effectively and apply various instructional methods, media, and educational technology in order to facilitate learning and present instruction. Instructors at this level question students and provide effective feedback, promote learning retention and transfer, assess learning, and counsel students. To receive the Basic Army Instructor Badge instructors must:

(1) Be a certified instructor.

(2) Receive formal Counseling from supervisor on the Faculty Development and Recognition Program.

(3) Complete 80 hours as primary instructor.

(4) Have two consecutive evaluations conducted a minimum of 7 days apart by a qualified designated evaluator, with a score of 12 or higher on the Instructor Observation Rubric TF 600-21-1. The instructor will conduct a self-assessment (TF 600-21-1) prior to each formal EIC evaluation.

(5) Conduct four developmental observations (TF 600-21-4) of other instructors and provide written feedback to supervisor.

(6) The Basic Army Instructor Badge packet will contain the following:

(a) DA Form 4187 requesting action.

(b) Updated ERB or ORB

(c) APFT Score card (within 6 months).

- (d) Body fat worksheet (if applicable).
- (e) Common Faculty Development-Instructor Course Certificate.
- (g) Proponent Certification.
- (h) SQI "8" orders
- (l) Instructor Contact hours worksheet.
- (j) Memorandum certifying the 80 instructor contact hours.
- (j) 4x Developmental Observations TRADOC forms 600-21-4
- (k) 2x TRADOC form 600-21-1 (self-Evaluations)
- (l) 2x TRADOC form 600-21-1 (from evaluators)
- (m) Certificate (s) from evaluator (s) from the Evaluating Instructor Course, who conducted the evaluations.
- (o) DA Form 4856 Counseling entering into the Faculty Development and Recognition Program.

b. Procedures to receive the Senior Army Instructor Badge (SAIB): In addition to continuing to improve instructor skills, senior instructors also use student reaction and learning data to recommend areas for instructor improvement or curriculum changes. They are able to redesign lessons to update content or implement other changes approved by the appropriate authority (course manager, training developer). To receive the SAIB instructors must:

- (1) Meet all requirements for the Army instructor badge.
- (2) Serve a minimum of 12 months as an instructor after submission of the BAIB.
- (3) Complete the following training: Instruction Design Basic course (IDBC) and the Evaluation Instructor Course (EIC), but not before conducting a minimum of 100 hours as a primary instructor. Conduct a lesson redesign after completion of IDBC, scoring at least 80% on the Lesson Design/Redesign. A qualified and designated evaluator will conduct this evaluation.
- (4) Successfully teach at least 200 hours of instruction as the primary instructor (after submission of the BAIB total of 280 hours).
- (5) Complete the following training: Small group instructor training course or intermediate Facilitation skills course and Systems Approach to Training Basic course or Foundation Training Developer course.
- (6) Have three consecutive evaluations conducted a minimum of 7 days apart by a qualified designated evaluator, with a score of 16 or higher on the Instructor Observation Rubric TF 600-21-1. The instructor will conduct a self-assessment (TF 600-21-1) prior to each formal EIC evaluation.

(7) Conduct three developmental observations (TF 600-21-4) of other instructors and provide written feedback to supervisor.

(8) The SAIB packet will contain the following:

- (a) DA Form 4187 requesting action.
- (b) Updated ERB or ORB
- (c) APFT Score card (within 6 months).
- (d) Body fat worksheet (if applicable).
- (e) Evaluating Instructors Course (EIC) Course Certificate from ALMS.
- (g) Instruction Design Basic Course (IDBC) Certificate from ALMS.
- (h) Lesson Redesign product (along with grading official IDBC certificate).
- (l) DA Form 4856 Counseling entering into the Faculty Development and Recognition Program.
- (j) Instructor Contact hours worksheet.
- (k) Memorandum certifying the 200 instructor contact hours.
- (l) 3x Developmental Observations TRADOC forms 600-21-4.
- (m) 3x TRADOC form 600-21-1 (self-Evaluations).
- (n) 3x TRADOC form 600-21-1 (from evaluators).
- (p) Certificate (s) from evaluator (s) from the Evaluating Instructor Course, who conducted the evaluations.
- (r) Orders for BAIB

c. Procedures to receive the Master Instructor Badge (MAIB): Master instructor recognition is the highest level attained, and is representative of instructors who choose to become fully knowledgeable learning professionals. Master instructors serve on Master Instructor Selection Boards (MAISBs) and are able to demonstrate an in-depth understanding of the fundamental principles of learning, design, and implementation. Master instructors are capable of designing/redesigning lessons and make evidence based recommendations regarding instructional strategies, methods, media and technology, while continuously striving to update their knowledge of learning practices. To receive the MAIB instructors must:

- (1) Meet all requirements for the Senior Army Instructor badge.
- (2) Have served a minimum of 24 months as an instructor after submission of the SAIB.

(3) Successfully teach at least 200 hours of instruction as the primary instructor after submission of the SAIB packet (total of 480 hours).

(4) Have three consecutive evaluations conducted a minimum of 7 days apart by a qualified designated evaluator, with a score of 20 or higher on the Instructor Observation Rubric TF 600-21-1. The instructor will conduct a self-assessment (TF 600-21-1) prior to each formal EIC evaluation.

(5) Conduct at least four EIC evaluations, providing feedback to instructors utilizing the Instructor Observation Rubric, TF 600-21-1.

(6) Be recommended by members of the MISB on TF 600-21-2 and TF 600-21-3.

(7) The master instructor packet will contain the following:

(a) DA Form 4187 requesting action.

(b) Updated ERB or ORB

(c) APFT Score card (within 6 months).

(d) Body fat worksheet (if applicable).

(e) 4x TRADOC forms 600-21-1 (conducted by applicant).

(g) 3x TRADOC form 600-21-1 (self-Evaluations).

(h) 3x TRADOC form 600-21-1 (conducted on the applicant).

(i) Instructor Contact hours worksheet.

(j) Memorandum certifying the 200 instructor contact hours (after SAIB).

(k) Certificate (s) from evaluator (s) from the Evaluating Instructor Workshop, who conducted the evaluations.

(l) MISB board Recommendation (TF 600-21-3)

## **APPENDIX F: Instructor of the Quarter/ Instructor of the Year Program**

1. Purpose: This MOI establishes the administrative requirements for the USACBRNS Instructor of the Quarter and Year Program. It also establishes chain of command responsibilities. This program identifies and prepares our Soldiers for school and higher level competitions.
2. Scope: This program is applicable to all Soldiers and civilians assigned as instructors in the CBRN School who meet the eligibility criteria.
3. General: The intent of this program is to identify and recognize the most outstanding enlisted, company-grade officer, field grade officer, warrant officer, and civilian instructors within the CBRN School. The Commandant expects all leaders to recognize outstanding instructors and recommend them for the Instructor of the Quarter Program. The CBRNS will host an appropriate quarterly and yearly competition and ceremonies to recognize the winners of the Instructor of the Quarter and Year Program. The scheduling of yearly competitions will parallel TRADOC follow-on schedules.
4. Eligibility Criteria.
  - (a) Be a graduate of a certified instructor-training course.
  - (b) Have a minimum of six months as an instructor.
  - (c) Currently serving as an instructor in the category of civilian, enlisted, warrant officer, company grade officer, or field grade officer.
  - (d) Army personnel must have passed their latest army physical fitness test and met the army height and weight standards IAW AR 600-9. Military personnel from other services must have passed their physical fitness test and met height and weight standards required by their services.
  - (e) Personnel from other services and foreign countries are eligible as long as they instruct U.S. Army Soldiers.
  - (f) Personnel assigned, as drill sergeants are not eligible for this competition, they are eligible for recognition through the Drill Sergeant of the Year competition.
  - (g) Activities will submit packets through their chain of command to the DOT&LD, Training Support Division.
5. Submission of Instructor Packets:
  - (a) Military personnel will have a memorandum for record stating the Soldier has met APFT and height and weight standards. (Civilians do not need this).
  - (b) Autobiography (one single-spaced page). The autobiography will outline:
    - 1) Meeting the challenge of being an instructor.

- 2) Greatest contribution as an instructor.
- 3) Personal background such as; activities, hobbies, and family.

(c) Supervisor's narrative: must not exceed two single-spaced pages. It will outline and support the instructor's significant achievements. Be specific: address what the instructor accomplished that made a difference. For example: instructor researched, made improvements to the course, developed or updated training literature, and published articles. Instructor performance is the focus. Address these areas:

- 1) Tactical and technical knowledge.
- 2) Communication skills.
- 3) Appearance and military bearing.
- 4) Copy of instructor training course certificate.

(d) Copy of instructors support cadre training course, this includes Civilians too.

(e) Military: copy of ERB/ORB or for a civilian: copy of CRB.

6. Incentives: The incentives outlined below provide tangible rewards to Instructors that win in their respective levels of competition.

a. Quarterly winners will receive the following:

- (1) Chemical Corps Regimental Association (CCRA) Plaque.
- (2) Gifts obtained from local vendors that desire to support this development program.
- (3) Automatically competing for USACBRNS Instructor of the Year.

b. Annual winners will receive the following:

- (1) Photo displayed in CBRN School area.
- (2) Chemical Corps Regimental Association (CCRA) Plaque.
- (3) Award deemed appropriate by the MSCoE IOY Program Manager.
- (4) Gifts obtained from local vendors that desire to support this development program.
- (5) Right to compete for TRADOC Instructor of the Year.

7. Determination of IOQ Winner:

a. The winner of the Instructor of the Quarter Program will be determined as follows. One

Instructor in each category (Officer, Warrant Officer, NCO, Civilian) will be chosen for each Quarter. There will be a total of four per fiscal year. A point system will be used to determine the winner. Instructors will be graded in 11 different areas, based off of TF 600-21-1. Each area is worth 5 or 10 points. (See Attachment).

b. There will be no less than two DOT&LD personnel who will conduct Instructor of the Quarter evaluations. Total points will be added and divided by the number of personnel conducting the evaluations.

c. Instructors will be evaluated on 11 areas and can receive a total of 90 points

8. Determination of IOY Winners The four IOQ winners for the current fiscal year will compete for the right to represent the CBRN School in the IOY competition and the right to compete at TRADOC level.

9. Responsibilities for Instructor of Quarter and Year Program:

a. DOT&LD: Overall responsible for the CBRN School Instructor of the Quarter and Year Program. Manage all administrative requirements and brief the Director of Training on the program status and unit packet submissions.

b. CBRN School Activities: Recommend one person for each category (Enlisted, Company Grade Officer, Field-Grade Officer, Warrant Officer, and Civilian) quarterly. Submission of nominees is optional.

c. First Line Supervisors: Recommend outstanding instructors for recognition through the CBRN School Instructor of the Quarter and Year Program.

d. Training Departments: Manage instructor certification, development, and recognition programs within your departments.

10. Coordinating Instructions.

a. CBRN School Activities: Will turn-in nomination packets for each category (Enlisted, Company- Grade Officer, Field Grade Officer, Warrant Officer, and Civilian) by the following guidelines (i.e., FY XX: 1st Qtr-15 NOV , 2nd Qtr-15 FEB; 3rd Qtr-15 MAY; 4th Qtr-15 JUL). (Note: 4th Qtr is accelerated due to the timing and submission requirements and deadlines for the IOY Competition.) Although submission of nominees is optional, packets will not be accepted if turned in late. Activities will also make sure that each department has a fair chance for competition. Ideally, there should be no less than three instructors in each category competing for the Instructor of the Quarter each quarter.

b. DOT&LD: Overall responsible for setting up evaluation dates. Evaluation dates will be taken from packets that are turned into the DOT&LD. Packets should include a minimum of three dates that instructors can be evaluated. DOT&LD will determine what days that the instructors will be evaluated. Once evaluations are complete and winners have been decided, DOT&LD will notify the CBRN School Commandant.

**USACBRNS Instructor of the Quarter and Year Program  
IOQ/IOY Point System Scoring Sheet (updated 2 Oct 18)**

<b>Instructors Name:</b>	<b>Section:</b>		
<b>Evaluators Name:</b>	<b>Date/QTR:</b>		<b>Points</b>
1) Autobiography	Point (5)		
<b>Comments:</b>			
2) Supervisor's Narrative	Point (5)		
<b>Comments:</b>			
3) Visitor Book Available (Items listed on TRADOC Form 600-21-1-R-E)	Point (5)		
<b>Comments:</b>			
4) Instructor explained Terminal Learning Objective (TLO)	Point (5)		
<b>Comments:</b>			
5) Instructor explained Safety Requirements/Risk Level/Environmental/Admin.	Point (10)		
<b>Comments:</b>			
6) Motivator, Engagement of Students, Transfer of knowledge and skill.	Point (10)		
<b>Comments:</b>			
7) Presentation and facilitation skills.	Point (10)		
<b>Comments:</b>			
8) Clarification and Feedback.	Point (10)		
<b>Comments:</b>			
9) Learning Management.	Point (10)		
<b>Comments:</b>			
10) Promote Retention of Knowledge and skills.	Point (10)		
<b>Comments:</b>			
11) Communicate Effectively.	Point (10)		
<b>Comments:</b>			
<b>Total Points awarded</b>			

Points will be awarded based on scoring from an attached TRADOC Form 600-21-1-R-E (Instructor Observation Rubric dated October 2017). On areas where the point value is 10, instructor will receive 1-3 points for a 1 on the Rubric, 4-7 points for a 2 on the Rubric, and 8-10 points for a 3 on the Rubric. If the instructor receives a "0" the scoring sheet will also reflect a "0". The maximum points an instructor may receive is 90.



## **APPENDIX G: Waiver Policy**

**SUBJECT:** Delegation of Authority to Waive U.S. Army Chemical, Biological, Radiological, and Nuclear School (USACBRNS) Program of Instruction (POI) Requirements

1. Purpose: To delegate authority and establish policy and procedures for the waiver of USACBRNS POI requirements.

2. References.

- a. AR 350-1, Army Training and Leader Development, Dec 2017
- b. TR 350-70, Army Learning Policy and Systems, Jul 2017
- c. TR 350-18, The Army School System, May 2018
- d. Enterprise SOP, May 2013

3. Responsibilities. This policy applies to all active duty and reserve component organizations conducting training using USACBRNS approved POIs.

4. USACBRNS Procedures.

- a. Only the Commandant (CMDT) is authorized to waive POI requirements for the Chemical Defense Training Facility (CDTF).
- b. All other POI requirements are delegated to the following authorities:

(1) The Assistant Commandant (AC) is authorized to waive POI requirements for use of draft lesson plans beyond 6 months.

(2) The Director of Training (DOT) is authorized to waive POI Requirements for use of draft lesson plans for up to 6 months, course prerequisites, and graduation requirements.

(3) The Brigade Commander (BDE CDR) is authorized to waive POI requirements for course prerequisites and graduation requirements.

(4) The Battalion Commander (BN CDR) is authorized to waive POI requirements for conducting classes above max and below minimum class size, student to instructor ratio, equipment to student ratios, and late arrivals.

(5) The Director of Instruction (DOI) is authorized to waive POI requirements for conducting classes above max and below minimum class size, student to instructor

ratio, equipment to student ratios, late arrivals, and permanent party course attendance.

(6) The Deputy Assistant Commandant – Reserve Component (DAC-RC) is authorized to waive POI requirements for conducting classes above max and below minimum class size, student to instructor ratio, equipment to student ratios, and late arrivals.

(7) The Maneuver Support Center of Excellence, Non-Commissioned Officer Academy Commandant (MSCoE NCOA CMDT) is authorized to waive POI requirements for conducting classes above max and below minimum class size, student to instructor ratio, equipment to student ratios, and late arrivals. The CBRNS DOT is the approval authority to train lesson plans pending approval up to 6 months. All extensions beyond the 6 month period must be approved by the Assistant Commandant, USACBRNS.

c. Waiver Authority is delegated as indicated in Enclosure 1.

d. A request for waiver will be submitted in the format provided in Enclosure 2.

5. Point of contact is Sophia Harris, Chief, Training Support Division (TSD), (573) 563-6174, DSN 676-6174.

2 Encls  
1. Waiver Authority  
2. Waiver Format

ANTONIO V. MUNERA  
Brigadier General, USA  
Commandant

**Waiver Authority**

<b>Waivers</b>	<b>AC</b>	<b>DOT</b>	<b>BDE CDR</b>	<b>BN CDR</b>	<b>DAC - RC</b>	<b>DOI</b>	<b>MNCO CMDT</b>
Conducting classes below min or above max size				X	X	X	X
Instructor: student ratios				X	X	X	X
Equipment: student ratios				X	X	X	X
Late arrivals				X	X	X	X
Train draft lesson plans pending approval up to 6 months	Beyond 6 months	X					
Course Prerequisites		X	X				
Permanent Party Course						X	
Graduation Requirements		X	X				
Graduation Requirement (CDTF)	Commandant Only						
Missing hours of instruction	As per course CMP						

**Note:** Lesson Plan drafts or changes must be submitted to the appropriate Course Manager and POI Manager to ensure proper vetting and staffing prior to training the lesson plans.

**EXAMPLE WAIVER FORMAT**

OFFICE SYMBOL

(Stamped Approval Date)

**MEMORANDUM FOR RECORD**

**SUBJECT:** Waiver of POI/Lesson Plan Requirement

**1. Course/Lesson Plan identification:**

- a. Course Title:
- b. Course Number:
- c. Lesson Title:
- d. PFN:

**2. Implementation date:** The date you anticipate on teaching the waived requirements.

**3. Requirement to be waived:** Identify the POI/lesson plan requirement to be waived – student to instructor ratio, equipment to student ratio, methods of instruction, equipment substitutions, etc. The approved and draft lesson plans must accompany the waiver request.

**4. Proposed alternative procedures:** Identify how you plan to conduct training – new student to instructor ratio, new equipment to student ratio, alternate method of instruction to be used, equipment substitutions, etc.

**5. Justification:** Explain the circumstances that require the waiver and why the particular work-around was selected.

**6. Expiration Date:** Date the waiver expires. Waivers should be approved for the shortest amount of time necessary.

**7. Point of contact for this action** is xxxxxx, [xxxxxxx.mil@mail.mil](mailto:xxxxxxx.mil@mail.mil), or 573 596-0131.

Signature Block

(Based on Waiver Authority)

**Appendix H: Student Status Review Example**  
**Example of Initial Instructor/SGL SSR Memo for Decision:**

ATSN

Date

**MEMORANDUM THRU**

Chief, Officer Training Department, address  
Fort Leonard Wood, MO 65473  
Commander, 84<sup>th</sup> Chemical Battalion, address  
65473

Fort Leonard Wood, MO

FOR Commander, 3<sup>rd</sup> Chemical Brigade, address  
Fort Leonard Wood, MO 65473

**SUBJECT:** Student Status Review (SSR) of 2LT Doe, Jane

**1. Recommendation:** Initiate a SSR on 2LT Doe, IAW USACBRNS CBOLC Course Management Plan.

**2. Reference:** IAW the Course Management Plan (CMP). "A student that fails three initial exams or fails any retest, must be recommended for a Student Status Review."

**3. Background:**

a. On 23 Feb 15, 2LT Doe received an administrative drop from CBOLC 1-15, in order to attend to a death in the family.

b. On 9 Mar 15, 2LT Doe failed BRM and Land Navigation and was dropped from CBOLC 4-15, and placed in CBOLC 5-15 which was starting BRM week to give the Soldier additional training and an opportunity to qualify. She passed this block in CBOLC 5-15.

c. On 26 Apr 15, 2LT Doe failed the Leadership and Tactical Training Exam, scoring a 68%. She was counseled and passed the second time.

d. On 24 Jun 15, 2LT Doe failed the CBRN Staff Operations Exam, scoring a 71%. She was counseled and passed the second time.

e. On 10 Jul 15, 2LT Doe failed the CBRN Decontamination Exam, scoring a 70.5%. She was counseled and passed the second time.

f. On 14 Aug 15, 2LT Doe failed the CBRN Basic RAD Safe EOC Exam, scoring a 76%. She was counseled and failed the retest with a 76%.

**4. SGL Assessment:**

a. 2LT Doe maintains an 81.2% academic average and is 45th of 45 students.

b. 2LT Doe is a marginal Officer and has showed little effort throughout the course. She has been

counseled multiple times on being late for class and was cited by FLW Military Police for failure to keep her vehicle registration up to date. 2LT Doe has complicated personal issues dealing with her family and I believe she cannot place the required attention for this course at this time.

c. 2LT Doe is within height/weight standards IAW AR 600-9 and passed her most recent APFT with a 293.

5. Recommendation: My assessment of 2LT Doe's performance as a company grade Officer is unsatisfactory. 2LT Doe has shown great resilience in the face of numerous personal issues but she cannot continue to balance both as evident in her demonstrated performance. I recommend that the chain of command authorize disenrollment from CBOLC 5-15 as a non-graduate and initiate a chapter to separate her from the Military.

6. Point of contact is the undersigned at 573-563-7395 or at xxxxxxxx.mil@mail.mil.

Instructor/SGI

## Example of Demographics Memo:

ATSN

Date

MEMORANDUM FOR RECORD

SUBJECT: Demographics

1. Listed below is the demographic data for 2LT Doe, Jane:

- a. Age: 24
- b. Marital Status: Married
- c. Children: None
- d. Source of Commission: West ROTC
- e. Degree: Bachelor of Science in Human Factors Psychology
- f. University Attended: Embry Riddle
- g. Ethnicity: Haitian
- h. Component: Active
- i. Other Info: On Orders to Germany

2. POC is the undersigned at 573-563-7326 and xxxxxx.mil@mail.mil

Instructor/SGI

**Example of Decision Memo:**

ATSN

DATE

**MEMORANDUM FOR RECORD**

**SUBJECT:** Student Status Review Decision

1. In accordance with the Course CMP, I have reviewed the Student Status Review (SSR) packet of 2LT Doe, Jane, CBRN Basic Officer Leader Course 05-15. Based on my evaluation of 2LT Doe SSR:

\_\_\_\_\_ Retain in course

\_\_\_\_\_ Drop from CBRN BOLC 05-15 and Recycle to class:

\_\_\_\_\_ 06-15, in progress start date 6 Jul 15

\_\_\_\_\_ 07-15, Start Date 23 Sept 15

\_\_\_\_\_ Drop from CBRN BOLC 5-15 and initiate separation

\_\_\_\_\_ Other \_\_\_\_\_

2. Point of contact is xxxxxxxxxx at 573-563-7395 and xxxxxxxxxx.mil@mail.mil.

Appropriate Decision  
Authority



**Example of Student Notification Memo:**

ATSN

Date

MEMORANDUM FOR 2LT DOE, JANE

SUBJECT: Recommendation for Student Status Review (SSR)

1. I am recommending a review of your student status to the 3<sup>rd</sup> Chemical Brigade Commander.
2. A copy of this package will be forwarded to the 84<sup>th</sup> CM BN CDR for decision.
3. Not later than 0800 on 20 August 2015, you may submit any written statements to include individual question reclaims and letters to appeal to the 3<sup>rd</sup> Chemical Brigade Commander for adjudication or any other documents you deem appropriate for inclusion in the packet.
4. The 3<sup>rd</sup> Chemical Brigade Commander is authorized, based upon review of the package submitted, to conduct any such inquiry as deemed appropriate in order to determine your status as a student. The determination may include ordering your elimination from the course. You may appeal his decision IAW USACBRNS CBOLC Course Management Plan.
5. Point of contact is the undersigned at 573-563-7395 or xxxxxxxxxx.mil@mail.mil.

Instructor/SGL

RECEIPT ACKNOWLEDGED

SIGNATURE: \_\_\_\_\_

PRINT NAME: 2LT Doe, Jane

DATE: \_\_\_\_\_

## Example of Recommendation Memo

ATSN

Date

MEMORANDUM FOR COMMANDER, 84<sup>th</sup> CHEM BATTALION

SUBJECT: Student Status Review Recommendation 2LT Doe, Jane

1. I concur/do not concur for the following reason(s):
2. I recommend the following actions(s):

Appropriate Department Chief

ATSN

Date

MEMORANDUM FOR COMMANDER, 84<sup>th</sup> CM BN

SUBJECT: Student Status Review Recommendation 2LT Doe, Jane

1. I concur/do not concur for the following reason(s):
2. I recommend the following actions(s):

Higher Level Recommendation

## APPENDIX I: Approval Matrix and Memorandum Templates

Below is the staffing matrix and memorandum templates for the following: Individual Critical Task List, Lesson Plan, Course Administrative Data, Program of Instruction and Course Management Plan.

**Staffing Paper Coordination and Approval Matrix**

Document	ICTL	Lesson Plan	Tasks	CAD	POI	CMP
<b>Office/Position</b>						
<b>Commandant</b>	<b>A</b>			<b>A</b>	<b>A</b>	
<b>Assistant Commandant</b>	<b>A</b>			<b>A</b>	<b>A</b>	<b>A</b>
<b>Director, DOT&amp;LD</b>		<b>A</b>		<b>C</b>	<b>C</b>	<b>C</b>
<b>Tech Dir, DOT&amp;LD</b>	<b>C</b>	<b>C</b>		<b>C</b>	<b>C</b>	<b>C</b>
<b>Chief, Division</b>	<b>C</b>	<b>C</b>		<b>C</b>	<b>C</b>	<b>C</b>
<b>Chief, Branch</b>	<b>C</b>	<b>C</b>	<b>A</b>	<b>C</b>	<b>C</b>	
<b>FDO/G2</b>		<b>C</b>				
<b>Dir, Safety Office</b>		<b>C**</b>				
<b>Dir, Environmental</b>		<b>C</b>				
<b>MSCoE G3/5/7</b>					<b>C*</b>	

**A-Approver**

**C-Coordination**

**\*-New POI or Change in Resources**

**\*\* -All lesson plans will require approval from the MSCoE Safety Office, except lesson plans to be conducted wholly in a classroom environment and with a residual risk level of LOW (TR 385-2/TP 350-70-14).**



**DEPARTMENT OF THE ARMY**  
U.S. ARMY CHEMICAL, BIOLOGICAL, RADIOLOGICAL, AND NUCLEAR SCHOOL  
14030 MSCOE LOOP, SUITE 1041  
FORT LEONARD WOOD, MISSOURI 65473-8926

REPLY TO  
ATTENTION OF

ATSN-T

MEMORANDUM FOR Commandant, USACBRNS, Fort Leonard Wood, MO 65473-8929

SUBJECT: Chemical, Biological, Radiological, and Nuclear Responders Operations Course  
Individual Critical Task List (ICTL)

1. Purpose. To obtain the Commandant's approval of the proposed ICTL (enclosure 1).
2. Recommendation. The Commandant approves the proposed ICTL.
3. Discussion. This task list is comprised from the National Fire Protection Association (NFPA) 472, Operations level competencies. These competencies are the knowledge, skills and judgment needed for an Operations level responders to perform their jobs. This task list is all inclusive and will act in lieu of an official Critical Task and Site Selection Board (CTSSB). Successful course completion will provide the student certification to the International Fire Service Accreditation Congress (IFSAC) Hazardous Materials Operations level of training.
4. Point of contact is Mr. Danny Glitz, (573) 563-7228, DSN 676-7228, or email [danny.w.glitz.civ@mail.mil](mailto:danny.w.glitz.civ@mail.mil).

Encl:

DOT  
COL, CM  
Director of Training and  
Leader Development

FOR THE COMMANDANT:

Approved/Disapproved

AC  
COL, CM  
Assistant Commandant



**DEPARTMENT OF THE ARMY**  
U.S. ARMY CHEMICAL, BIOLOGICAL, RADIOLOGICAL, AND NUCLEAR SCHOOL  
14030 MSCOE LOOP, SUITE 1041  
FORT LEONARD WOOD, MISSOURI 65473-8926

REPLY TO  
ATTENTION OF

ATSN-CM

MEMORANDUM FOR Commander, U.S. Army Training and Doctrine Command (TRADOC),  
ATTN: ATTG-TRI-MP (ATOM-P/Mrs. Miles), Fort Eustis, VA 23604-5700

SUBJECT: Program of Instruction (POI) for the CBRN Dismounted Reconnaissance Course  
(4K-F26/494-F31), Version 3.0.

1. Reference(s):
  - a. TRADOC Regulation 350-70, *Army Learning Policy and Systems*, 10 July 2017.
  - b. TRADOC Pamphlet, 350-70-9, *Budgeting and Resourcing*, 12 Oct 12.
2. The revisions contained in the enclosed POI are a direct result of the Course Resource Model (CRM) update in the Training Development Capability (TDC) data base which includes instructor responsibilities. The associated 28.25 hours of Instructor Actions have been reviewed by and concurred by the Installation Quality Assurance Office.
3. The academic hours were reduced from previous POI to align with the Army Learning Model which increases efficiency in the course. The CBRN Dismounted Reconnaissance Course reduced the use of PowerPoints and increased hands on training.
4. The CBRN Dismounted Reconnaissance Course is designed to support the detection, identification, individual protection, sample collection, decision support, and marking to provide enhanced capability for Army reconnaissance forces to increase the conventional joint force enhanced capability to conduct dismounted CBRN reconnaissance, Weapons of Mass Destruction (WMD) confirmation or denial, and characterization of a HAZ MAT event or accident.
5. Course specific data is as follows:
  - a. Requested training/education start date: 1 April 2016.
  - b. This POI is effective for: Third Quarter FY16 and out.
  - c. This course is not contract taught.
  - d. This course is not an Interservice Training Requirements Organization (ITRO) course.

ATSN-CM

SUBJECT: Program of Instruction (POI) for the CBRN Dismounted Reconnaissance Course (4K-F26/494-F31), Version 3.0.

- e. This course is not a refresher course.
- f. This course is not a transition course.
- g. Skill Code data: There is not a skill code for this course.
- h. Specific Course data:

	FROM (ATRRS Verified) 2 Weeks 0 Days	TO 2 Weeks 0 Days
(1) Length:		
(2) Class Sizes (Max/Opt/Min):	24/24/12	no change
(3) Instructor Contact Hours (ICH):	287.8	287.8
(4) Academic Hours:	95.6	85.7
(5) Instructor: Student Ratio: 1:24		
(6) Estimated Student Input: 144		
(7) Class Frequency: 6 classes		

6. Facility, equipment, training devices, and ammunition resource data.

- a. Facilities: No growth.
- b. Equipment: No growth
- c. Training Devices: No growth.
- d. Ammunition: None required.

7. Required documentation and coordination:

- a. These documents do not require ITRO coordination.
- b. The course scope, prerequisites, and special information data has been updated in ATRRS.

ATSN-CM

SUBJECT: Program of Instruction (POI) for the CBRN Dismounted Reconnaissance Course (4K-F26/494-F31), Version 3.0.

8. Point of contact is Mrs. Jacqueline Johnson, DSN: 676-4599, Commercial: (573) 563-4599, or email: jacqueline.y.johnson.civ@mail.mil.

FOR THE COMMANDANT:

Encl  
as

AC  
COL, CM  
Assistant Commandant

## APPENDIX J: QAE MEP and Forms

**Tab A, Part I**  
**CBRN Internal and External Course Evaluation Schedule**  
 (All external evaluations are pending the development of external surveys.)

COURSES	Month/Year for Scheduled INTERNAL Evaluation			Month/Year for Scheduled EXTERNAL Evaluation			Month/Year Report Briefed Chain of Command	Remarks
	FY16	FY17	FY18	FY16	FY17	FY18		
<b>IMT</b>								
CBRN Operations Specialist AIT (494-74D10)		TBD-17						Pending FY17 Class Dates
CBRN Basic Officer Leader Course (BOLC) (4-3-C20-B)			TBD-18					Pending FY18 Class Dates
CBRN Warrant Officer Basic Course (4K-740A)			TBD-18					Pending FY18 Class Dates
<b>PME AA</b>								
CBRN Advanced Leader Course (ALC) (494-74D30-C45) (Phase 2)	Jan-16						Mar-16	AA & RC attend the same course
CBRN Senior Leader Course (SLC) (494-74D40-C46)	Jan-16						Mar-16	AA & RC attend the same course
CBRN Captains' Career Course (4-3-C22)			TBD-18					Pending FY18 Class Dates
CBRN Warrant Officer Advanced Course (4-3-C32-740A)		Jan-17					Apr-17	
CBRN Pre-Command Course (4K-F4)			TBD-18					Pending FY18 Class Dates
<b>PME RC</b>								
CBRN Operations Specialist (MOS-T) (031-74D10) (R1) (Phases 1, 2 and 3)		TBD-17						Pending FY17 Class Dates
CBRN Transition (MOS-T) (031-74D2/3/4) (T) (Phases 1, 2 and 3)		TBD-17						Pending FY17 Class Dates
CBRN Advanced Leader Course (ALC) (031-74D30-C45) (Phases 1, 2 and 3)	Jan-16						Mar-16	AA & RC attend the same course
CBRN Senior Leader Course (SLC) (031-74D40-C46) (Phases 1-3)	Jan-16						Mar-16	AA & RC attend the same course



RC CBRN Captains Career Course ( 4-3-C23) (Phase 1, 2, 3, and 4)	Jul-16						Aug-16	Pending adjustment of course dates
<b>Functional Courses</b>								
Basic Radiation Safety Course (4J-F2/494-F9)		Mar-17					Mar-17	
Advanced Radiological Safety Course (4J-F3/494-F14)			TBD-18					Pending FY18 Class Dates
Radiological Packaging Course (4K-F29/494-F34)			TBD-18					Pending FY18 Class Dates
CBRN Reconnaissance for Brigade Combat Teams (4K-F19/494-ASIL6)	Oct-15						Dec-15	
BIDS JBPDS (4K-F9/494-ASIL4) (Phase 1 &2)	Mar-16						Apr-16	
Technical Escort Course (4K-SIL3/ 494-ASIL3)		Oct-16					Dec-16	
Civil Support Skills Course (4K-F20/494-F28)			TBD-18					Pending FY18 Class Dates
CBRN Responder Course (4K-F24/494-F29)	Apr-16						May-16	
CBRN Mass Casualty Decon (4K-F25/494-F30)	Jun-16						Jul-16	
CBRN Dismounted Recon Course (4K-F26/494-F31)	Jun-16						Jul-16	
Analytical Laboratory System Operator Course (6H-F38/300-F32) (CT)		Apr-17					Jun-17	
Unified Command Suite Operator Course (920-F15) (CT)		May-17					Jun-17	
Civil Support Team Operations (9E-F25/ 920-F14)			TBD-18					Pending FY18 Class Dates
<b>MTTs</b>								
None	TBD	TBD	TBD					Pending FY16-18 Dates

**Tab A, Part II**  
**CBRN Evaluation of Non Course Related Accreditation Standards**

Standard	Day/Month/ Year for Scheduled Assessment			Month/Year Report Briefed Chain of Command	Remarks
	FY16	FY17	FY18		
AEAS-1	2 Oct 15	Sep 17	TBD	Month of Review	
AEAS-2	23 Nov 15	Sep 17	TBD	Month of Review	
AEAS-3	3 Dec 15	Sep 17	TBD	Month of Review	
AEAS-4	6 Jan 16	Sep 17	TBD	Month of Review	
AEAS-5	29 Feb 16	Sep 17	TBD	Month of Review	
AEAS-6	3 Mar 16	Sep 17	TBD	Month of Review	
AEAS-7	7 Apr 16	Sep 17	TBD	Month of Review	
AEAS-8	5 May 16	Sep 17	TBD	Month of Review	

**Tab B**

**CBRN RC Accreditation and Assessment Schedule**

The CBRN QAE conducts accreditation and assessment visits to one brigade (3<sup>rd</sup> Brigade (Chemical)) which consist of five TASS Battalions, supported by the 80<sup>th</sup> TASS Training Command (TTC) located at Fort Leonard Wood. The battalions do not conduct training as separate battalion level training institutions; the battalions share the brigades overall training missions throughout the year and collectively conducts training at Fort Leonard Wood. The dates for the brigade's accreditation are tentative based on the 80<sup>th</sup> TC Accreditation Plan and TRADOC dates of FY18 Accreditation of the 102<sup>nd</sup> Div. Per TR 11-21 proponent school accreditations must be coordinated with the TRADOC QAO and all proponent-level accreditations/assessments should occur within plus or minus 3 months of the TRADOC QAO RTI/TASS Training Center-level accreditation visit. Exceptions must be vetted by the TRADOC QAO, proponent school, ARNG, and USARC as applicable.

RC Training Institution	Location	Dates of Scheduled Visit Day/Month/Year			Date Report Submitted to Training Institution	Remarks
		FY16	FY17	FY18		
3rd Brigade (CM)	West Hartford, CT			TBD	TBD	
3rd Brigade (CM)	Fort Leonard Wood, MO			TBD	TBD	

## **Excerpt from Appendix D, TRADOC Reg 600-21-1, Instructions**

### **Instructor Observation Rubric, TRADOC Form 600-21-1**

The purpose of TF 600-21-1, Instructor Observation Rubric, is to evaluate an instructor's performance. Instructions for filling out the form are below:

#### **Section 1. Administrative data.**

Item 1.a.: Enter the start date/time (YYYY/MM/DD).

Item 1.b.: At the end of the observation, enter the date/time.

Item 1.c.: Enter the instructor's rank/last/first/middle initial (MI).

Item 1.d.: Enter the instructor's training school/institution name.

Item 1.e.: Enter the class location.

Item 1.f.: Enter the course number.

Item 1.g.: Enter the lesson number.

Item 1.h.: Enter the course/lesson title.

#### **Section 2. Required documentation and standards in support of instruction/facilitation.**

Check the appropriate box to rate each item in section 2 as 'GO', 'NO GO', or Not Applicable (N/A). A 'NO GO' in an item will not affect final evaluation score.

Items 2.a-2.p: Evaluator records the number of 'GOs', 'NO GOs' and 'N/A' in designated box. 2.k - 2.p are likely to be observed at the beginning of a lesson.

#### **Section 3. The Army Instructor Competencies.**

Items 3.a.1 – 3.a.8. After the evaluator observes the eight Instructor Competencies in section 3, the evaluator will enter the instructor's rating for each competency.

Item 3.b: Evaluator will enter the total score (add items 3.a.1 – 3.a.8 = total score).

Item 3.c: The evaluator will score each item (3.c.1 – 3.c.8) using the instructor observation rubric. In addition, the evaluator will indicate the score (zero '0' to three '3') that most closely fits with what he/she observed and provide comments/examples for each area (competency). The instructor must understand that he/she cannot score a '0' in any area (competency) in section 3 of the Instructor Observation Rubric (note: regardless of the outcome in section 3, evaluators will complete the Instructor Observation Rubric, TF 600-21-1 and provide comments / examples/

feedback to the instructor. **Not Applicable (N/As) are not acceptable in section 3. All evaluations are conducted at a minimum of seven days apart.**

Item 3.d: Evaluator will enter comments/examples for all the rated areas (all eight competencies) (items 3.c.1 – 3.c.8). Evaluators are encouraged to use Appendix B, TR 600-21.

#### **Section 4. Signatures and Recommendations.**

Item 4.a.: Evaluator must provide instructor with recommended actions for all areas that received rating of one (developing) or zero (unacceptable).

Item 4.b: Learning Environment (not scored). Evaluated instructor provides a response and if necessary an explanation to questions 4.b.1 - 4.b.6.

Item 4.c.1: After the evaluator gathers and inputs information in TF 600-21-1, the evaluator will then schedule a time to meet with the instructor and go over evaluation results. Regardless of the final score, the instructor will sign TF 600-21-1 (ink or digitally signed).

Item 4.c.2: The evaluator will answer question based on the badging level score requirements for the Instructor Observation Rubric. The minimum score for the Basic Army Instructor Badge (BAIB) is 12 points out of 24 total points with no zero ratings. Senior Army Instructor Badge (SAIB) is 16 points out of 24 points with no zero ratings. The Master Army Instructor Badge (MAIB) is 20 points out of 24 points with no zero ratings areas in Section 3.

Item 4.c.3: Evaluator enters his/her name (Last/First/MI).

Item 4.c.4: After the instructor signs TF 600-21-1, the evaluator will sign TF 600-21-1 (note: the evaluator will sign the form regardless of whether or not the instructor agrees with the overall score).

Item 4.c.5: Enter the date (YYYY/MM/DD) the evaluator signs TF 600-21-1 (ink or digitally signed).

## Instructor Observation Rubric, TRADOC Form 600-21-1

<b>Instructor Observation Rubric</b>							
Section 1. Administrative data.							
1.a. Start Date/Time (YYYY/MM/DD)/(HHMM):				1.b. End Date/Time (YYYY/MM/DD)/(HHMM):			
1.c. Instructor's Rank/Last/First/MI:				1.d. Unit:			
1.e. Class Location:				1.f. Course Number:		1.g. Lesson Number:	
1.h. Course/Lesson Title(s):							
Section 2. Additional documentation for professional development.							
Instructions: Score items as GO, NO GO, or Not Applicable (N/A). Please place an 'X' to indicate correct answer. Additional documentation for professional development only; will not affect final evaluation score.							
	Go	No Go	N/A		Go	No Go	N/A
2.a. Visitor's folder present				2.i. TF 600-21-1 (Blank Evaluation Form)			
2.b. Visitor's sign-in Log				2.j. Individual Student Assessment Plan			
2.c. Accurate training schedule				(Note: k - o are likely to be observed during two levels, presentation skills, and facilitation skills)			
2.d. Program of Instruction (POI) or Course Management Plan (CMP)				2.k. Explained Terminal Learning Objectives (TLO)			
2.e. Instructor Biography				2.l. Explained Safety Requirements			
2.f. Instructor certification (includes instructor training certificates both military and civilian (if applicable)).				2.m. Explained Risk Level			
2.g. Applicable Waivers				2.n. Stated Environmental Considerations			
2.h. Risk Assessment Worksheet				2.o. Identified Administrative Procedures			
				2.p. Other			
Additional Remarks:							
Section 3. The Instructor Competencies.							
Items	Score	Items	Score				
3.a.1. Stimulate and sustain motivation and engagement. Promote transfer of knowledge and skills.	0	3.a.5. Promote retention knowledge of skills	0				
3.a.2. Presentation and facilitation skills.	0	3.a.6. Assess learning and performance	0				
3.a.3. Provide clarification and feedback.	0	3.a.7. Communicate effectively	0				
3.a.4. Learning management.	0	3.a.8. Ethical / legal standards; Professional credibility	0				
		3.b. Total Score (3.a.1. + 3.a.8):	0				

TRADOC Form 600-21-1, October 2017      For use of this form see TRADOC Regulation 600-21; the proponent agency is ARMYU      Page 1

\*hostpi Instructor Competencies used by permission.

**Figure D-1. TF 600-21-1**

Item 3.c. Score each item using the rubric. Indicate the score that most closely fits what you observed and use the comments section to provide qualifications for your rating or annotate if there were areas that may have kept the instructor from fitting perfectly in the next category rating. A '0' in any area (competency rating) will result in a failed observation.

Rating	3 Exemplary	2 Accomplished	1 Developing	0 Unacceptable	Comment(s)/ Example(s)
<p>1. Stimulate and Sustain Motivation and Engagement. Promote Transfer of Knowledge and Skills.</p> <div>0</div> <p>IBSTPI Competencies: 7 and 13</p>	<p>Provided opportunities for learners to participate and succeed.</p> <p>Gained and maintained learner attention by establishing relevance.</p> <p>Ensured goals and objectives are clear.</p> <p>Fostered a favorable attitude toward learning (example: displaying enthusiasm about the subject).</p> <p>Provided an opportunity for students to connect learning to future applications (learning transfer).</p>	<p>Provided opportunities for learners to participate and succeed.</p> <p>Gained and maintained learner attention by establishing relevance.</p> <p>Ensured goals and objectives are clear.</p>	<p>Provided opportunities for learners to participate and succeed.</p> <p>Gained and maintained learner attention by establishing relevance.</p>	<p>Did not meet all of the criteria for a "1" rating</p>	
Rating	3 Exemplary	2 Accomplished	1 Developing	0 Unacceptable	Comment(s)/ Example(s)
<p>2. Presentation and Facilitation Skills</p> <div>0</div> <p>IBSTPI Competencies: 8 and 9</p>	<p>Involved learners in presentations.</p> <p>Gave directions that are clearly understood by all learners.</p> <p>Kept learning activities focused.</p> <p>Brought learning activities to closure.</p> <p>Provided examples to clarify meaning.</p> <p>Draw upon the knowledge and experience of all participants.</p> <p>Encouraged and support</p>	<p>Involved learners in presentations.</p> <p>Gave directions that are clearly understood by all learners.</p> <p>Kept learning activities focused.</p> <p>Brought learning activities to closure.</p> <p>Provided examples to clarify meaning.</p> <p>Draw upon the knowledge and experience of all participants.</p>	<p>Involved learners in presentations.</p> <p>Gave directions that are clearly understood by all learners.</p> <p>Kept learning activities focused.</p> <p>Brought learning activities to closure.</p>	<p>Did not meet all of the criteria for a "1" rating</p>	

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Figure D-1. TF 600-21-1, continued

Item 3.c. Score each item using the rubric. Indicate the score that most closely fits what you observed and use the comments section to provide qualifications for your rating or annotate if there were areas that may have kept the instructor from fitting perfectly in the next category rating. A '0' in any area (competency rating) will result in a failed observation.

Rating	3 Exemplary	2 Accomplished	1 Developing	0 Unacceptable	Comment(s)/ Example(s)
3. Provide Clarification and Feedback  <div style="border: 1px solid black; padding: 5px; width: 40px; margin: 10px auto;">0</div> IBSTPI Competency: 11	Provide opportunities for learners to request clarification.  Use a variety of clarification and feedback strategies.  Provide clear, timely, relevant, and specific feedback.  Be open and fair when giving and receiving feedback.  Provide opportunities for learners to give feedback.	Provide opportunities for learners to request clarification.  Use a variety of clarification and feedback strategies.  Provide clear, timely, relevant, and specific feedback.  Be open and fair when giving and receiving feedback.	Provide opportunities for learners to request clarification.  Use a variety of clarification and feedback strategies.  Provide clear, timely, relevant, and specific feedback.	Did not meet all of the criteria for a "1" rating	
4. Learning Management  <div style="border: 1px solid black; padding: 5px; width: 40px; margin: 10px auto;">0</div> IBSTPI Competency: 17	Anticipated and addressed situations that may impact learning and performance.  Ensured learners had access resources.  Established ground rules and expectations with learners.  Employed time management principles during instruction.  Discouraged undesirable behaviors in a timely and appropriate manner when necessary.	Anticipated and addressed situations that may impact learning and performance.  Ensured learners had access resources.  Established ground rules and expectations with learners.  Employed time management principles during instruction.	Anticipated and addressed situations that may impact learning and performance.  Ensured learners had access resources.  Established ground rules and expectations with learners.	Did not meet all of the criteria for a "1" rating	

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Figure D-1. TF 600-21-1, continued



Item 3.c. Score each item using the rubric. Indicate the score that most closely fits what you observed and use the comments section to provide qualifications for your rating or annotate if there were areas that may have kept the instructor from fitting perfectly in the next category rating. A '0' in any area (competency rating) will result in a failed observation.

Rating	3 Exemplary	2 Accomplished	1 Developing	0 Unacceptable	Comment(s)/ Example(s)
5. Promote Retention of Knowledge and Skills  <div style="border: 1px solid black; padding: 5px; width: 40px; margin: 0 auto;">0</div> IBSTPI Competency: 12	Linked learning activities to prior knowledge.  Encouraged learners to elaborate on concepts and ideas.  Provided opportunities to practice newly acquired skills.  Provided opportunities to synthesize and integrate new knowledge.  Provided opportunities for reflection and review.	Linked learning activities to prior knowledge.  Encouraged learners to elaborate on concepts and ideas.  Provided opportunities to practice newly acquired skills.  Provided opportunities to synthesize and integrate new knowledge.	Linked learning activities to prior knowledge.  Encouraged learners to elaborate on concepts and ideas.  Provided opportunities to practice newly acquired skills.	Did not meet all of the criteria for a "1" rating	
Rating	3 Exemplary	2 Accomplished	1 Developing	0 Unacceptable	Comment(s)/ Example(s)
6. Assess Learning and Performance  <div style="border: 1px solid black; padding: 5px; width: 40px; margin: 0 auto;">0</div> IBSTPI Competency: 15	Communicate assessment criteria.  Monitor individual and group performance.  Assessed learner attitudes and reactions.  Assessed learning outcomes.  Provided learners with opportunities for self-assessment.	Communicate assessment criteria.  Monitor individual and group performance.  Assessed learner attitudes and reactions.  Assessed learning outcomes.	Communicate assessment criteria.  Monitor individual and group performance.  Assessed learner attitudes and reactions.	Did not meet all of the criteria for a "1" rating	

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Figure D-1. TF 600-21-1, continued

Item 3.c. Score each item using the rubric. Indicate the score that most closely fits what you observed and use the comments section to provide qualifications for your rating or annotate if there were areas that may have kept the instructor from fitting perfectly in the next category rating. A '0' in any area (competency rating) will result in a failed observation.

Rating	3 Exemplary	2 Accomplished	1 Developing	0 Unacceptable	Comment(s)/ Example(s)
<b>7. Communicate Effectively</b>  <div style="border: 2px solid black; padding: 5px; width: 40px; margin: 10px auto;">0</div> <b>IBSTPI Competency: 1</b>	Used language appropriate to the audience, context and culture.  Used appropriate verbal and non-verbal language.  Sought and acknowledged diverse perspectives.  Used active listening skills.  Used appropriate technology to communicate.	Used language appropriate to the audience, context and culture.  Used appropriate verbal and non-verbal language.  Sought and acknowledged diverse perspectives.  Used active listening skills.	Used language appropriate to the audience, context and culture.  Used appropriate verbal and non-verbal language.  Sought and acknowledged diverse perspectives.	Did not meet all of the criteria for a "1" rating	
Rating	3 Exemplary	2 Accomplished	1 Developing	0 Unacceptable	Comment(s)/Example(s)
<b>8. Ethical and Legal Standards, Professional Credibility</b>  <div style="border: 2px solid black; padding: 5px; width: 40px; margin: 10px auto;">0</div> <b>IBSTPI Competencies: 3 and 4</b>	Ensured that learners were treated fairly.  Complied with organizational and professional code of ethics.  Respected intellectual property, including copyright.  Demonstrated subject-matter expertise.  Was open to change and improvement.	Ensured that learners were treated fairly.  Complied with organizational and professional code of ethics.  Respected intellectual property, including copyright.  Demonstrated subject-matter expertise.	Ensured that learners were treated fairly.  Complied with organizational and professional code of ethics.  Respected intellectual property, including copyright.	Did not meet all of the criteria for a "1" rating	

Figure D-1. TF 600-21-1, continued

3.d. Additional Comments/Examples from Items # 1 - 8:		
<b>Section 4. Signatures and Recommendations.</b>		
4.a. Evaluator Recommendations.		
4.b. Learning Environment (Note: This part of the rubric must be completed by the evaluated instructor).		
4.b.1. Was the learning environment field or classroom?		
4.b.2. Clean? Yes/No? If no, provide additional explanation/s.		
4.b.3. Relatively free from outside noise or distractions? Yes/No? If no, provide additional explanation/s.		
4.b.4. Well lit? Yes/No? If no, provide additional explanation/s.		
4.b.5. Large enough to conduct the planned activities? Yes/No? If no, provide additional explanation/s.		
4.b.6. Well ventilated? Yes/No? If no, provide additional explanation/s.		
4.c. Signatures/Date.		
4.c.1. Instructor's Signature:	4.c.2. Did the instructor meet the minimum rating requirements for the Army instructor badging level?	
	YES <input type="checkbox"/> NO <input type="checkbox"/>	
4.c.3. Evaluator's Name (Last, First, MI):	4.c.4. Evaluator's Signature:	4.c.5. Date (YYYYMMDD):

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**Figure D-1. TF 600-21-1, continued**



**U.S. ARMY TRAINING AND DOCTRINE COMMAND (TRADOC)  
QUALITY ASSURANCE OFFICE (QAO)  
Quality Assurance Evaluator Development Program (QAEDP)**

NAME: (Last, First, MI)	GRADE / RANK:	START DATE:
Organization/Unit:		
GS JOB SERIES / MOS:	PRIMARY:	SECONDARY:

**Introduction** Evaluators are a major component of the Army Accreditation process and are required to perform at varying levels of responsibility during accreditations. Progress throughout their Quality Assurance (QA) tenure as well as their accomplishments must be monitored and reported for validation and awarding of appropriate designation. This form is designed to allow supervisors and QA Directors to manage their personnel and submit recommendations to TRADOC QAO for awarding of appropriate Evaluator levels.

**Prerequisites** To serve as an Evaluator involved with Army Accreditation processes, you must meet the following prerequisites :

Prerequisites	Verified By	Date
Army Basic Instructor Course (ABIC)		
Systems Approach to Training (SAT) course		
Small Group Instructor (SGI) course		

**Apprentice (Initial)** After meeting the prerequisites listed above, the accreditation evaluator trainee will complete a training program under the direct supervision of their Supervisor or an experienced QA Director. The supervisor/Director will determine when the evaluator in training has met the full requirements for certification and recommendation for higher levels of the QAEDP.

**Specific Requirements For Apprentice Certification**

The trainee will show completion of or demonstrate competency in:

Requirement	Verified By	Completion Date
Assignment to QA position		
Organizational / duty position integration		
Army / TRADOC QA regulatory guidance and policies familiarization		
TRADOC methodologies and AEAS familiarization		
TRADOC QAO professional development / training forum(s)		



U.S. ARMY TRAINING AND DOCTRINE COMMAND (TRADOC)  
QUALITY ASSURANCE OFFICE (QAO)  
**Quality Assurance Evaluator Development Program (QAEDP)**

NAME: (Last, First, MI)	GRADE / RANK:	START DATE:	LEVEL:
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<i>List other significant accomplishments / training below</i>		
Training / Accomplishment	Verified By	Date

**Certification**    I hereby certify that the Quality Assurance Evaluator named above has successfully accomplished all requirements for this level and recommend them for designation of **Apprentice Evaluator**.

\_\_\_\_\_  
(Supervisor Signature Information) (Date)

\_\_\_\_\_  
(QA/Director Signature Information) (Date)



U.S. ARMY TRAINING AND DOCTRINE COMMAND (TRADOC)  
QUALITY ASSURANCE OFFICE (QAO)  
**Quality Assurance Evaluator Development Program (QAEDP)**

NAME: (Last, First, MI)	GRADE / RANK:	START DATE:	LEVEL:
Organization/Unit:			
GS JOB SERIES / MOS:	PRIMARY:	SECONDARY:	

**Evaluator** After meeting the requirements of the previous level, the evaluator must complete the following training program under the direct supervision of their Supervisor or an experienced QA Director. The supervisor/Director will determine when the evaluator in training has met the full requirements for certification and recommendation for higher levels.

**Specific  
Requirements  
For Evaluator  
Certification**

The Evaluator must demonstrate competency/show completion of:

Requirement	Verified By	Completion Date
QAEC completion		
AEAS competency		
Institutional internal evaluation / Self Assessment		
Accreditation "Right Seat Ride"		
Accurate AEAS assessment / rating / report writing		
Additional professional development training		
Additional QA related training (e.g., Briefing techniques, Effective Writing)		
* TRADOC QAO Pro Dev/Training Forums attended		
<i>List other significant accomplishments / training below</i>		
Training / Accomplishment	Verified By	Date



U.S. ARMY TRAINING AND DOCTRINE COMMAND (TRADOC)  
QUALITY ASSURANCE OFFICE (QAO)  
**Quality Assurance Evaluator Development Program (QAEDP)**

NAME: (Last, First, MI)	GRADE / RANK:	START DATE:	LEVEL:
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**Certification:** I hereby certify that the Quality Assurance Evaluator named above has successfully accomplished all requirements for this QAEDP evaluator level and recommend them for designation of Evaluator level.

\_\_\_\_\_  
(Supervisor Signature Information) (Date)

\_\_\_\_\_  
(QA/Director Signature Information) (Date)





U.S. ARMY TRAINING AND DOCTRINE COMMAND (TRADOC)  
QUALITY ASSURANCE OFFICE (QAO)  
**Quality Assurance Evaluator Development Program (QAEDP)**

NAME: (Last, First, MI)	GRADE / RANK:	START DATE:	LEVEL:
Organization/Unit:			
GS JOB SERIES / MOS:	PRIMARY:	SECONDARY:	

**Master Evaluator** After meeting the requirements of the previous level, the evaluator must complete the following training program under the direct supervision of their Supervisor or an experienced QA Director. The supervisor/Director will determine when the evaluator in training has met the full requirements for certification and recommendation for TRADOC validation.

**Specific  
Requirements  
For Master  
Evaluator  
Certification**

**The Evaluator must demonstrate competency/show completion of:**

Requirement	Verified By	Completion Date
Briefs senior level leadership on accreditation / QA initiatives / issues		
Report submission for CG TRADOC approval		
Participated on Impact Issues (HHI) and Value Added (Best Practices) processes panel(s)		
Research / application of new training / assessment processes		
Performed coaching, counseling, mentoring and contribution to QA community of practice		
* TRADOC QAO Pro Dev/Training Forums attended		
<i>List other significant accomplishments / training below</i>		
Training / Accomplishment	Verified By	Date

**Certification:** I hereby certify that the Quality Assurance Evaluator named above has successfully accomplished all requirements for this and all previous QAEDP evaluator levels and recommend them for designation of **Master Evaluator** level.

\_\_\_\_\_  
(Supervisor Signature Information) (Date)

\_\_\_\_\_  
(QA/Director Signature Information) (Date)





U.S. ARMY TRAINING AND DOCTRINE COMMAND (TRADOC)  
QUALITY ASSURANCE OFFICE (QAO)  
**Quality Assurance Evaluator Development Program (QAEDP)**

NAME: (Last, First, MI)	GRADE / RANK:	START DATE:	LEVEL:
Organization/Unit:			
GS JOB SERIES / MOS:	PRIMARY:	SECONDARY:	

**Senior Evaluator** After meeting the requirements of the previous level, the evaluator must complete the following training program under the direct supervision of their Supervisor or an experienced QA Director. The supervisor/Director will determine when the evaluator in training has met the full requirements for certification and recommendation for higher levels.

**Specific  
Requirements  
For Senior  
Evaluator  
Certification**

**The Evaluator must demonstrate competency/show completion of:**

Requirement	Verified By	Completion Date
Evaluated institutional training programs / processes (1 or more AEAS at 2 or more institutions)		
Briefed training institution's key leadership on QA processes		
Provided training for QA community / accreditation assistance to training institution		
Identified (valid) "Impact Issues" / "Value Added" processes during accreditations		
Written training institution's report(s) as part of overall accreditation report approval process		
Participated in development / review / revision processes for AEAS		
Demonstrated continued advanced training accomplishment (i.e.; Middle Manager Training Developer Course)		
* TRADOC QAO Pro Dev/Training Forums attended		



U.S. ARMY TRAINING AND DOCTRINE COMMAND (TRADOC)  
QUALITY ASSURANCE OFFICE (QAO)  
**Quality Assurance Evaluator Development Program (QAEDP)**

NAME: (Last, First, MI)	GRADE / RANK:	START DATE:	LEVEL:
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<i>List other significant accomplishments / training below</i>		
Training / Accomplishment	Verified By	Date

**Certification:** I hereby certify that the Quality Assurance Evaluator named above has successfully accomplished all requirements for this QAEDP evaluator level and recommend them for designation of Senior Evaluator level.

\_\_\_\_\_  
(Supervisor Signature Information) (Date)

\_\_\_\_\_  
(QA/Director Signature Information) (Date)

## **APPENDIX K: Glossary**

AAR	After Action Review
ABIC	Army Basic Instructor Course
AC	Active Component/Assistant Commandant
ACE	American Council on Education
ACTEDS	Army Civilian Training, Education, and Development System
ADDIE	Analyze, Design, Development, Implementation, and Evaluation
APFT	Army Physical Fitness Test
AIT	Advanced Individual Training
AKO	Army Knowledge Online
ALCMC	Army Learning Content and Management Capability
ALMS	Army Learning Management System
APFT	Army Physical Fitness Test
ARFORGEN	Army Force Generation
ARI	Army Research Institute
ARNG	Army National Guard
ARPRINT	Army Program for Individual Training
ASI	Additional Skill Identifier
ATSC	Army Training Support Center
ATRRS	Army Training Requirements and Resources System
AVLE	Army Virtual Learning Environment
AWOL	Absent Without Leave
BAI	Basic Army Instructor
BAIB	Basic Army Instructor Badge
BB	Blackboard
BCT	Basic Combat Training
BOLC-B	Basic Officer Leader Course-Branch
C3	Captain Career Course
CAC	Combined Arms Center/Common Access Card
CAD	Course Administrative Data
CALL	Center for Army Lessons Learned
CAR	Central Army Registry

CASCOM	United States Army Combined Arms Support Command
CATS	Combined Arms Training Strategy
CBRN	Chemical, Biological, Radiological and Nuclear
CCB	Civilian Career Brief
CCRA	Chemical Corps Regimental Association
CD-ROM	Compact Disk-Read-Only Memory
CDTF	Chemical Defense Training Facility
CFD-IC	Common Faculty Development-Instructor Course
CFR	Code of Federal Regulations
CGSC	Command and General Staff College
CLTM	Course Level Training Model
CMF	Career Management Field
CMP	Course Management Plan
COC	Council of Colonels
CofS	Chief of Staff
CPAC	Civilian Personnel Advisory Center
CTC	Combat Training Center/Cadre Trainer Course
CTG	Command Training Guidance
CTSS	Critical Task Selection Survey
CTSSB	Critical Task Site Selection Board
DCG-IMT	Deputy Commanding General Initial Military Training
DDL	Director, Distributed Learning
DL	Distributed Learning
DL-IMI	Distributed Learning-Interactive Multimedia Instruction
DOD	Department of Defense
DOI	Department of Instruction
DOT&LD	Directorate of Training & Leader Development
DOTMLPF	Doctrine, Organizations, Training, Materiel, Leader Development, Personnel and Facilities
DSTE	Direct Support to Training Event
DTF	Digital Training Facility
DUI	Driving Under the Influence
EIC	Evaluating Instructor Course

ELLC	Enterprise Lifelong Learning Centers
ELM	Experiential Learning Model
ELO	Enabling Learning Objective
EOCQ	End of Course Questionnaires
ERB	Enlisted Record Brief
FCE	Full Course Evaluation
FDP	Faculty Development Phase
FIFC	Foundation Instructor Facilitator Course
FM	Field Manual
FORSCOM	United States Army Forces Command
FOUO	For Official Use Only
FTDC	Foundation Training Developer Course
FTX	Field Training Exercise
FY	Fiscal Year
GFI	Government Furnished Information
GFM	Government Furnished Media
GLO	General Learning Outcomes
GS	General Schedule
GTA	Graphic Training Aid
Haz Mat	Hazardous Materials
HLD	Homeland Defense
HQDA	Headquarters Department of the Army
HRC	Human Resource Command
IASO	Information Assurance Security Officer
IAW	In Accordance With
ICDP	Instructor Certification and Development Program
ICH	Instructor Contact Hour
ICTL	Individual Critical Task List
ID	Identification
IDBC	Instruction Design Basic Course
IFSAC	International Fire Service Accreditation Congress
IMDP	Instructional Media Design Package
IMI	Interactive Multimedia Instruction

IOQ	Instructor of the Quarter
IOY	Instructor of the Year
IPCP	Instructor Proponent Certification Policy
IPE	In-Process Evaluation
IRTD	Incident Response Training Department
IS	Information System
ISAP	Individual Student Assessment Plan
ITC	Instructor Training Course
ITP	Individual Training Plan
ITRM	Institutional Training Resource Model
ITRO	Inter-service Training Review Organization
ITP	Individual Training Plan
IAWA	Institutional Army Warfighting Assessment
JER	Joint Ethics Regulation
L2I	Lessons Learned Integration
KO	Contracting Officer
LES	Leave and Earning Statement
LMS	Learning Management System
LNO	Liaison Officer
LO	Learning Objective
MACOM	Army Major Command
MAI	Master Army Instructor
MAIB	Master Army Instructor Badge
MAISB	Master Army Instructor Selection Board
ME	Maintenance Evaluation
MEDPROS	Medical Protection System
METL	Mission-Essential Task List
MICC-Eustis KO	Mission and Installation Contracting Command-Eustis Contracting Officer
MOS	Military Occupational Specialty
MSCoE	Maneuver Support Center of Excellence
NCOA	Noncommissioned Officers Academy
NCOES	Noncommissioned Officers Education System
NCOIC	Noncommissioned Officer in Charge

NET	New Equipment Training
MTT	Mobile Training Team
NG	National Guard
NGB	National Guard Bureau
NIPRNET	Non-Secure Internet Protocol Router Network
NTC	National Training Center
OE	Operating Environment
OIL	Observation, Insight, and Lesson
OPTEMPO	Operating Tempo
ORB	Officer Record Brief
OTD	Officer Training Department
OTRS	Operational Test and Readiness Statement
PCC	Pre-Command Course
PDF	Portable Document Format
PFN	Program of Instruction File Number System
PII	Personal Identifiable Information
PME	Professional Military Education
POI	Program of Instruction
POM	Program Objective Memorandum
PPBES	Planning, Programming, Budgeting, and Execution System
PT	Physical Training
PWS	Performance Work Statement
QADR	QAEDP Evaluator Developmental Record
QAE	Quality Assurance Element
QAEDP	Quality Assurance Evaluator Development Program
QAO	Quality Assurance Office
QC	Quality Control
QMS	Quota Management System
RATSS	Range and Training Scheduling System
RC	Reserve Component
RFMSS	Range Facility Management Scheduling System
RITM	Resident Individual Training Module
SA	Self-Assessment

SAI	Senior Army Instructor
SAIB	Senior Army Instructor Badge
SAV	Staff Assistance Visit
SCORM	Shareable Content Object Reference Model
SCTC	Support Cadre Training Course
SGI	Small Group Instructor
SGL	Small Group Leader
SITA	Shot in the Arm
SIPRNET	Secret Internet Protocol Router Network
SJA	Staff Judge Advocate
SMDR	Structured Manning Decision Review
SME	Subject Matter Expert
SOP	Standard Operating Procedures
SOTS	Staff Operations Training Specialist
SOW	Statement of Work
SQI	Special Qualification Identifier
SSN	Social Security Number
STID	System Training Integration and Devices
STP	Soldier training publication
STRAC	Standards in Training Commission
STRAP	System Training Plan
STX	Situational Training Exercise
TA-CBA	TRAS Abbreviated-Cost Benefit Analysis
TACITS	Total Army Centralized Individual Training Solicitation
TADLP	The Army Distributed Learning Program
TADSS	Training Aids, Devices, Simulators, and Simulations
TAG	Test Administrator's Guide
TAG	Test Administrators Guide
TAPES	Total Army Performance Evaluation System
TASS	The Army School System
TATS	Total Army Training System
TCM	TRADOC Capability Manager
TCM-TADLP	TRADOC Capability Manager-The Army Distributed Learning Program



TCO	Test Control Office
TD2	Training and Doctrine Development
TDD	Training Development Division
TDA	Table of Distribution and Allowances
TDC	Training Development Capability
TIWG	Training Integration Workgroup
TLGOSC	Training and Leader General Officer Steering Committee
TLO	Terminal Learning Objective
TOMA	Training Operations and Management Activity
TRADOC	Training and Doctrine Command
TRAP	Training Resources Arbitration Panel
TRAS	Training Requirements Analysis System
TRM	TRADOC Review of Manpower
TSD	Training Support Division
TTD	Technical Training Department
UCMJ	Uniform Code of Military Justice
USACBRNS	United States Army Chemical, Biological, Radiological and Nuclear School
USAR	United States Army Reserve
USARC	United States Army Reserve Command
USG	United States Government
VTC	Video Teleconference
WOAC	Warrant Officer Advance Course
WOBC	Warrant Officer Basic Course